

# **MODELLING THE FACTORS THAT INFLUENCE GENERATION Y STUDENTS' ATTITUDES TOWARDS ADVERTISING IN THE FACEBOOK ENVIRONMENT**

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Promoter: Prof A.L. Bevan-Dye

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2014

## **DECLARATION**

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I declare that:

“Modelling the factors that influence Generation Y students’ attitudes towards advertising in the Facebook environment”

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that I have not previously submitted this thesis for a degree at any other university.

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HB Dondolo

May 2014

## LETTER FROM THE LANGUAGE EDITOR

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24 November 2013

To whom it may concern

This is to confirm that I, the undersigned, have language edited the completed research of Hilda Bongazana Dondolo for the PhD, Marketing Management, thesis entitled: *Modelling the factors that influence Generation Y students' attitudes towards advertising in the Facebook environment*.

The responsibility of implementing the recommended language changes rests with the author of the thesis.

Yours truly,

A handwritten signature in black ink, appearing to read 'L Scott', with a stylized, cursive script.

Linda Scott

## DEDICATION

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I dedicate this thesis, with love,  
to my late grandfathers and grandmothers,  
to my late mother, Felicia Faith Nombulelo Dondolo, and  
to my late daughter, Aziwe.

## ACKNOWLEDGEMENTS

---

I praise God, the Almighty for giving me the energy, discipline and strength to complete this thesis.

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## ABSTRACT

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**Keywords:** Generation Y, attitudes toward advertising, attitudes toward Facebook advertising, Facebook, social networking sites

Previous research has provided insights into factors influencing attitudes toward advertising in general, and those factors influencing attitudes toward advertising in a particular medium. However, attitudes towards Facebook advertising, especially those of Generation Y, have received relatively little research attention, especially in the South African context. The Generation Y cohort (individuals born between 1986 and 2005) are heavy users of Facebook, and access the site on a daily basis. In South Africa, approximately 20 million of the country's population of 52 982 000 fall into the Generation Y cohort; this makes them a salient market segment. Those engaged in tertiary education are of particular interest to marketers as a tertiary qualification is often an indication of higher future earning potential, and higher social status within a community.

The purpose of this study was to propose and test a model of the possible determinants and inhibitors of Generation Y students' attitudes towards advertising, in the Facebook environment, within the South African context. The proposed model suggests that information value, entertainment value, credibility, self-brand congruity and trust in site are predictors of attitude towards advertising in the Facebook environment, while invasiveness of advertisements and time cost are inhibitors of attitude towards advertising in the Facebook environment. The study hypothesised that information value, entertainment value, credibility, self-brand congruity, trust in site, invasiveness of advertisements and time cost impact on Generation Y students' perceived value of advertisements on Facebook that in turn directly influence attitudes towards advertising on Facebook.

The study followed a descriptive research design using a single cross-sectional sample and a self-administered survey questionnaire. A non-probability convenience sample of 450 students enrolled at three public higher education institutions (HEIs) of South Africa located in the Gauteng Province was drawn for the study. Lecturers at the three HEIs were contacted and asked if they would allow the questionnaire to be distributed to their students during class. Of the questionnaires completed, there were 306 usable

self-administered questionnaires. Data were analysed using exploratory factor analysis, Pearson's Product-Moment correlation analysis and structural equation modelling.

Before testing and confirming the hypothesised construct paths, a measurement model was developed based on the exploratory factor analysis and correlation analysis. The results of the correlation analysis showed that invasiveness of advertisements and time cost did not have a significant relationship with the two endogenous constructs of value and attitude towards advertisements on Facebook. As such, the measurement model excluded these two constructs. The measurement model identified seven latent variables identifying attitudes towards advertisements in the Facebook environment as a seven-factor structure. Confirmatory factor analysis was performed, and the results confirmed the existence of convergent and discriminant validity. The measuring scale of this study also demonstrated composite reliability.

The initial structural model (Structural Model A) hypothesised that information value, entertainment value, credibility, self-brand congruity and site trust directly influence perceived value, which, in turn, influences overall attitude towards advertising in the Facebook environment. Despite the fit indices indicating the overall fit of the hypothesised structural model as acceptable, the path between self-brand congruity and value, as well as the path between site trust and value, were negative and not significant. As such, a revised model based on the original measurement framework was tested. The revised structural model (Structural Model B) was tested to determine whether self-brand congruency and site trust have a direct positive influence on Generation Y students' overall attitude to advertising in the Facebook environment, rather than an indirect influence via their influence on perceived value.

In Structural Model B, information value, entertainment value and credibility have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook, and perceived value has a significant positive influence on attitudes towards advertisements on Facebook. Similar to the findings of previous studies, Structural Model B revealed that self-brand congruity and site trust have a significant positive and direct influence on Generation Y student' overall attitude towards advertising in the Facebook environment. Furthermore, the revised model (Structural Model B) appears to fit the data better than that of Structural Model B.

This study contributes to the body of knowledge in the area of attitude towards advertising by empirically testing a model of factors influencing Generation Y's attitudes towards advertising in the Facebook environment, and ascertaining which factors act as antecedents to successful advertising on Facebook. It suggested that attitude towards advertising in the Facebook environment is a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruity, trust in site and perceived value. The study also offers recommendations and guidance for marketers who seek to incorporate Facebook in their marketing communication mix.



## OPSOMMING

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**Sleutelwoorde:** Generasie Y, houdings jeens advertensie, houdings jeens Facebook reklame, Facebook, sosiale netwerk-webwerwe

Vorige navorsing het insigte verskaf in die faktore wat houdings jeens reklame in die algemeen jeens reklame in 'n spesifieke medium beïnvloed. Houdings jeens Facebook reklame, veral dié van Generasie Y het tot dusver min navorsingsaandag gekry. Dit is spesifiek waar van die suid-Afrikaanse konteks. Die Generasie Y groep (enkelinge gebore tussen 1986 en 2005) is aktiewe gebruikers van Facebook, en hulle besoek die webwerf daaglik. In Suid-Afrika behoort ongeveer 20 miljoen van die land se totale populasie van 52 982 000 tot die Generasie Y groep wat hulle dan 'n belangrike marksegment maak. Diegene wat tersiêre opleiding ondergaan is van besondere belang vir bemarkers omdat 'n tersiêre kwalifikasie 'n aanduiding is van hoë toekomstige inkomste, en hoër sosiale status in die gemeenskap.

Die doel van hierdie studie was om 'n model voor te stel en te toets van die moontlike determinante en inhibeerders van Generasie Y studente se houdings jeens reklame in die Facebook omgewing binne die Suid-Afrikaanse konteks. Die voorgestelde model stel dat die waarde van inligting, vermaaklikheidswaarde, eie-merk-ooreenstemming en vertroue in die webwerf voorspellers is vir die houdings jeens reklame in die Facebook omgewing. Die indringing van advertensies en die tyd koste is inhibeerders van Facebook reklame. Die studie het veronderstel dat die waarde van inligting, vermaaklikheidswaarde, eie-merk-ooreenstemming, vertroue in die webwerf, indringing van advertensies en tyd koste Generasie Y studente se waargenome waarde van advertensies beïnvloed en dat dit weer hulle houdings jeens Facebook reklame beïnvloed.

Die studie het 'n beskrywende navorsingsontwerp gevolg deur van 'n enkel kruissnit steekproef en 'n self-gedadministreerde vraelys gebruik te maak. 'n Nie-waarskynlikheids geriefsteekproef van 450 geregistreerde studente van drie openbare hoër onderwysinstellings in Gauteng, Suid-Afrika, is gebruik vir die studie. Dosente aan hierdie drie instellings is geskakel en toestemming verkry om die vraelyste aan hulle studente gedurende klastye te versprei. 'n Totaal van 360 van die voltooië vraelyste was bruikbaar. Data is ontleed deur gebruik te maak van verkennende

faktoranalise, Pearson se Produktmoment korrelasiekoëffisiënte en struktuurmodellering.

Alvorens die veronderstelde struktuur getoets en bevestig is, is daar eers 'n metingsmodel gegrond op die verkennende faktoranalise en korrelasie-analise opgestel. Resultate van die korrelasie-analise dui daarop dat die indringing van advertensies en die tydskoste nie 'n beduidende verband met die twee endogene konstrunkte, waarde en houding jeens Facebook reklame, gehad het nie. Hierdie twee konstrunkte is dus weggelaat in die metingsmodel. Die metingsmodel het sewe latente veranderlikes uitgewys en dus die houdings jeens Facebook reklame as 'n sewe-faktor struktuur gedinieer. Bevestigende faktoranalise is gedoen en konvergente en diskriminerende geldigheid is bevestig. Die metingskaal van hierdie studie het ook saamgestelde betroubaarheid getoon.

Die eerste struktuurmodel (Struktuurmodel A) het veronderstel dat die inligtingswaarde, vermaaklikheidswaarde, geloofwaardigheid, eie merk-ooreenstemming en vertroue in die webwerf, die waargenome waarde direk beïnvloed het en dat laasgenoemde weer op sy beurt die algehele houding jeens Facebook reklame beïnvloed. Ten spyte van die feit dat die passingsindekse aanvaarbaar was, was die pad tussen eie-merk-ooreenstemming en waarde, asook die pad tussen vertroue in die webwerf en waarde, negatief en nie beduidend nie. 'n Hersiene model (Struktuurmodel B) gebaseer op die oorspronklike meetraamwerk is getoets om vas te stel of eie-merk-ooreenstemming en vertroue in die webwerf 'n direkte positiewe invloed op Generasie Y studente se algehele houding jeens Facebook reklame het eerder as 'n indirekte invloed via waargenome waarde.

In Struktuurmodel B, het inligtingswaarde, vermaaklikheidswaarde en geloofwaardigheid 'n beduidende positiewe invloed op Generasie Y studente se waargenome waarde van Facebook advertensies gehad terwyl die waargenome waarde weer die houdings jeens Facebook reklame beduidend beïnvloed het. Struktuurmodel B het die bevindings van vorige studies bevestig dat eie-merk-ooreenstemming en vertroue in die webwerf 'n beduidende positiewe en direkte invloed op Generasie Y studente se algehele houding jeens Facebook reklame het. Die hersiene model (Struktuurmodel B) pas die data beter as Struktuurmodel A.

Hierdie studie dra by tot die bestaande inligting op die gebied van houdings jeens reklame deur die empiriese toetsing van 'n model rakende die faktore wat Generasie Y se houdings jeens reklame in die Facebook omgewing beskryf. Die model bepaal verder watter faktore as voorlopers vir suksesvolle reklame op Facebook gebruik kan word. Dit beskryf houding jeens reklame in die Facebook omgewing as 'n sewe-faktor struktuur saamgestel uit algehele houding, inligtingswaarde, vermaaklikheidswaarde, geloofwaardigheid, eie-merk-ooreenstemming, verroue in die webwerf en waargenome waarde. Verder het die studie ook aanbevelings gemaak en riglyne voorsien aan bemarkers wat Facebook wil insluit in bulle bemarkingskommunikasiemengsel.

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# CHAPTER 1

## INTRODUCTION AND PROBLEM STATEMENT

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### 1.1 INTRODUCTION

The advent and subsequent growth of virtual social networking offers marketers an exciting new marketing communication channel. According to Bloomberg (2013), in 2013 alone, Facebook advertising revenue totalled US\$1.80 billion. Of that advertising spend, 49 percent come from mobile users. Marketers who use Facebook as an advertising tool claim to receive 152 percent return on investment from click-throughs (Online media daily, 2013).

Social network advertising is defined by Taylor *et al.* (2011:260) as all forms of advertising, whether explicit such as banner advertising and commercial videos, or implicit such as, for example, fan pages or tweets, that are delivered through social networking sites (SNSs). Marketers have the option to create a free fan page, where organisations and individuals can invite users to become a fan of a product, service, person, organisation, brand and the like. Consumers demonstrate their interest in an organisation's Facebook page by indicating 'liking' and commenting on the posts that interest them. The page is set up similarly to a profile page, with the option to add status updates, photos, announcements or other items of interest (Roberts, 2010:25).

Not only are SNSs suitable for the placement of advertising messages, such sites also enable marketers to engage with their consumers by answering any product or brand-related queries. This engagement between marketers and consumers aids in creating a stronger bond with the organisation and helps to foster brand loyalty amongst consumers. Popular sites include Facebook, MySpace, Twitter, YouTube, Flickr, LinkedIn, Friendster, MXIT and so forth.

One of the most successful SNSs to date is Facebook, which was started in February 2004 by Mark Zuckerberg. To date, Facebook has an estimated membership of over a billion users (Statisticbrain, 2013). Facebook worth is estimated to be more than US\$100 billion and its share price exceeds US\$40 (Bloomberg, 2013). Initially, Facebook was designed to function as a networking and interaction tool for Harvard

University's students, and access was restricted to them. By 2005, Facebook opened its doors to people outside the university community (Boyd & Ellison, 2008:218). With its phenomenal growth, Facebook now has diverse users of all ages and from different countries around the world. Facebook is a SNS that allows users to create a personal profile, add friends and send messages. Major features of Facebook include status updates, messages, wall posts, pokes, commenting, games and other applications. Facebook is accessed in a variety of ways with the most popular connection in the United States of America (USA) being mobile devices (Kabilan *et al.*, 2010:179). This is also the case in South Africa, as 87 percent of the Facebook users access it via mobile devices (BlueMagnetDigital, 2013). It is estimated that there are 32 million mobile Internet-capable devices in South Africa (Maake, 2012:7), which has a population of 52 982 000 (Statistics South Africa, 2013).

While there are many compelling reasons for marketers to use SNSs for advertising purposes, it is necessary to determine consumers' attitudes towards advertising in such environments. Previous research (Mehta & Purvis, 1995:1) found that attitudes towards advertising influence the success of any advertising and may help in understanding purchase intentions (Rodgers & Thorson, 2000:49), as well as brand recognition amongst consumers (Hadija, *et al.*, 2012 :22). Ducoffe (1996:21) developed a scale to measure attitudes towards advertising on the World Wide Web that comprises the constructs of advertising informativeness, entertainment, irritation and value. Ducoffe (1996:22) highlights that it is important for advertising to have the ability to inform consumers of product alternatives so that they make purchases that yield the greatest possible satisfaction. Subsequent studies (Schlosser *et al.*, 1999:35; Tsang *et al.*, 2004:65; Cheng *et al.*, 2009:501; Lin, & Hung, 2009:242; Sun & Wang, 2010:133; Megdadi & Nusair, 2011:53) found support for informativeness being the most important antecedent affecting consumers' attitudes towards advertising in a particular media.

In line with the findings of Ducoffe (1996:21), Schlosser, *et al.* (1999:50) report that entertainment contributes significantly to creating a positive attitude towards advertising. According to Cheung *et al.* (2011:1337), entertainment refers to fun and relaxation through playing or otherwise interacting with others. A study by Choi *et al.* (2008:764) found that advertising that is fun and trustworthy universally appeals to consumers, regardless of their country and culture. Numerous studies (Zafar & Khan,

2011:299; Azeem & Haq, 2012:28; Koo *et al.*, 2012:60; Choi *et al.*, 2008:764) have demonstrated the existence of a positive relationship between entertainment and attitudes towards advertising.

Another antecedent to attitudes towards advertising in a particular media is irritation. Several studies (Luo, 2002:38; An & Kim, 2007:58; Lin & Hung, 2009:246; Saadeghvaziri & Seyedjavadin, 2011:111) found that irritation contributes to consumers' evaluation of advertising. According to Koo *et al.* (2012:58), consumers describe advertising using complex, annoying, or offending techniques as irritating.

Lin and Hung (2009:237) indicate that advertisements that lack value may cause consumers to have negative responses that may inhibit the exchange relationships that advertisers expect to establish. They define value as the extent to which advertising satisfies consumers' needs and provides them with the desired benefits.

Ducoffe's (1996) scale has been used by several researchers (Brackett & Carr, 2001:23; Tsang *et al.*, 2004:65; Choi *et al.*, 2008:764; Cheng *et al.*, 2009:501) in different information communication technology (ICT) settings, and has been found to be a reliable measure of attitude towards advertising and may serve as a suitable instrument for measuring attitudes towards advertising on SNSs.

In an effort to model the factors that influence attitudes towards advertising on SNSs, Taylor *et al.* (2011:258) identified the dimensions of self-brand congruity, peer influence, informativeness, entertainment, quality of life, structure of time, invasiveness and privacy concerns as potential determinants of attitude towards social-networking advertising. After empirically testing the model, they discounted quality of life and structure of time as having any significant influence on attitude towards social networking advertising but concluded that the other factors did have a significant effect. They utilised a six-item uni-dimensional scale to measure the dependent variable of attitude towards advertising on SNSs, which is not as comprehensive as the Ducoffe (1996) scale.

This study will also disregard quality of life and structure of time. The other factors found by Taylor *et al.* (2011:258) to have a significant effect on attitude towards social networking advertising, including self-brand congruity, peer influence, invasiveness and privacy concerns, were included in this study. Kressmann *et al.*



(2006:956) suggest that consumers strive to link a brand's image with self-concept and thereby form an initial favourable attitude toward the brand. Taylor *et al.* (2011:263) refer to this effect as self-brand congruity and they found a positive relationship between self-brand congruity and attitude toward social networking advertising.

In considering the influence of privacy concerns, Shu and Chuang (2011:26) validated two sub-scales that measure trust in the SNS and trust in the SNSs members that offer a more comprehensive measure of privacy concerns than that of Taylor *et al.* (2011). In addition, Shu and Chuang (2011:41) identified the entertainment and information value of SNSs, together with the perceived time cost of being on SNSs as factors that influence attitude towards SNSs in general – all of which are factors that may also influence attitude towards advertisements on SNSs.

Evidence suggests that members of the Generation Y cohort are heavy users of SNSs (Schiffman *et al.*, 2008:399; Nicholas *et al.*, 2010:44), with those aged between 18 and 24, representing the majority of South African Facebook users in 2012 (Socialbaker.com, 2012). Generation Y is defined as those individuals born between 1986 and 2005 (Markert, 2004: 21). Working within the category limitations of South Africa's mid-year population estimates in 2013, approximately 20 million of South Africa's population fell into the Generation Y cohort (Statistics South Africa, 2013). The size of South Africa's Generation Y cohort makes them a salient market segment to marketers.

Those Generation Y members pursuing a qualification at higher education institutions (HEIs) are often of particular interest to marketers in that a tertiary qualification is often associated with a higher earning potential, a higher future living standard, a higher social standing within a community and, consequently, a greater trend-setting capacity (Wolburg & Pokrywcznski, 2001:33; Bevan-Dye *et al.*, 2009:172). Furthermore, the student portion of Generation Y is important to research concerning social networking given that Chu and Kim (2011:58) claim that students represent the majority of SNS users, with Facebook being reported as the most popular online SNS amongst HEI students (Cheung *et al.*, 2011:1341). Published studies that focus HEI students typically define them as those between 18 and 24 years of age (Cui *et al.*, 2003:311; Kumar & Lim, 2008:571).

## **1.2 PROBLEM STATEMENT**

As is the case worldwide, South Africa's Facebook use is growing rapidly. In 2013, it was estimated that South Africa had 9.6 million Facebook users (BlueMagnetDigital, 2013). Although, World Wide Worx and Fuseware estimate that this figure is closer to 10.8 million, claiming that the country's official Facebook user estimate fails to take into account the number of South Africans who access the site using mobile devices (Goldstuck, 2013:10). The majority of these users (87%) access Facebook via mobile phones, and most of them (2.8 million) reside in the Gauteng province (BlueMagnetDigital, 2013). In recent years, the purpose of Facebook has shifted from casual networking with friends to commercial use. This shift represents a significant business development. Many organisations are embracing Facebook as content distribution technology and are therefore creating fan pages that provide consumers with an opportunity to engage with marketer's brands.

Although advertising has been a focus for many researchers (Pollay & Mittal, 1993:99; Mehta & Purvis, 1995:1; Ducoffe, 1996:21; Mehta, 2000:67), these studies focus mainly on factors that contribute to the avoidance or acceptance of advertising in traditional media and advertising on the World Wide Web. These studies propose that advertising trustworthiness, offensiveness, informativeness, entertainment value, and effect on product prices and value are some of the likely factors influencing the achievement of successful advertising. Therefore, many advertisements fail simply because consumers do not trust them, they are offensive, they are not entertaining or they do not provide useful information about the product or brand.

Since advertising on Facebook significantly changes how organisations advertise their brands, it is not clear whether the factors mentioned above also influence attitudes towards advertising in the Facebook environment. There is a need to test the possible determinants and inhibitors of attitudes towards advertising in the Facebook environment within the South African context empirically. Therefore, the problem addressed in this study is which factors contribute to the success of Facebook advertising amongst the Generation Y student population within the South African context.

### **1.3 OBJECTIVES OF THE STUDY**

The following objectives were formulated for the study:

#### **1.3.1 Primary objective**

The primary objective of this study was to propose and empirically test a model of factors that influence South African Generation Y students' attitudes towards advertisements within the Facebook social networking environment.

#### **1.3.2 Theoretical objectives**

In accordance with the primary objective, the following theoretical objectives were formulated for the study:

- Review the literature on advertising as a component of the marketing communication strategy
- Conduct a literature review on consumer attitudes towards advertising.
- Review the literature on SNSs, with specific attention to the Facebook SNS
- Review the literature on the Generation Y cohort.

#### **1.3.3 Empirical objectives**

In line with the primary objective of the study, the following empirical objectives were formulated:

- Determine South African Generation Y students' attitudes towards advertising within the Facebook environment
- Empirically test the extent to which the perceived entertainment value of Facebook, trust in the Facebook site, information value of Facebook, cost of Facebook, invasiveness of Facebook advertisements and self-brand congruity affect South African Generation Y students' attitudes towards advertising within the Facebook environment
- Introduce a model of the determinants and inhibitors to South African Generation Y students' attitude towards advertising within the Facebook environment.

## **1.4 RESEARCH QUESTIONS**

In order to operationalise the empirical objectives formulated for this study, the following research questions were set:

- Does the perceived entertainment value of Facebook have a significantly positive influence on South African Generation Y students' value of advertising on Facebook?
- Does the perceived information value of Facebook have a significantly positive influence on South African Generation Y students' value of advertising on Facebook?
- Does the perceived cost of Facebook have a significantly negative influence on South African Generation Y students' value of advertising on Facebook?
- Does the perceived invasiveness of Facebook advertisements have a significantly negative influence on South African Generation Y students' value of advertising on Facebook?
- Does self-brand congruity have a significantly positive influence on South African Generation Y students' value of advertising on Facebook?

## **1.5 HYPOTHESES**

Hypotheses were set in Chapter 5 of this study following a literature review and the construction of a correlation matrix to determine nomological validity of the proposed antecedents of Generation Y students' attitudes towards advertising in the Facebook environment. The following hypotheses were formulated:

H01: Attitude towards advertising in the Facebook environment is a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruency, site trust and perceived value.

Ha1: Attitude towards advertising in the Facebook environment is not a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruency, site trust and perceived value.

Ho2: Information value does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha2: Information value does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho3: Entertainment value does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha3: Entertainment value does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho4: Credibility does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha4: Credibility does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho5: Self-brand congruity does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha5: Self-brand congruity does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho6: Site trust does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha6: Site trust does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho7: Perceived value does not have a significant positive influence on Generation Y students' overall attitude towards advertisements on Facebook.

Ha7: Perceived value does have a significant positive influence on Generation Y students' overall attitude towards advertisements on Facebook.

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

The study included a literature review and an empirical study. Quantitative research, using the survey method, was used for the empirical study. The study followed a descriptive research design.

### **1.6.1 Literature review**

In order to establish the theoretical framework for this study, an extensive review of the literature review on advertising, the strategic decisions involved in developing and implementing an advertising programme, attitudes, attitudes towards advertising, and attitudes towards advertising models. In addition, the literature review encompassed the uses and gratification theory, Generation Y, Facebook, and factors influencing attitudes towards advertising used in the line of argument.

### **1.6.2 Empirical study**

The empirical section of this study consisted of the following methodology dimensions:

#### **1.6.2.1 Target population**

The target population of this study are Generation Y individuals enrolled at South African higher education institutions who are between 18 and 24 years of age. Specifically, the target population was defined as follows:

- Element: Full-time Generation Y undergraduate students between the ages of 18–24
- Sampling unit: South African registered public HEIs
- Extent: South Africa
- Time: 2013

#### **1.6.2.2 Sampling frame**

The sampling frame for this study is the 23 public registered HEIs in South Africa (Council on Higher Education and Higher Education Quality Committee, 2012). From the initial sampling frame, a non-probability judgement sample of three South African

public registered HEI campuses situated in the Gauteng province was selected as the final sampling frame – one comprehensive university campus, one traditional university campus and one university of technology campus. The decision to focus on HEI campuses in the Gauteng province was based on the fact that it is South Africa's most populated province (Statistics South Africa, 2013) and the one with the highest percentage of public registered HEI campuses (Bevan-Dye *et al.*, 2009:177).

#### **1.6.2.3 Sample method**

From the final sampling frame, a non-probability convenience sample of 450 students (150 per campus) was selected.

#### **1.6.2.4 Sample size**

For this study, a sample of 450 students (150 per campus) was drawn. This sample size is consistent with similar studies on students' use of social networks. These studies utilised the following sample sizes, 400 students were used by Chu and Kim (2011), 351 students were used by Shin (2010), 349 students were used by Roberts (2010), and 374 students were used by Bergman *et al.* (2011).

#### **1.6.2.5 Measuring instrument and data collection method**

The required data were gathered using a structured self-administered questionnaire disseminated to Generation Y students enrolled at the three selected HEI campuses within the Gauteng region. The questionnaire included a cover letter, a section requesting demographic information and Facebook usage information, and two sections designed to measure attitudes towards advertising in the Facebook environment. The responses to the scaled items in the questionnaire were recorded on a six-point Likert scale, which ranged from (6) strongly agree to (1) strongly disagree. The questionnaire was pilot tested on 50 students registered at a HEI campus, not included in the sampling frame, to assess the reliability of the instrument.

Lecturers at each of the three campuses were contacted and asked if they would allow the questionnaire to be distributed to students in their lectures. The questionnaires were hand delivered to those lecturers from whom permission was received. The lecturers were then requested to hand out the questionnaires to students for completion during lectures. Afterwards, the responses to the questionnaires were prepared for statistical analysis by means of coding and tabulating.

### **1.6.3 Statistical analysis**

The captured data were analysed using the statistical package for Social Sciences (SPSS) and AMOS, Versions 21.0 for Windows. The following statistical methods were used on the empirical data sets:

- Exploratory factor analysis
- Reliability
- Validity
- Descriptive analysis
- Correlation
- Structural equation modelling

## **1.7 DEMARCATION OF THE STUDY**

This study focuses on Generation Y students aged between 18 and 24 years who were registered at South African registered public HEIs in 2013. For the study, three registered public HEI campuses located in the Gauteng province of South Africa were selected as the sampling frame. Only participants who indicated that they access Facebook were included in the study. As such, the study focuses exclusively on the Facebook SNS.

## **1.8 CLARIFICATION OF TERMINOLOGY**

- Generation Y: Refers to those people born between 1986 and 2005
- Social networking sites: Refers to an online platform that allow users to create and share content, create a user profile and build social relations
- Facebook: Refers to a social networking site that allows users to create their own profile, add friends, upload photos, and send messages to friends on the network
- Network: Refers to a group of computers linked together
- Attitudes: Reflects an individual's overall feelings towards a specific object



- Attitudes towards advertising: Refers to an individual's overall feelings towards advertising
- Attitudes towards Facebook advertising: Refers to an individual's evaluation and overall feelings towards advertising in the Facebook environment
- Structural equation modelling: Is a technique that estimates and tests relationship between two or more variables
- Measurement model: Assists in testing for both convergent and discriminant validity
- Structural model: Demonstrates theoretical relationships between independent and dependent variables. A structural model combines both the measurement model and path analysis
- Fit indices: Indicate how well the research data fits the hypothesised model

## **1.9 CHAPTER CLASSIFICATION**

Chapter 2 provides a theoretical foundation upon which the proposed model of factors influencing attitudes towards advertising in the Facebook environment is founded. A definition of attitudes is provided. An overview of attitudes towards advertising is discussed. Existing literature on the impact such attitudes have on the overall success of advertising is reviewed. The chapter presents a review of prior models of attitudes towards advertising in order to provide a comparison with the proposed model of the current study. More specifically, a review of the Pollay and Mittal (1993) model of attitudes toward advertising in general, Ducoffe's (1996) model of attitudes toward advertising on the World Wide Web, together with the Taylor *et al.* (2011) model of attitudes toward social networking advertising is given. These models provided the conceptual foundation for the present research.

Chapter 3 presents an overview of Facebook, focusing on the size and growth of Facebook and the social networking features of Facebook. A description of the Generation Y cohort and their characteristics is then provided. In addition, the chapter considers the factors affecting attitudes towards advertising in the Facebook environment, as per the literature. Furthermore, a model of the determinants and

inhibitors of South African Generation Y students' attitude towards advertising within the Facebook environment is proposed.

Chapter 4 presents the research design and methodology used in the study. This includes a definition of the target population, sample frame, data collection methods and a discussion on the sampling method. The data analysis and statistical procedures used in this study are also described. The chapter also addresses reliability and validity of a measuring instrument.

Chapter 5 reports on the results of the empirical study. In addition, this chapter includes the analysis, interpretation and evaluation of the research findings. Moreover, the results of the statistical analysis procedures applied to conduct the analysis on the sets of data are reported on.

Chapter 6 reviews the entire study and provides the conclusions of the study. It also presents the final model of factors affecting Generation Y students' attitudes towards advertising in the Facebook environment in the South African market. In addition, the recommendations emanating from the study are presented in this chapter. The chapter ends with a discussion of the limitations of this study, guidelines for further research and final concluding remarks.

## **1.10 GENERAL**

- Where no sources for figures are mentioned, it is own research.
- The appendices are located at the back of the thesis.
- Referencing is based on the 2012 version of the NWU Referencing Guide: Harvard Style

## **1.11 CONCLUSION**

Chapter 1 introduced the study context and the background to the study. This chapter provided a brief overview of Facebook and highlighted that it is a popular advertising site with marketers spending billions of dollars advertising on it. The benefits associated with Facebook include high levels of engagement and information sharing. Therefore, successful Facebook advertising requires marketers to know their segment, and to know how consumers feel about Facebook advertising. It was stated that

Generation Y cohort are heavy users of Facebook making them an attractive segment for marketers to engage with. Therefore, to successfully engage with this cohort, or any other cohort, it was highlighted that consumers' evaluation of advertising are influenced by attitudes formed with regards to the advertising. As such, consumers place a high value on advertising that is informative, entertaining, and credible. The privacy concerns of these sites were also highlighted as playing a role in influencing consumers' attitudes towards advertising.

The next chapter discusses advertising and attitudes. The decisions involved in developing and implementing an advertising programme and attitudes towards advertising models are discussed.

## CHAPTER 2

### ADVERTISING AND ATTITUDES

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#### 2.1 INTRODUCTION

Advertising is an important marketing communication activity used by both profit and non-profit organisations to communicate with their target audience. Advertising, along with other marketing communication activities, may be used to sell products and services, raise awareness regarding social issues, promote causes and/or promote individuals or ideas (Belch & Belch, 2012: 5). Batra *et al.* (1996:32) note that it has been more than a hundred years since authors first wrote about advertising and its importance to the marketing field. In the contemporary marketing environment, advertising remains significant, especially in light of the increased levels of competition. However, new media platforms, such as the Internet and virtual social network sites, are changing the way in which advertisements are created and delivered (Belch & Belch, 2012:5).

Laforet (2010:270) argues that increased competitive pressures together with a fast changing competitive environment means that organisations, more so than ever, need to develop a competitive advantage in order to survive in the contemporary market environment. One potentially effective way of dealing with competitive pressures is to create consumer preference by designing advertising campaigns that aim at distinguishing an organisation's products or brands from those of its competitors. A number of authors (Goetsch & Davis, 2006:82; Thompson & Martin, 2010:596; Hatten *et al.*, 2012:279) concur and state that competitive pressures create a strong need for organisations to differentiate their products and brands from those of competitors. In such situations, organisations design and develop innovative advertising campaigns that help build awareness for their products and services (Fruchter *et al.*, 2001:602), stimulate demand, and remind prospective customers of the benefits of the organisation's market offerings (Walker & Mullins, 2011:249). In essence, advertising tends to focus on product and brand benefits in order to differentiate an organisation's products, brands, or services from that of competitors (Ehrenberg, 1974:27; Fruchter *et al.*, 2001:602). Hence, Wang and Wu (2007:871)

opine that it is important for advertising decisions to respond to competitive situations.

According to Mehta (2000:67), a target audience's attitude towards advertising typically influences the effectiveness of this marketing communication activity in creating positive brand attitudes amongst the targeted market and is influenced by both the strategic advertising programme design and implementation, and media factors. Ducoffe (1996:22) posits that advertising value is a broad representation of what advertising is worth to consumers and their consequent positive or negative attitude towards advertising, and agrees that the media context of the advertisements might influence this perceived worth. That is, perceived advertising value is a significant determinant of attitude towards advertising and is influenced by advertising strategy execution and the media platforms used to deliver the message.

Given that consumers' attitudes towards advertising influence their attitudes towards the advertised market offerings, several studies have focused on modelling the antecedents of attitude-towards-advertising (Schiffman *et al.*, 2008:255), both in general terms (Greyser, 1972:22; Larkin, 1977:42; Reid & Soley, 1982:3; Muehling, 1987:32; Andrews, 1989:26; Pollay & Mittal, 1993:99; Yang, 2000:33; Coulter *et al.*, 2001:1; Ferle & Lee, 2002:5; Beard, 2003:217; Petrovici & Marinov, 2007:247; Khattak & Khan, 2009:591; Ling *et al.*, 2010:114; Millan & Mittal, 2010:81; Eze & Lee, 2012:94), and within specific media contexts (Ducoffe, 1996:21; Brackett & Carr, 2001:23; Wolin *et al.*, 2002:87; Yang, 2003:43; Tsang *et al.*, 2004:65; Zhang & Wang, 2005:1; Haque *et al.*, 2007:1; Cheng *et al.*, 2009:501; Haq, 2009:207; Zeng *et al.*, 2009:1; Wang *et al.*, 2009:52; Lim *et al.*, 2010:93; Sun & Wang, 2010:127; Wang & Sun, 2010:87; Saadeghvaziri & Seyedjavadin, 2011:104; Taylor *et al.*, 2011:258; Ünal *et al.*, 2011:361; Zafar & Khan, 2011:299; Koo *et al.*, 2012:56).

The purpose of this chapter is to establish the theoretical underpinning of the factors that determine attitudes towards advertising in the Facebook environment. The focus of the chapter is on reviewing major attitude-towards-advertising models. The chapter includes a brief discussion on the strategic decisions involved in developing and implementing advertising and the contextualisation of advertising in terms of the definition and effects of and growth in advertising.

## **2.2 CONTEXTUALISATION OF ADVERTISING**

Advertising is an element of the marketing communication mix, which in turn is an element of the marketing mix that comprises the product decisions, pricing decisions, distribution decisions and promotion decisions required to design an effective marketing programme to deliver an organisation's market offering(s) to its targeted market(s) (Ferrell & Hartline, 2008:19). The marketing communication mix is an integrated strategy (Belch & Belch, 2012:9) designed to engage specifically targeted audiences in order to bring about a planned behavioural response (Baines *et al.*, 2011:384). In addition to advertising, the marketing communication mix includes direct marketing, interactive marketing, sales promotion, public relations and personal selling. Of the various elements of the marketing communication mix, advertising is the most pervasive (Belch & Belch, 2012:18) and the one upon which this study focuses. The following sections outline the definition of advertising, its economic and social effects, and the growth in advertising.

### **2.2.1 Defining advertising**

Several authors (Kotler, 1997:637; Belch & Belch, 2004:16; Tetteh, 2008:1) define advertising as “any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor”. Arens (1996:7) adds that advertising is typically persuasive in nature and may be delivered through various media. Richards and Curran (2002:74) argue that this definition is not sufficiently inclusive as it excludes new media such as the Internet, which is interactive in nature. After consultation with advertising and marketing experts, they coined a new definition; Richards and Curran (2002:74) define advertising as “a paid, mediated form of communication from an identifiable source, designed to persuade the receiver to take some action, now or in the future.” The abovementioned definitions infer that advertising is an activity that aims at presenting ideas, goods, brands or services and encouraging targeted audiences to react towards those ideas, goods, brands or services in an intended manner.

Not only does advertising promote goods and services, proponents of advertising suggest that it offers benefits both to the economy and to society (Pollay & Mittal, 1993:101; Khattak & Khan, 2009:599; Wang & Sun, 2010:333; Eze & Lee, 2012:98). However, although advertising is regarded as important in raising the standard of

living and informing consumers of products and services (Pollay & Mittal, 1993:109), there are those who believe that advertising is unnecessary and results in social decay (Watson *et al.*, 2011:407). This suggests that there is discourse regarding the economic and social effects of advertising, and the following section explores these effects.

### **2.2.2 Economic and social effects of advertising**

Advertising is recognised as having a number of positive effects on the economy. Larkin (1977:45) and Andrews (1989:30) indicate that advertising offers the public a variety of product choices and assists in raising a country's standard of living. Hence, Nelson (1974:741) advises that the economy should spend more of its resources on advertising. Researchers have identified several economic benefits associated with advertising. For instance, a significant benefit of advertising to the economy is the provision of product information (Petrovici & Marinov, 2007:247), which helps people make more informed purchasing decisions. Aaker *et al.* (1996:691) add that advertising boosts brand equity, offers employment opportunities, decreases the costs associated with distribution and encourages new product development. Ultimately, as noted by Belch and Belch (2004:775), advertising benefits the economy by increasing competition.

Despite advertising's capacity to offer significant benefits to the economy, there are several criticisms levelled against advertising. Pollay (1986:18) acknowledges that even though it often appears that advertising is beneficial to the economy, this is not always the case as advertising does have certain drawbacks. Critics believe that advertising raises economic problems, such as increasing materialism, and in certain instances, may even be deceptive (Larkin, 1977:45; Wolin *et al.*, 2002:108; Arens *et al.*, 2009:65; Eze & Lee, 2012:101). Other issues raised by advertising critics include advertising being wasteful (Pollay, 1986:18), advertising raising the price of products (Shavitt, *et al.*, 1998:17) and advertising reducing an organisation's profitability (Pollay 1986:18). In addition, critics claim that advertising escalates societal problems. One of the persistent social criticisms levelled against advertising is that it tends to be too persuasive in that it tends to lead individuals to purchase goods they do not need (Larkin, 1977:45; Muehling, 1987:37; Andrews, 1989:30). Advertising has also been criticised as being intrusive (Pollay 1986:18).

While advertising has been subjected to a number of criticisms, it is also recognised as having a number of benefits. One of advertising's most salient benefits is the informational role it plays in society.

### **2.2.3 Advertising's informational role in society**

Fundamentally, the purpose of advertising is to provide information about available products, brands and services (Christou & Vettas, 2008:94; Taylor *et al.*, 2011:668; Wijaya, 2012:74). Information refers to knowledge that the advertising message conveys about the products, brands or services (Hunt, 1976:17). In the current competitive environment, consumers are inundated with a choice of products, brands and services, which leads to confusion. The proliferation of products and services with similar characteristics has made it even more difficult for consumers to make choices as to which products, brands or services they prefer. As such, consumers increasingly turn to advertising as an information source in their consumer decision-making (Smith & Swinyard, 1982:83).

The information provided by advertising is important in that it serves to reduce the time taken to search for products, brands and services (Backman, 1968:4; Santilli, 1983:27; Meenaghan, 1995:30; Sun & Wang, 2010:129) and helps to reduce the uncertainty involved in making a purchase decision (Duncan & Moriarty, 1998:5). As such, providing information is the primary role of advertising (Nelson, 1974:740; Petrovici & Marinov, 2007:247; Clark *et al.*, 2009:210).

It is the marketer's task to ensure that an advertisement provides consumers with adequate information about the products, brands or services in order to ensure that they are aware of, and adequately knowledgeable about, the organisation's offerings so that they can make an informed purchasing decision. The following section highlights the advertising expenditure growth rates in South Africa and in other countries.

### **2.2.4 Advertising growth rates**

Advertising remains the dominant marketing communication method used by organisations (Belch & Belch, 2004: 563). Globally, the advertising industry has seen a growth in their advertising spending. Marketers are expecting a 4.1 percent growth in global advertising spending, reaching US\$518 billion by the end of 2013



(ZenithOptimedia, 2012). The Magna Global Advertising Forecast (2012) report forecasted that 25 percent of the growth in global advertising expenditure would come from emerging markets. The ZenithOptimedia (2012) report indicates that in developing markets, China leads with the growth in advertising expenditure. The lowest advertising growth came from Thailand and Turkey. The overall advertising expenditure growth of developing countries is illustrated in Table 2.1.

**Table 2.1: Top ten contributors to advertising expenditure growth in 2011**

Advertising expenditure growth (US\$ million)		
1.	China	16,456
2.	Russia	4,305
3.	Brazil	5,397
4.	Indonesia	3,959
5.	Argentina	2,268
6.	South Africa	2,067
7.	South Korea	1,702
8.	India	1,540
9.	Thailand	1,034
10.	Turkey	1,030

**Source:** ZenithOptimedia (June 2012)

A closer look at the contributors of advertising growth in developing countries reveals that South Africa contributes a favourable US\$2 million to the global advertising expenditure figure. Of the advertising spending in South Africa, traditional media such as newspapers accounted for 56.6 percent of the growth, followed by magazines with a 21.2 percent and television with 8.6 percent. New media such as the Internet accounted for only 0.5 percent of the growth in advertising spending (Magna Global Advertising Forecast, 2012). Table 2.2 Illustrates advertising expenditure by medium.

**Table 2.2: Advertising expenditure by medium in South Africa in 2011**

South African advertising expenditure by medium (rand value) in millions		
1.	Direct mail	70,018
2.	Internet	754,240
3.	Television	14,683,459
4.	Print	10,088,282
5.	Radio	4,478,484

**Source:** Nielsen (2012)

As was the trend globally, South Africa experienced an increase in traditional advertising spending in 2010. Table 2.3 illustrates global advertising expenditure by medium distribution in US dollars for the year of 2011. The most significant media that contributed to this growth are television, newspaper and magazines, in that order. While new media represent the smallest contribution to advertising spending, Internet advertising spending was favourable surpassing cinema, outdoor, radio and magazine advertising spending. Although relatively new, social media already surpasses the traditional media of cinema in terms of advertising spending.

**Table 2.3: Global advertising expenditure by media in 2011**

Global advertising expenditure by media (US\$ million)		Percentage (%)	
1.	Newspaper	96,134	19.49
2.	Magazines	44,715	9.07
3.	Television	191,771	38.88
4.	Radio	33,789	6.85
5.	Cinema	2,468	0.50
6.	Outdoor	31,714	6.43
7.	Internet	88,658	17.98
8.	Social media	3,937	0.80

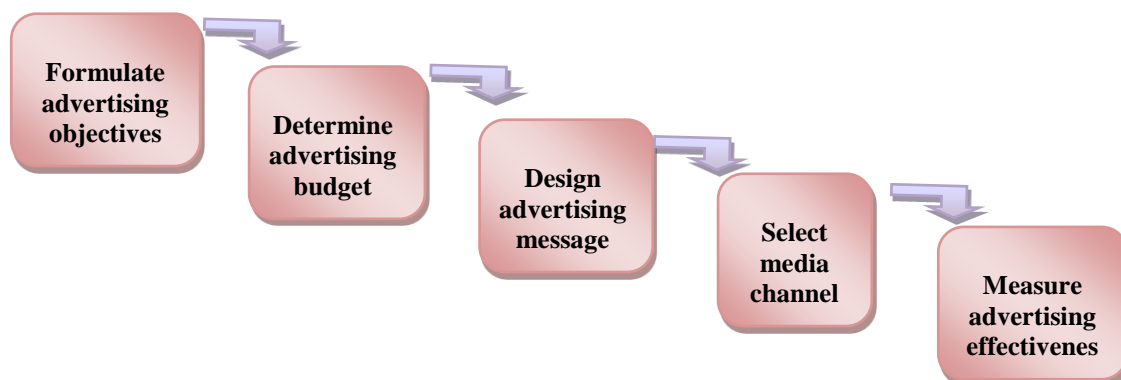
**Source:** ZenithOptimedia (June 2012)

The growth in advertising programmes, both in South Africa and in other countries, has been substantive. Globally, advertising spending has increased in both traditional and new media. How then can marketers ensure that their advertising programmes are

successful? Kotler (2003:590) answers the question by suggesting a sequence of steps to be followed. The following section provides a brief overview of the strategic decisions involved in developing and implementing a successful advertising programme that will bring about higher returns.

### **2.3 STRATEGIC DECISIONS INVOLVED IN DEVELOPING AND IMPLEMENTING AN ADVERTISING PROGRAMME**

For advertising to be successful, marketers need to plan the advertising programme and decide how to deliver the advertising messages to the target audience. One way to facilitate the success of an organisation's advertising programme is to ensure that decisions made with regard to advertising objectives, advertising budget, advertising message, selecting the appropriate media channel(s) and measuring the advertising effectiveness are carried out properly (Kotler, 2003:590). Figure 2.1 illustrates the steps involved in developing an advertising programme.



**Figure 2.1: Five major decisions in developing and advertising programme**

(Adapted from Kotler, 2003:591)

These five major decisions are discussed briefly in the following sections.

#### **2.3.1 Formulating advertising objectives**

Advertising objectives are initiated from the marketing objectives (Arens *et al.*, 2009:258) and are constrained by environmental pressures. Doyle (2000:300) suggests that to attain advertising objectives, input from marketing is necessary. Clear advertising objectives assist in establishing the purpose and direction (Thompson & Martin, 2010:266) of the communication task and performance level to be achieved

with a particular target market in mind (Kotler, 1997:638), and provide an understanding on how advertising campaign success will be measured and evaluated (Belch & Belch, 2004:232). The advertising objectives define what the marketer plans to accomplish in terms of making the consumer aware of the product/brand (Boyd *et al.*, 1972:31; Ehrenberg, 1974:27; Brown, 2003:52), encouraging a positive attitude towards the product/brand, and/or fostering a preference for that product/brand amongst the target audience (Arens *et al.*, 2009:261).

Several authors suggest that the primary purpose of advertising is to deliver a message to a specific target audience in order to inform, remind and/or persuade them, affect attitudes (Kotler, 1997:638; Scholsser *et al.*, 1999:35; Mehta, 2000:71; An & Kim, 2007:51; Petrovici & Marinov, 2007:247; Kotler & Armstrong, 2008:427; Arens *et al.*, 2009:259; Clark *et al.*, 2009:208; Ling *et al.*, 2010:115; Sun & Wang, 2010:128; Zafar & Khan, 2011:298), build brand image (Hyllegard *et al.*, 2009:110; Tan & Chia, 2007:362), affect loyalty (Belch & Belch, 2004:120), gain/stimulate trial (Belch & Belch, 2004:517) and/or convey a specific message to that particular target audience (Friedmann & Zimmer, 1988:34; Belch & Belch, 2004:31; Twedt, 1965:60).

Kotler and Armstrong (2008:427) outline three key advertising objectives, as presented in Table 2.4.

**Table 2.4: Possible advertising objectives**

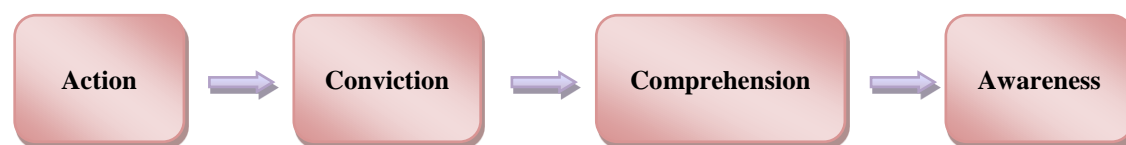
<b>Informative advertising</b>	<b>Persuasive advertising</b>	<b>Reminder advertising</b>
<ul style="list-style-type: none"> <li>• Communicating customer value</li> <li>• Informing the market about a new product</li> <li>• Explaining how the product works</li> <li>• Suggesting new uses for a product</li> <li>• Informing the market of a price change</li> </ul>	<ul style="list-style-type: none"> <li>• Building brand preference</li> <li>• Encouraging switching to your brand</li> <li>• Changing consumer's perceptions of product attributes</li> <li>• Persuading consumers to purchase now</li> <li>• Persuading consumers to receive a sales call</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining customer relationships</li> <li>• Reminding consumers that the product may be needed in the near future</li> <li>• Reminding consumers where to buy the product</li> <li>• Keeping the brand in the consumer's mind during the off-season</li> </ul>

**Table 2.4: Possible advertising objectives (continued ...)**

Informative advertising	Persuasive advertising	Reminder advertising
<ul style="list-style-type: none"><li>• Describing available services</li><li>• Correcting false impressions</li><li>• Building a brand and company image</li></ul>	<ul style="list-style-type: none"><li>• Convincing consumers to tell others about the brand</li></ul>	

**Source:** Adapted from Kotler and Armstrong (2008:427)

Given there are numerous advertising objectives, and that organisations target different audiences, organisations have to consider which objectives they want to achieve for specific target audiences. Several models have been proposed to guide the setting of advertising objectives. One of the well-known and dominant models is the DAGMAR (Defining Advertising Goals for Measured Advertising Results) model developed by Colley in 1961. The main aim of the DAGMAR model is to assist advertisers to set specific advertising objectives that are measurable. The DAGMAR model is illustrated in Figure 2.2.



**Figure 2.2: DAGMAR Model (Runyon, 1984:251)**

The model proposed by Colley (1961) consists of four stages, namely awareness, comprehensions, conviction and action.

Creating brand, product, services or company awareness is a key function of successful advertising. Organisations should ensure that consumers are aware of the organisation's offerings (Lavidge & Steiner, 1961:59; Batra *et al.*, 1996:130; Clark *et al.*, 2009:208. Such awareness is achieved when the consumer can identify an organisation's products from those of competitors (Smith & Swinyard, 1982:85). Apart from ensuring the availability of a product/brand, advertising also ensures that consumers are able to remember the products, brands or services offered by a particular organisation. Therefore, advertising assists consumers in recognising and

recalling a product, brand or service (Kim *et al.*, 2008:77). In essence, the main purpose of awareness as an advertising objective is to entice members of the target audience to react to the advertising message and become cognisant to the existence of that which is being advertised.

The comprehension stage involves providing consumers with knowledge about product/brand attributes and benefits. During this stage, consumers seek information about the market offering's attributes and benefits. At this stage, the objective of advertising is to furnish the target audience with information on the market offering's features, functionalities, benefits and the like (MacInnis & Jaworski, 1989:12; Batra *et al.*, 1996:126; Wijaya, 2012:77).

The conviction stage entails encouraging consumers to buy the organisation's market offerings (Lavidge & Steiner, 1961:59; Santilli, 1983:28; Belch & Belch, 2004:206). This stage requires consumers to believe the advertising message is directed at them (Wijaya, 2012:76).

The action stage entails ensuring that consumers try (Batra *et al.*, 1996:131) or buy (Belch & Belch, 2004:206) the organisation's market offerings. Action generally requires consumers to make purchase decisions. Therefore, during this stage it is important to design an advertising message that will lead to a purchase (Wijaya, 2012:76).

Setting advertising objectives is clearly essential for a successful advertising campaign. From this discussion, it may be inferred that in a competitive environment it is imperative that organisations understand the intentions of the advertising campaign. Critically important is to understand how much money will be allocated to ensure the success of the campaign. The next section will explore how marketers determine the advertising budget.

### **2.3.2 Determine the advertising budget**

Dibb *et al.* (2012:523) maintain that marketers spend huge amounts of money on advertising. Miller and Pazgal (2007:134) stress the importance of understanding the amount of money marketers should spend in different advertising media. According to Miller and Pazgal (2007:134), the allocation of an advertising budget is a highly complex, structured and risky exercise. Telser (1968:168) advises marketers to

allocate funds in such a way as to attract a large number of potential consumers for the market offering.

There are several different methods for allocating an advertising budget. Kotler and Armstrong (2008:453) identify four methods, namely the cost-oriented method, the communication budget method, the sales-oriented method and the judgemental method. According to Miller and Pazgal (2007:134), the two popular methods used for allocating the advertising budget are the percentage-of-sales and the objective-and-task methods. Of these methods, the percentage-of sales method is the most widely used method. With the percentage-of-sales method, sales from previous years are used to predict future sales (Aaker *et al.*, 1996:551; White & Miles, 1996:49; Arens *et al.*, 2009:270). According to Dibb *et al.* (2012:522), with the percentage of sales method a “company multiplies its past sales, plus a factor for planned sales growth or decline, by a standard percentage based on both what the business traditionally spends on advertising and what the industry averages”. Therefore, the method considers marketers’ projection of how much sales the organisation is going to reach at a particular period and determines what percentage of those sales will go to advertising.

The objective-and-task method requires marketers to set advertising objectives and propose the cost of carrying out each objective (Miller & Pazgal, 2007:132; Arens *et al.*, 2009:270). Dibb *et al.* (2012:524) state that marketers try to find the best coverage for the money spent on advertising. Designing the advertising message is the next decision marketers make when developing an advertising programme. The next section describes the importance of designing an advertising message.

### **2.3.3 Design the advertising message**

The advertising message may be verbal and/or non-verbal (Schiffman *et al.*, 2010:299), and is likely to be an important determinant of the success of the advertisement. It is imperative that organisations carefully consider the design of their advertising message (Hatten *et al.*, 2012:347). Schiffman *et al.* (2010:300,302) indicate that designing persuasive advertisements requires decisions on resonance use, message framing, presentation order and type of message appeal. The success of advertising is determined by how well it reaches the target audience, how often it reaches them and the impact of the advertising messages on the target audience (Belch

& Belch, 2004:313). When designing an advertisement, it is necessary to ensure that it is relevant to the market offering being advertised (Twedt, 1965:60) and clearly indicate how the offering will benefit the consumer. The message design depends on who the target audience is and the type of market offering being advertised (Telser, 1968:169).

In essence, an advertising message makes the prospective consumer think, feel or do something about the market offering (Vaughn, 1980:28). Such messages play an important role in persuading potential consumers (Emamalizadeh, 1985:153). Fundamentally, it is important to plan and make the messages more interesting than those of competing messages, as they tend to affect the behaviour of consumers (Tetteh, 2008:1). Ideally, the organisation's message should be differentiated from those of its competitors. Twedt (1965:60) adds that advertising messages also need to be believable. In order to ensure that the advertising message reaches the target audience, the correct media channel should be selected. Marketers consider several factors when choosing a media channel. The next section highlights the kinds of media marketers use, and factors affecting such media choices.

#### **2.3.4 Select the media channel(s)**

One way to ensure the achievement of advertising objectives is to choose the most appropriate media channel(s) to deliver the advertising message. Selecting an appropriate advertising media channel is the cornerstone of any effective advertising programme. These media channels carry the advertising message to the target audience (Sachs, 1983:301). Jha *et al.* (2011:6803) purport that when choosing a particular media, marketers should consider the number of consumers the media reaches, the type of media used, media expenditure, and impact of advertising campaigns on such media. Other considerations in choosing the media channel include whether the target audience is exposed to a particular media channel (Dibb *et al.*, 2012:523), and how often they are exposed to that channel (Hwang *et al.*, 2003:19).

The contemporary marketing environment has seen several major reforms taking place in advertising. Significant advances in information and communication technology over the past 20 years have had an impact on advertising, and contemporary marketers are inundated with a multitude of new advertising media



types and media vehicles. As such, choosing the right media type and media vehicle can be a daunting exercise. The main challenge facing marketers is whether to advertise through traditional media, new media or a combination of both. Traditional media consists of a number of major communication vehicles such as newspapers, magazines, radio, television, direct mailing and billboards. New media, on the other hand, includes online advertising, which consists of e-mail advertising, display advertising, social media advertising and mobile telephony advertising. Typically, these types of media vehicles differ in terms of their degree of interactivity (Park *et al.*, 2008:356; Zhou & Bao, 2002:71; Wang *et al.*, 2002:1146), the level of information (Batra *et al.*, 1996:585; Hooley *et al.*, 2012:303; Bezjian-Avery *et al.*, 1998 :24), the degree of reach (Batra *et al.*,1996:584) and level of engagement (Butler & Peppard, 1998:603).

When compared to advertising messages delivered through new media vehicles, those delivered through traditional media are typically less interactive, more passive and less informative (Bezjian-Avery *et al.*, 1998:24). In other words, marketers communicate the messages and the consumers utilise the information provided in the media (Ranchhod & Gurau, 2007:152). In contrast, new media offers marketers greater interactivity (Wang *et al.*, 2002:1146; Park *et al.*, 2008:356; Bezjian-Avery *et al.*, 1998:24; Zhou & Bao, 2002:71; Ko *et al.*, 2005:59) and enables them to provide far more product and/or service information (Hooley *et al.*, 2012:303). Interactivity offers an added advantage of ensuring that marketers establish real time discussions with their consumers (Butler & Peppard, 1998:603), which helps to create advertising value (Ducoffe, 1996:3) and positively affects consumer attitudes (Wu, 1999:254). These new media are growing faster than the traditional media (Klopper & North, 2011:191)

Apart from ensuring that the correct channel is chosen to deliver the advertising message, the question arises as to whether the organisation has achieved the advertising objectives it set out to achieve during the advertising planning process. The next section illustrates how to measure advertising effectiveness.

### **2.3.5 Measure advertising effectiveness**

One of the main tasks of marketers is to determine the effectiveness of an advertising message. Typically, marketers need to measure the advertising message's exposure

effect (how many people were exposed to it) (Pavlou & Stewart, 2000:63), the persuasion effect (did they receive, understand and interpret the message correctly) (Bezjian-Avery *et al.*, 1998:31) and the level of awareness attained (how much people know about the advertisement) (Eze & Lee, 2012:94). In addition, they need to measure the opinions and attitudes of consumers towards the advertising campaign (how many people liked or disliked the advertisement) (Greyser & Bauer, 1966:69; Pollay & Mittal, 1993:99) and the sales effect (did it lead to an increase in sales) (Zulfiqar *et al.*, 2008:304).

There are number of ways of measuring advertising effectiveness. Eldridge (1958:247) maintains that a sole and identical way of measuring advertising effectiveness does not exist because each advertising campaign has a separate objective to fulfil. Typically, methods include tracking studies (measuring the effect of advertising on awareness, interest, recall, purchase intentions, perceptions and attitudes towards advertising) (Novak & Hoffman, 2000:213) and association measures (measuring past feelings associated with the use of a particular product or service) (Dibb *et al.*, 2012:530). In addition, there are recall tests (measuring recollection of an advertisement when it is mentioned) (Russo *et al.*, 1981:126; Johar, 1995:273; Bezjian-Avery *et al.*, 1998:27), recognition tests (measuring how well the consumer remembers the advertisement) (Dibb *et al.*, 2012:530; Martin-Santana & Beerli-Palacio, 2013:144) and inquiry tests (measuring how many times the consumers have enquired about the advertising) (Novak & Hoffman, 2000:213). In order to measure the various aspects of advertising effectiveness, marketers use approaches such as surveys, interviews and self-administered questionnaires. The sales effect is measured by market tests (Weilbacher, 1984:426). When it comes to new media such as the Internet, marketers use online tracking methods such as the number of hits, the number of visitors and frequency of visits to a site, the number of clicks, and the number of hours spent on a particular website (Novak & Hoffman, 2000:213).

As mentioned, one of the ways to determine advertising effectiveness is to measure consumers' attitudes (how many people liked or disliked the advertisement) towards advertising. Attitudes towards advertising require further scrutiny. Therefore, a discussion on the attitude towards advertising models follows in the following section.

## **2.4 ATTITUDES TOWARDS ADVERTISING STUDIES**

The previous section identified attitudes towards advertising as one of the ways of measuring advertising effectiveness. The following section explores the concept of attitudes towards advertising and reviews the literature on major attitude-towards-advertising models.

### **2.4.1 Attitudes towards advertising**

Consumers' attitudes towards advertising in general are believed to affect their assessment of an individual organisation's advertising message (Mehta & Purvis, 1995:1; Ha & MacCann, 2008:583). Mehta (2000:67) purports that gaining an understanding of consumers' attitudes towards advertising aids in designing effective advertising campaigns. In fact, advertising is used to influence attitudes in that marketers use advertising to try to produce favourable attitudes towards their market offerings.

Attitudes refer to "a learned predisposition to behave in a consistently favourable or unfavourable way with respect to a given object" (Schiffman *et al.*, 2010:246). Therefore, an attitude reflects an individual's reactions towards a specific object. Kotler and Armstrong (2008:160) describe attitudes as an individual's evaluation and feeling toward something. In terms of advertising, attitudes are defined as a "learned predisposition to respond in a constantly favourable or unfavourable manner toward advertising in general" (McKenzie & Lutz, 1989:53). The study of attitudes towards advertising in general on the effectiveness of advertising has important implications to marketers because those attitudes influence attitudes towards a specific advertising message, which, in turn, influence attitudes towards the advertised brand (Mehta, 2000:67).

Several studies have been conducted to determine attitudes towards advertising in general (Greyser & Bauer, 1966:69; Larkin, 1977:42; Pollay & Mittal, 1993:99; Mehta & Purvis, 1995:1; Eze & Lee, 2012:94), attitudes towards advertising in specific media (Schlosser *et al.*, 1999:34; Brackett & Carr, 2002:23; Sun & Wang, 2010:127; Taylor *et al.*, 2011:258; Koo *et al.*, 2012:56), and the influence of attitudes towards advertising on brand attitudes and purchase intentions (Mitchell & Olson, 1981:318; Gresham & Shimp, 1985:10; White Nye *et al.*, 2008:851).

These studies have generated a variety of models that attempt to explain consumers' attitudes toward advertising. Whilst various measuring instruments and models have been developed in an effort to delineate the antecedents of consumers' attitudes towards advertising, this study focuses on discussing those that are the most likely to guide the research objectives of the current study. As such, the discussions will be limited to the major models identified in literature such as the Bauer and Greyser (1968) model, the Pollay and Mittal (1993) model, and the Ducoffe (1996) model. The Uses and Gratification (U&G) framework will also be reviewed to demonstrate empirical support for the various elements of the proposed Facebook advertising model.

#### **2.4.2 Significant attitude-towards-advertising measuring instruments and models**

Several researchers (Muehling, 1987:32; McKenzie & Lutz, 1989:48; Andrews, 1989:26; Pollay & Mittal, 1993:100; Petrovici & Paliwoda, 2007:247) credit Bauer and Greyser (1968) with creating the benchmark instrument for measuring attitudes towards advertising. These researchers have utilised the Bauer and Greyser (B&G) 1968 model and extended the two-factor model by adding more constructs. Bauer and Greyser (1968) developed a two dimensional scale to measure attitudes towards advertising. The scale consists of economic and social dimensions. Economic dimension refers to the role advertising plays in improving the economy (Greyser & Bauer, 1966:73). It also refers to the importance of advertising in contributing to a better standard of living of the country's citizens. The social dimension determines the extent to which advertising influences the values and lifestyles of consumers (Greyser, 1972:23). The Bauer and Greyser (1968) instrument consists of seven items pertaining to attitudes towards advertising. Of the seven items, three determine the social dimension and four determine the economic dimension. The economic dimension is measured with the following statements: "advertising is essential", "advertising helps raise our standard of living", "advertising results in better products for the public", and "advertising results in lower prices". To measure the social dimension, they use the following statements: "advertising persuades people to buy things they should not buy", "most advertising insults the intelligence of the average consumer", and "advertisements present a true picture of the product advertised".

Although several researchers have utilised the Bauer and Greyser (1968) two-factor model to measure attitude, Pollay and Mittal (1993:110) noted that the model was insufficient as it excluded a personal uses/values dimension. Pollay and Mittal (1993:110) argue, “any model of beliefs which excludes personal uses/values, such as the classical B/G model, would therefore be incomplete, as would a model without societal and cultural effects, since these also contributed to global attitudes independently of the personal factors.”

#### **2.4.2.1 Pollay and Mittal’s (1993) attitude towards advertising model**

Noting the limitations in the Bauer and Greyser (1968) instrument, Pollay and Mittal (1993:99) developed and validated a more comprehensive model of dimensions to measure consumers’ beliefs and attitudes towards advertising. They collated the supplementary findings of previous studies that used the Bauer and Greyser (1968) instrument, to develop a model comprising seven hypothesised dimensions, of which five were found to be significant predictors of global attitudes towards advertising. In their model, Pollay and Mittal (1993) hypothesised that attitude towards advertising is influenced by seven factors, namely product information, social role and image, hedonic pleasure, good for the economy, falsity, corruption of values and materialism.

Product information entails providing consumers with relevant information concerning the available product alternatives and product performance so that they can make a better selection from the available alternatives (Muehling, 1987:35; Millan & Mittal, 2010:85). Therefore, information plays an important role in helping consumers make a decision. Pollay and Mittal (1993:103) suggest that consumers’ opinion of the informational value of advertising often determines how well they believe the advertising will keep them up to date concerning products offered. Consequently, consumers’ opinions about the informational value of advertising leads to consumers’ perception of advertising as providing economic value. Hence, they will choose advertising they believe will lower the cost of goods and improve their standard of living (Pollay & Mittal, 1993:101). It is therefore important for marketers to ensure that their advertisements are always informational and that consumers perceive them as improving their standard of living.

Social role and image reflect the image the advertised product or brand aims to project to society and consumers of that particular product or brand (Bloch, 1995:23).

According to Pollay and Mittal (1993:102), this is usually manifested by how consumers portray themselves when they see the advertised product or brand and, consequently, compare their actual selves (Martin & Gentry, 1997:22) to the images portrayed in advertisements (Hirschman & Thompson, 1997:45; Watson *et al.*, 2011:407). As noted by Richins (1991:71) and Watson *et al.* (2011:414), the images in these advertisements could pose a serious problem as they are often of unrealistic and idealised standards. Therefore, it is very common to find consumers emulating and comparing themselves with the “idealised images and life-styles portrayed in ads” (Richins, 1991:72). Watson *et al.* (2011:414), for instance, advise that marketers should at least provide consumers with advertising images and product claims that are realistic.

Hedonic pleasure is often associated with the entertainment value of advertising. The hedonic aspect of advertising comprises features such as fun (Wang & Sun, 2010:338), enjoyment and pleasure (Pollay & Mittal, 1993:102). Accordingly, studies have proven that consumers do perceive advertising as being entertaining (Pollay & Mittal, 1993:106; Coulter *et al.*, 2001:14; Petrovici & Paliwoda, 2007:262), fun (Wang & Sun, 2010:338) and providing enjoyment (Coulter *et al.*, 2001:13).

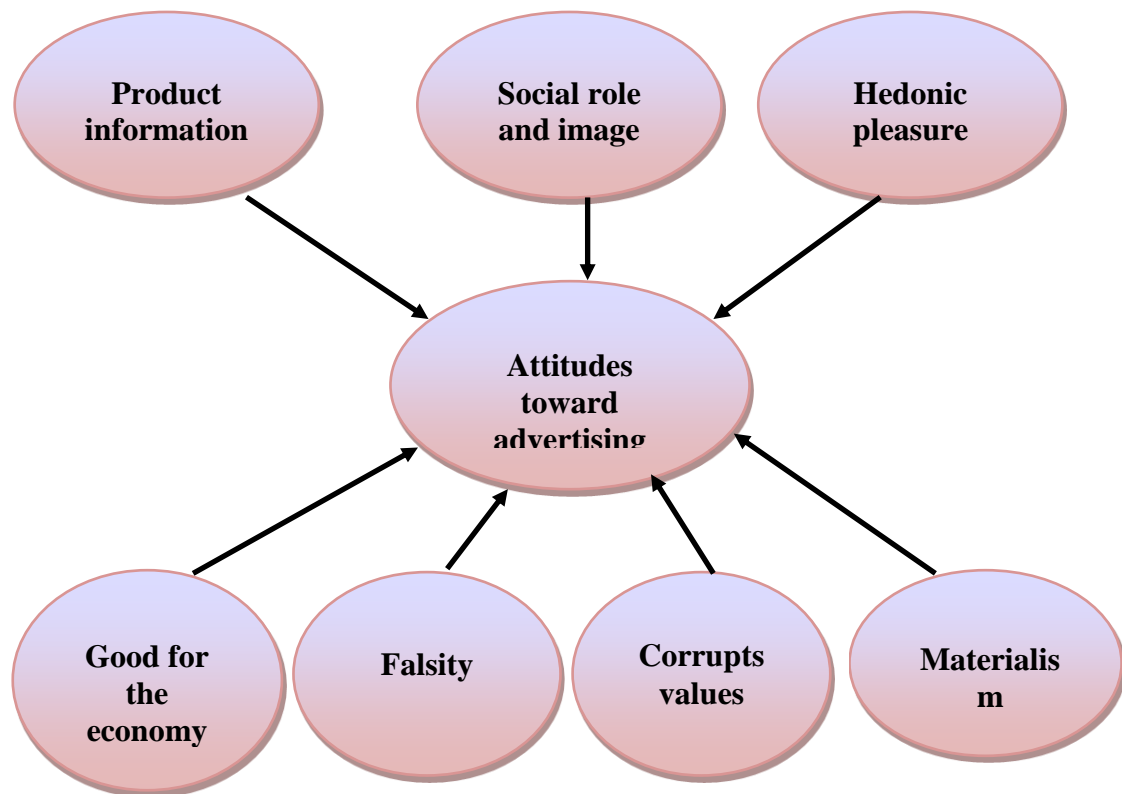
The good for the economy dimension reflects the economic role advertising plays in a particular country (Sangwan & Žukauskas, 2006:149; Petrovici & Paliwoda, 2007:265; Eze & Lee, 2012:105). Pollay and Mittal (1993:102) argue that advertising could assist consumers to obtain new products, promote competition, escalate the levels of employment and increase the standard of living. In fact, Beard (2003:221) emphasises that advertising is of great importance to the wealth of the economy.

The falsity dimension refers to the view that advertising may offer false or misleading claims to consumers (Belch & Belch, 2004:725; Khattak & Khan, 2009:598). According to Preston (2002:267), marketers have a tendency to offer factually false claims to consumers. However, this is not always the case. In interactive media such as the Web, for instance, Karson *et al.*, (2006:82) observe that marketers rarely present product/brand information that might be construed as false. Ideally, marketers should promote advertising that is truthful and informative (Petrovici & Marinov, 2007:247).

The corruption of values dimension reflects the undesirable consequences of advertising. Value corruption is often based on perceptions that advertising promotes undesirable values within the society (Pollay & Mittal, 1993:102). Therefore, advertising has been linked to an individual's value system and has been suggested to encourage undesirable values like obscenity (Khattak & Khan, 2009:599) and materialism (Sangwan & Žukauskas, 2006:147).

Pollay and Mittal (1993:106) emphasise that advertising makes people buy “a lot of things that they do not really need” and, at other times, advertising makes people buy products just to “show off”. This is often referred to as materialism (Azeem & Haq, 2012:41). Thus, materialism reflects the role advertising plays in influencing consumers to buy unnecessary products or brands. Eze and Lee (2012:98) add that advertising is responsible for consumers' impulse buying decisions.

Pollay and Mittal (1993:101) categorised the seven factors into personal and societal dimensions. The personal dimensions of their model influence advertising attitudes in a more positive way. However, the societal dimensions are likely to influence consumers' attitudes towards advertising negatively. The first three dimensions depicted in Figure 2.3 indicate the personal uses (product information, social role and image, and hedonic pleasure) of advertising and the other four dimensions indicate societal (good for the economy, falsity, corrupts values and materialism) determinants of advertising attitudes.



**Figure 2.3: The seven-factor model** (Pollay & Mittal, 1993:104)

In their study, Pollay and Mittal (1993:108) established that the good for the economy factor plays an important role in students' general attitudes toward advertising. However, a variation was observed among the households in terms of how they perceive attitudes toward advertising. Pollay and Mittal (1993) found that falsity/no sense played a major role in determining household's attitudes toward advertising. In their study, the student population considered variables such as product information, hedonic/pleasure, good for the economy, materialism and falsity/no sense as representing their attitudes towards advertising. In contrast, the householder sample found that product information, social role and image, hedonic/pleasure, good for the economy, materialism, and falsity/no sense are essential in predicting their attitudes toward advertising. The major advantage of the Pollay and Mittal model is that it can be used to study consumers' attitudes in general (Petrovici & Marinov, 2007:247; Eze & Lee, 2012:94) and, in some instances, may be adapted to study consumers' attitudes towards advertising in a specific media (Previte, 1999:199; Karson *et al.*, 2006:77; Wang & Sun, 2010:101).

Subsequent to the Pollay and Mittal (1993) research, there has been an observed interest in the measurement and validation of the factors in the seven-factor model.



The seven-factor model has received support from several researchers and they are convinced that it is an accurate measure of attitudes towards advertising in general (Previte, 1999:199; Yang, 2000:171; Wolin *et al.*, 2002:87; Petrovici & Marinov, 2005:247; Tan & Chia, 2007:353; Eze & Lee, 2012:94). Table 2.5 indicates a selection of studies conducted on various dimensions of the Pollay and Mittal (1993) model and the findings thereof.

**Table 2.5: Summary of studies conducted using the Pollay and Mittal (1993) model**

<b>Author/s</b>	<b>Dimensions</b>	<b>Sample</b>	<b>Purpose/Main findings</b>
Previte, 1999	Product information, social role and image, hedonic/pleasure, good for the Internet economy, global attitudes to Internet advertising, falsity, materialism	Students	The author investigated Internet users' attitudes to Internet advertising. The study found advertising promoting falsity and materialism. Interestingly, respondents found advertising insulted their intelligence, encouraged people to buy products they did not want, did not raise the standard of living, and does not provide a true picture of the products advertised. In conclusion, respondents had negative attitudes towards advertising in general.
Yang, 2000	Social consequence and materialism, good for the personal economy and consumers, good for the economy, consumer manipulation, product information, hedonic/pleasure	Students	The purpose of this study is to examine Taiwanese students' attitudes towards and beliefs about advertising. Personal economy and consumer benefits, good for the economy, product information, and hedonic/pleasure are all positively related to attitudes towards advertising. Social consequence and materialism, and consumer manipulation did not predict attitudes towards advertising.

**Table 2.5: Summary of studies conducted using the Pollay and Mittal (1993) model (continued...)**

Author/s	Dimensions	Sample	Purpose/Main findings
Wolin <i>et al.</i> , 2002	Product information, hedonic/pleasure, social role and image, good for the economy, materialism, falsity/no sense, value corruption	Actual consumers	<p>The study investigated the relationship between consumers' beliefs about Web advertising, attitudes towards Web advertising and behaviour towards Web advertising.</p> <p>The findings suggest that societal and personal beliefs about product information, hedonic pleasure, social role and image have a positive effect on attitudes towards advertising. Consumers' positive attitudes were altered when they viewed advertising as deceptive, overly tempting, and reinforcing greed, envy, gluttony and pride.</p>

**Table 2.5: Summary of studies conducted using the Pollay and Mittal (1993) model (continued...)**

Author/s	Dimensions	Sample	Purpose/Main findings
Petrovici and Marinov, 2007	Product information, social role (integration)/ image, hedonic/pleasure, general attitudes, attitude institution	Adult respondents	The aim of the study was to examine the determinants and antecedents of general attitudes towards advertising of European Union accession countries. Romanian respondents placed more importance on the entertainment value of advertising than the Bulgarian respondents. The Bulgarian respondents believed that advertising should provide product information. The study found no significant differences in how the respondents in these countries perceive the role of advertising in providing product information. Additionally, the respondents in these countries did not show any difference in the effect of social integration/image on general attitudes toward advertising. There were no observed differences in the effect of hedonic/pleasure on general attitudes toward advertising in these countries.
Petrovici <i>et al.</i> , 2007	Product information, social integration, image, and hedonic/pleasure	Students, households, company directors	The main aim of this study was to explore the dimensions of and differences in personal uses of advertising, perceived socio-economic effects of advertising and consumer beliefs and attitudes toward advertising in Bulgaria and Romania. Many of the respondents found advertising to be informative and entertaining. Interestingly, the respondents did not link social role with advertising. Additionally, the study found that economic and social dimensions determined general attitudes towards advertising.

**Table 2.5: Summary of studies conducted using the Pollay and Mittal (1993) model (continued...)**

<b>Author/s</b>	<b>Dimensions</b>	<b>Sample</b>	<b>Purpose/Main findings</b>
Eze and Lee, 2012	Consumer manipulation, product information, hedonic/pleasure, economic condition, social integration, materialism	Young adults	<p>The purpose of this study was to investigate consumers' attitudes towards advertising in Malaysia's young adults.</p> <p>Respondents believed that advertising was manipulative and, hence, had negative attitudes towards advertising. Despite respondents' negative attitudes, they did indicate that advertising provided them with product information, entertainment and benefited the economy in general.</p>

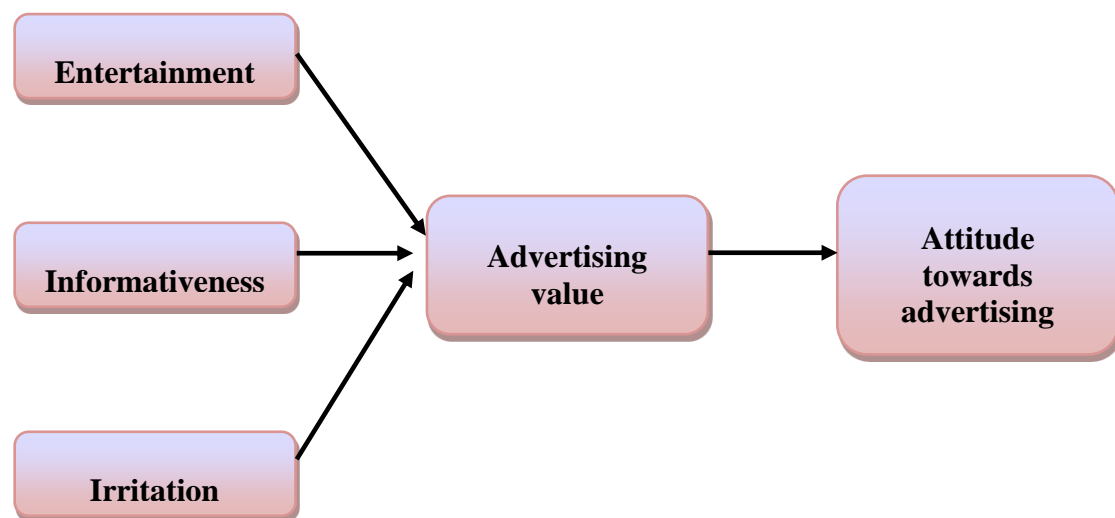
The Bauer and Greyser (1968) model and the Pollay and Mittal (1993) model highlight the importance of the perceived social and economic benefits of advertising in determining consumers' attitudes. Although these models have proven successful in predicting attitudes toward advertising in general, they do not explain whether consumers receive value from advertisements. The question asked is, if consumers believe advertising offers social and economic benefits, does it mean they will find advertising valuable and respond positively to the advertising by making a final purchase. A comprehensive approach to understanding the worth of advertising to consumers is critical for further advancement of attitudes-towards-advertising research.

Much of how consumers react to advertising may depend on the "value consumers report they place on advertising" (Ducoffe, 1995:1). Advertising value, in turn, determines consumers' attitudes towards advertising. Ducoffe (1996:21) developed a model of advertising value and advertising on the Web. The model highlights the importance of advertising value, informativeness, entertainment and irritation as determinants of attitudes toward advertising. The need to take into account advertising value is important, particularly given the exorbitant amount of money marketers

spend on advertising on an annual basis. The Ducoffe (1996) model studies the effects of advertising value in the Web and is discussed in the next section.

#### 2.4.2.2 Ducoffe's attitude-towards-advertising model

Ducoffe (1995:1) was interested in understanding whether consumers obtain what they want from advertising. The model that Ducoffe (1996:21) proposed is tailored to understanding advertising value and its role as an antecedent in predicting attitudes towards advertisements. The model in its essence suggests that entertainment, informativeness, and irritation are predictors of advertising value, as shown in Figure 2.4.



**Figure 2.4:** Attitudes-towards-advertising model (Ducoffe, 1996)

This model asserts that advertising value exerts major influence on consumers' attitudes. In particular, the model specifies that attitudes are altered through consumers' perceptions of advertising value, which is defined as "a subjective evaluation of the relative worth or utility of advertising to consumers" (Ducoffe, 1995:1; Ducoffe, 1996:22). Therefore, this suggests that the value of advertising to a particular consumer is determined by how satisfied he or she is with advertising.

Accordingly, empirical research has provided evidence of the importance of value in advertising.

Drawing upon the Ducoffe (1995) model, Haghirian and Madlberger (2005:6) maintain that successful advertising focuses on providing value, especially when it provides information consumers need. Such outcome expectancies have not only been

observed in advertising, Gangadharbatla and Daugherty (2013:21) have shown that consumers will attempt to find value in other promotional tools such as product placements.

The Ducoffe (1996) model has a theoretical perspective that is consistent with the Pollay and Mittal (1993) seven-factor attitude-towards-advertising model. Research undertaken by Pollay and Mittal (1993) on evaluating beliefs determining consumers attitudes towards advertising, indicate that advertising adds value to the consumers if it is believed to provide entertainment, offer product information, and contribute to the economy. Likewise, in his study, Ducoffe (1996) predicted that entertainment, informativeness and irritation serve as antecedents of advertising value.

Entertainment is a positive source of advertising value for consumers (Ducoffe, 1995:3). Lim and Ting (2012:50) describe entertainment as the extent to which a media fulfils audience's needs of escapism, diversion, aesthetic enjoyment or emotional release. Therefore, the entertainment construct indicates the hedonic value of advertising (Pollay & Mittal, 1993:102; Petrovici & Marinov, 2007:256; An & Kim, 2007:53).

Even more importantly, to be of worth to a consumer, researchers (Nelson, 1974:740; Petrovici & Marinov, 2007:247; Christou & Vettas, 2008:94; Clark *et al.*, 2009:210; Wijaya, 2012:74) believe that advertising must provide consumers with necessary information about the product advertised. Similarly, Ducoffe (1996:22) agrees with the importance of advertising in informing consumers of market offering choices, as he believes this assists consumers to assess the value of advertising. This is in line with the conclusions drawn in the Pollay and Mittal (1993) study. Ducoffe (1996:22) refers to this informational role of advertising as informativeness, which he purports to comprise dimensions such as valuable source of product/service information, convenient source of product/service information and providing timely information, which combine to generate value for consumers.

Other researchers (Holak & Reddy, 1986:220; Abernethy & Franke, 1996:4; An & Kim, 2007:52; Cheng *et al.*, 2009:511), who are of the opinion that the most vital function of advertising is to provide information, support this view. It has been documented that informativeness is positively related to consumers' attitude towards advertising (Brackett & Carr, 2001:23; Luo, 2002:34; Wang *et al.*, 2002:1143; Yang,

2000:171; Tsang *et al.*, 2004:65; Haq, 2009:217; Lim & Yap, 2010:93; Azeem & Haq, 2012:28). Based on the abundance of empirical research on this topic, it may be concluded that informativeness is the most important antecedent in determining consumers' attitude towards advertising.

Despite the key role advertising plays in creating value for the consumers, Ducoffe (1995:3) is of the opinion that some aspects of advertising undermine its value. The remark of Saadeghvaziri and Seyedjavadain (2011:106) that the tactics advertisers use when competing for consumers' attention can be annoying to the audiences requires special attention. This remark points out that at times advertising employs techniques that annoy, offend, insult or are overly manipulative (Li *et al.*, 2002:39). In this case, consumers are likely to perceive it as an unwanted and irritating annoyance (Ducoffe, 1996:23). This is especially true for highly interactive new media where consumers are supplied continuously with information (Brackett & Carr, 2001:23). An interesting observation was that made by Lin and Hung (2009:238) who noted that because the Internet searchers aim at finding information, sponsored links listed besides the organic links might cause Internet searchers to feel annoyed. As such, several researchers (Brackett & Carr, 2001:23; Wang *et al.*, 2002:1143; Yang, 2003:43; Tsang *et al.*, 2004:65; Unal *et al.*, 2004:361; Lin & Hung, 2009:235; Kim *et al.*, 2010:1208; Lim *et al.*, 2010:93; Sun & Wang, 2010:127; Megdadi & Nusair, 2011:87; Azeem & Haq, 2012:28) observe that the main reasons people criticise advertising relate to the annoyance or irritation it causes, an outcome thought to lead to a general reduction in advertising effectiveness. Despite these observations, Sun *et al.* (2010:1615) note that irritation has nothing to do with advertising value as such, but rather has to do with consumers' emotional reactions to advertising.

The Ducoffe (1996:21) study confirms the existence of a positive relationship between advertising value and the two hypothesised antecedents of entertainment and informativeness. Thus, according to Ducoffe, if consumers find advertising to be entertaining and informative, they will regard that particular advertising to be worthy and devote their attention to that advertising. Interestingly, the subjects in Ducoffe's study did not find advertising on the Web to be irritating. Ducoffe (1996:21) also found that the path between advertising value and attitude toward Web advertising to be positive and highly significant, confirming expectations that respondents' assessments of value have a significant impact on their overall attitudes.

The Ducoffe's model appears to be of relevance to the current study as it draws attention to the antecedents to successful advertising in the online environment. Table 2.6 indicates a selection of studies conducted on various dimensions of the Ducoffe's model and the findings thereof.

**Table 2.6: Summary of studies conducted using the Ducoffe (1996) model**

Author/s	Dimensions	Sample	Purpose/Main findings
Eighmey and McCord, 1998	Entertainment value, personal involvement, personal relevance, information involvement, clarity of purpose, controversy, credibility, continuing, purchase interest	Students	The aim of the study was to understand how Website visitors perceive commercial Websites. The findings indicate that a Website that provided information in an idea-driven context benefited the respondents. Furthermore, respondents of this study stressed the importance of introducing a portion of entertainment in a website.
Brackett and Carr, 2001	Entertainment, informativeness, irritation, credibility, demographic variables, advertising value, attitude toward advertising	Students	The study investigated attitude toward Web advertising versus other media. The respondents believed Web advertising to be informative and entertaining. The respondents also found Web advertising to be irritating, annoying and insulting of people's intelligence. Findings indicate that advertising value positively influenced respondents' attitudes toward advertising on the Web.



**Table 2.6: Summary of studies conducted using the Ducoffe (1996) model (continued ...)**

Author/s	Dimensions	Sample	Purpose/Main findings
Wolin and Korgaonkar, 2003	Enjoyable, offensive, informative, deceptive, annoying, useful	Consumers	This study examined gender differences in the perception of Web advertising. Results show that males view Web advertising as more enjoyable, useful and informative compared to traditional media. In contrast, females viewed Web advertising as annoying, offensive and deceptive compared to traditional media. However, females also viewed Web advertising as more useful than traditional media like television. Overall, males demonstrated positive beliefs about Web advertising.
Tsang <i>et al.</i> , 2004	Entertainment, informativeness, irritation, credibility, permission, attitudes, incentives, intention, behaviour	Students and non-students	This study examined consumers' attitude toward mobile advertising and the relationship between consumers' attitude and behaviour. Findings indicate that entertainment influenced attitudes toward mobile advertising more than the other constructs. Overall, this study indicates that the respondents' attitudes toward mobile advertising are negative.

**Table 2.6: Summary of studies conducted using the Ducoffe (1996) model (continued ...)**

Author/s	Dimensions	Sample	Purpose/Main findings
Ko <i>et al.</i> , 2005	Information, convenience, entertainment, social interaction, duration of time at a website, human-message interaction, human-human interaction, attitude toward the site, attitude toward the brand, purchase intention	Students	The study explored how respondents' perceive the interactive nature of the Internet for advertising purposes. Findings indicate that when respondents believed that the Internet was providing them with information and convenience, they will spend more time on and will interact with it more often. The study found no significant relationship between the time spent on the Internet and the entertainment provided by the website. Findings demonstrate that respondents showed positive attitudes toward the site. Attitude toward the site in this study is likened to attitudes toward advertising.
Chowdhury <i>et al.</i> , 2006	Attitude toward SMS- ads, entertainment, informativeness, irritation, credibility	Students	The study investigated consumer attitude toward mobile advertising in an emerging market. Respondents in this study did not find mobile advertising entertaining or informative. Results indicate that the respondents believed that credibility of mobile advertising has a direct influence on their attitude toward advertising. Respondents of this study did not find mobile advertising irritating.
Wang and Sun, 2010	Information, entertainment, credibility, economy, value	Students	The authors conducted a study on the belief factors influencing online advertising. Their respondents believed online advertising was entertaining, informative, credible, and beneficial to the economy.

**Table 2.6: Summary of studies conducted using the Ducoffe (1996) model  
(continued ...)**

<b>Author/s</b>	<b>Dimensions</b>	<b>Sample</b>	<b>Purpose/Main findings</b>
Blanco <i>et al.</i> , 2010	Entertainment, informativeness, attitude toward advertising in general, attitudes towards mobile advertising, behaviour intention	Students and non-students	This study examined consumers' attitudes toward mobile advertising. Findings indicate entertainment and information aspects of mobile advertising influenced consumers' attitude. Respondents were of the notion that their attitude toward advertising in general positively affects their attitude toward mobile advertising.
Zafar and Khan, 2011	Credibility, entertainment, irritation, informativeness	Students	The aim of this study was to investigate consumers' attitudes towards social networking advertising. The findings indicate that respondents found credibility, informativeness and entertainment positively influencing attitudes towards social networking sites. Findings indicate that irritation has a negative influence on attitudes towards social networking advertising.

**Table 2.6: Summary of studies conducted using the Ducoffe (1996) model (continued ...)**

Author/s	Dimensions	Sample	Purpose/Main findings
Taylor <i>et al.</i> , 2011	Informativeness, entertainment, self-brand congruity, peer influence, invasiveness, privacy concerns, quality of life, structure time, attitudes towards social networking site advertisements	Non-students	The study investigated attitudes towards social networking advertising. Respondents found advertising on social networking sites to be informative, entertaining and positively influencing their attitudes. Additionally, respondents viewed social networking site advertising as exciting and socially desirable. Finally, respondents were of the notion that if social networking site advertising was invasive and violating their privacy, they will have negative attitudes toward such advertising.
Tutaj and Van Reijmersdal, 2012	Information, amusement, irritation, recognition, understanding intent, ad scepticism	Students	The study investigated the effects of online advertising format and persuasion knowledge on audience reactions. Results indicate that respondents found sponsored content informative, amusing, and less irritating than banner ads.
Koo <i>et al.</i> , 2012	Entertainment, informativeness, irritation, credibility, modality, culture	Students	The purpose of this study was to investigate Generation Y consumers' different value perceptions toward apparel mobile advertising according to cultures (USA vs. Korean consumers). Findings show that culture influenced the way these respondents perceived mobile advertising. Results indicate that the USA respondents found apparel mobile advertising more informative, entertaining and credible than their counterpart in Korea did. The Korean respondents were of the notion that apparel mobile advertising is more irritating compared to their USA counterparts.

As mentioned by Ducoffe (1996), consumers often seek value in advertising. He observed that among the ways of assessing advertising value is to determine the levels of entertainment and information provided by a particular advertisement. The above contention is consistent with the uses and gratification (U&G) theory that states that consumers often process advertising messages based on whether they provide gratifications such as entertainment and information (Ha & McCann, 2008:573; Taylor *et al.*, 2011:269). The next section gives an overview of the U&G theory and its relationship to advertising.

## **2.5 USES AND GRATIFICATION (U&G) THEORY**

According to O'Donohoe (1994:52), the U&G theory, which originated in the 1940s, was first formally defined as an approach to the study of communication media by Katz in 1959. The U&G theory has emerged as one of the most influential theories in media studies. This theory has been applied to study traditional media as well as new media. For example, Ferguson and Perse (2000:155) used the U&G to assess similarities in usage between television and the Web. Flaherty *et al.*, (1998:250) employed the U&G to examine motives for using the Internet. Furthermore, Haridakis and Rubin (2003:29) examined the motives for viewing television by utilising the U&G theory. Taylor *et al.* (2011:258) assessed user's attitudes toward social networking advertising by applying the U&G theory.

The original emphasis of this theory was on mass communication media like television. Traditionally, the theory provides guidance to understanding the motivational use of a particular communication medium for need satisfaction and communication purposes (Katz *et al.*, 1973:510; Rubin *et al.*, 1988:611). The U&G theory builds on the key assumption that the audience is active. Accordingly, this active audience choose media based on specific needs (Vincent & Basil, 1997:380; Wei, 2008:43). In addition, the U&G theory assumes that gratifications are attributable to media content, exposure to the media and social context, as well as the notion that media use is goal directed and the belief that the media can fulfil a number of gratifications (Katz *et al.*, 1973:510). In particular, the U&G theory suggests that an individual's media choice is based on the evaluations of content. Stafford *et al.* (2004:272) suggest that content-based gratifications entail learning and information gratifications such as information, knowledge, research and learning.

Furthermore, the U&G theory assumes that gratifications are determined by exposure to media. Therefore, Papacharissi and Rubin (2000:181) suggest that exposure to media influences the amount of media use, the duration of use and the types of media used. Another important assumption of the U&G theory is the argument that the media is often required to strengthen an individual's position in the network of social relations (Katz & Foulkes, 1962:382). Stafford *et al.* (2004:272) refers to this type of gratification as social gratification. They maintain that social gratification deals with social uses of the medium. According to Flaherty *et al.* (1998:253), individuals attempt to connect with others via media through meeting new people, thus fulfilling social needs.

Under this theory, media usage motives such as information, entertainment, passing time, enjoyment (Papacharissi & Rubin, 2000:186), social interaction, escape from reality (Kaye, 1998:31), fun (Amiel & Sargent, 2004:720), pleasure, sharing information (Flaherty *et al.*, 1998:259) and use of media to relieve boredom (LaRose & Eastin, 2004:370) have been associated with media choice decisions. According to several studies (Eighmey & McCord, 1998:192; Cho *et al.*, 2003:48; Fortunato & Windels, 2005:137; Ha & McCann, 2008:585; Lim & Ting, 2012:57) among the sought gratifications, none are more pervasive than entertainment and information. Unless people believe that the medium is going to entertain them, they have less intention to engage in such medium. For example, McCarty and Shrum (1993:55) observe that in the context of television, media users were more inclined to view television when they believe it will help them pass time and escape from reality. Vincent and Basil (1997:388) claim that individuals with high entertainment needs tend to view television as a form of gratification. A similar observation was made in terms of information. Ko *et al.* (2005:60), for example, observe that people will use a particular medium if the motive is that of information seeking. In essence, people will be attracted to a medium if they believe it offers them valuable information (Eighmey & McCord, 1998:193). By identifying these gratifications, it is possible to understand which usage motives influence media choice.

## **2.6 CONCLUSION**

Advertising has emerged as a fast growing marketing communication tool. Marketers have learnt the importance of advertising planning. There is an agreement that for an

advertising programme to be effective a strategic approach needs to be adopted. Such an approach necessitates decisions concerning the advertising objectives, budget, message design, media channel(s) and methods of measuring advertising effectiveness. Importantly, marketers have to understand consumers' attitudes towards advertising. Over the years, several models have been developed in an effort to understand consumers' attitudes towards advertising. Such models include but are not limited to the Bauer and Greyser (1968) model, the Pollay and Mittal (1993) model, the U&G theory and the Ducoffe (1996) model. Researchers studying attitudes toward advertising in new media often utilise the Ducoffe (1996) model. The motivation for using the Ducoffe (1996) model is that these new media with their interactive capabilities are perceived as being instrumental in providing informative and entertaining advertising that provides value to the consumers. Consequently, these new media such as the Web and social media have become strategic tools for reaching different customer segments.

The models and theories discussed above show the linkages between antecedents and their effect on attitudes towards advertising through the intervening factors of the proposed model of Facebook advertising. They posit that certain factors affect consumers' attitudes. These models will guide the development of a model for assessing advertising in the Facebook environment discussed in Chapter 3.

## **CHAPTER 3**

### **FACEBOOK AS AN ADVERTISING CHANNEL**

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#### **3.1 INTRODUCTION**

In Chapter 2, various models of attitudes-towards-advertising were reviewed. These models provide marketers with insight into how consumers perceive advertising and how they respond to such advertising. In addition, Chapter 2 revealed that certain factors influence attitudes towards advertising in general, and that some influence attitudes towards advertising in a specific media. Given that there are a myriad of factors influencing attitudes towards advertising, both in general and in specific media, this chapter aims at identifying the important variables for predicting and understanding attitudes towards advertising within the Facebook environment.

While researchers have focused on the antecedents of attitudes towards advertising in online environments, there has been little effort to examine attitudes towards advertising in the fastest-growing social networking site (Logan *et al.*, 2012:166), namely Facebook. As such, it is not clear what factors influence consumers' attitudes towards Facebook advertising. Bloomberg, (2013) concurs, stating that Facebook is the fastest growing social networking site, and according to Boyd & Ellison (2008:218), it was originally developed as a communication and social interaction platform for university students. The youth, labelled as Generation Y, continue to rank as the most prevalent users of this site and, as such, this chapter focuses specifically on identifying factors that may influence Generation Y students' attitudes towards advertising in the Facebook environment. The chapter begins with an overview of the Generation Y cohort.

#### **3.2 GENERATION Y**

The youth of today go by a variety of names, including Generation Y, Millennials, the Net Generation, the Dot-Coms, the Echo Boomers, the iGeneration, the Me Generation, Generation-D (digital), and the Nexters (Shaw & Fairhurst, 2008:366). Although there are a number of definitions as to the specific start and end dates that



constitute this cohort, these definitions typically fall into one of the following categories: 1978-1994, 1980-1994, 1980-2000, 1982-2000 and 1986-2005. For instance, Schiffman *et al.* (2008:399) refer to Generation Y as those people born between 1980 and 1994. Lingelbach *et al.* (2012:136) see Generation Y as those people born between 1982 and 2000. Young and Hinesly (2012:146) suggest that Generation Y people were born between the years of 1980 to 2000. This study follows the definition of Markert (2004:21), who describes Generation Y as those people born between 1986 and 2005.

The most often cited characteristic of this cohort is that they are born digital, as they are the first generation to grow up with digital technology and the Internet (Nicholas *et al.*, 2010:44, Keeter & Taylor, 2009, Jones & Fox, 2009). As such, this cohort regards behaviours like tweeting and texting, along with Websites like Facebook, YouTube, Google and Wikipedia, not as astonishing innovations of the digital era, but rather as an everyday part of their social lives and their search for understanding (Keeter, & Taylor, 2009). Generation Y are portrayed as technologically savvy and connected – closely connected to family, friends and social organisations, and expectant of immediate access to information. Members of this cohort are also characterised as being open to change and diversity, service oriented, effective at multitasking, confident and self-reliant (Young & Hinesly, 2012:147). These defining characteristics underlie this cohort's motives for turning to new media like the Internet and SNSs to fulfil their needs. Moreover, despite being seen as early adopters of technology (Kumar & Lim, 2008:570), they are also seen as heavy users of these new media channels, especially the SNSs (Chu & Kim, 2011:58). In their study, Roblyer *et al.* (2010:138) report that Generation Y members access their Facebook accounts between one and five times per day. The findings of Hew (2011:668) suggest that Generation Y students spend between 10 and 60 minutes on Facebook per day.

Generation Y typically use these new media for various purposes, including keeping in touch with friends, entertainment, using when bored or, at times, just because their peers are using such media (Sago, 2010:9). More often than not, this cohort turns to these media to seek gratification, seek or share information, or to communicate with each other (Papacharissi & Rubin, 2000:176). As such, generally their quest for entertainment and information is considered the main reason why this cohort spends

time in a number of media vehicles (Vincent & Basil, 1997:380; Papacharissi & Rubin, 2000:175; Ko *et al.*, 2005:57; Quan-Haase & Young, 2010:350). In addition, interacting with friends is considered an important reason for this generation's use of certain media vehicles (LaRose & Eastin, 2004:364). This is because Generation Y values the opinions of others more so than previous generations (Cialdini & Goldstein, 2004:611).

As noted by Smith (2012:86), in the context of marketing, the opinions of fellow consumers are more valuable than information generated by mass media or sales personnel, and this is particularly true concerning members of the Generation Y cohort, who often look to their peers to determine the merits of a product or service. Therefore, Zafar and Khan (2011:299) suggest that SNSs are particularly effective when targeting these young consumers. Roblyer *et al.* (2010:135) claim that students represent the majority of SNS users, with Facebook reported as the most popular online SNS (Cheung *et al.*, 2011:1341).

Working within the category limitations of South Africa's mid-year population estimates, in 2013, approximately 20 million of South Africa's population of 52 982 000 fell into the Generation Y cohort (Statistics South Africa, 2013). The size of South Africa's Generation Y cohort makes them a salient market segment to marketers. Those Generation Y members pursuing a qualification at HEIs are often of particular interest to marketers in that a tertiary qualification is often associated with a higher earning potential, a higher future living standard, a higher social standing within a community and, consequently, a greater trend-setting capacity (Wolburg & Pokrywcznski, 2001: 33; Bevan-Dye *et al.*, 2009: 172).

The Facebook phenomenon will be discussed in the next section.

### **3.3 FACEBOOK**

Facebook is a SNS connecting millions of people, and which permits people to share information and post photographs. A social networking site is defined as "Web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view their list of connections and those made by others" (Boyd & Ellison, 2008:211). Facebook is the most popular SNS, especially amongst students (Bicen &

Cavus, 2010:5864; Hew, 2011:667), since it was developed mainly for students at Harvard University. Its main founder, Mark Zuckerberg, established Facebook in 2004. The site was designed as a content-driven site, whereby users could create their own profile, add friends, upload photographs and send messages to friends on the network (Pallis *et al.*, 2011:222).

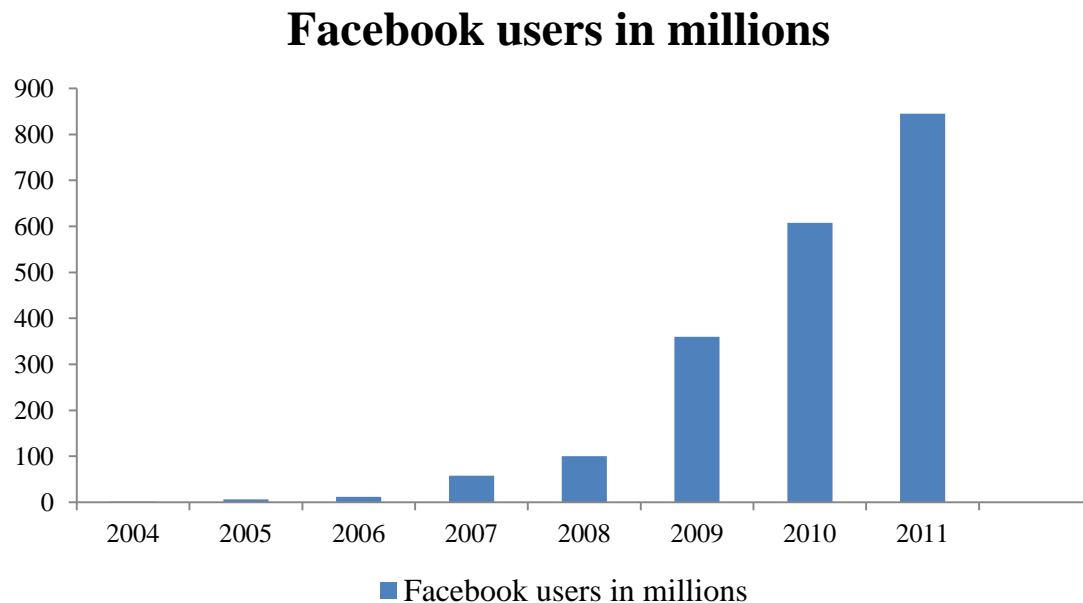
By 2006, Facebook was widely accessible, enabling users across the globe to keep in touch with friends (Roblyer *et al.*, 2010:138), upload and share photographs, and make new contacts (Joinson, 2008:1029). Its geographic scope changed from Harvard University students, to incorporate anyone with an email address anywhere in the world. In 2007, Facebook developed a mobile platform allowing mobile phone users to access Facebook via mobile phones. This resulted in even more users accessing Facebook (Counts & Fisher, 2010:98).

In 2007, Facebook was opened up to the business community. The business community started using Facebook to build pages to connect with their target audiences. These pages are similar to individual Facebook pages. These pages allow users to add reviews, share information with friends, and post on the business's wall or 'like' the page (Facebook, 2013). In the same vein, businesses can ask Facebook for targeted advertisements. For example, Facebook advertisements may be based on demographic variables such as education, location, age, gender, birthdays and interests people share on Facebook (Pallis *et al.*, 2011:221). In essence, Facebook is the fastest growing, and a very popular networking site, among both individuals and the business community. Since its inception, Facebook membership has skyrocketed to over one billion users (Facebook, 2013). The next section outlines the size and growth rate of Facebook.

### **3.4 SIZE AND GROWTH RATE OF FACEBOOK**

Facebook is the fastest growing SNS (Young, 2011:20). At its inception, Facebook attracted one million users. By 2005, there were more than six million users, and by 2006, Facebook had 12 million users. In 2007, Facebook claimed to have a 58 million-user population. In 2009, Facebook had an estimated 360 million users, which grew to 608 million users by 2010. The greatest growth occurred between 2011 and 2012. In 2011, Facebook had more than 845 million users. In the eight years since its start, Facebook saw an explosive growth of over one billion users; of the one billion

users reported in 2012, 680 million access the site via mobile phones. These users spend an average of 20 minutes per visit, and the majority of them are between the ages of 18 and 34 years. A Facebook user has an average of 130 friends (Statisticbrain, 2013).



**Figure 3.1: Global Facebook users (Statisticbrain, 2013)**

The growth rate from 2011 to 2012 was estimated to be 26 percent (Statisticbrain, 2013). Most of the growth came from countries like Europe, USA and Asia. There are still relatively few users in Africa, with a penetration rate of only 3.9 percent by the end of 2012 (Internetworldstats, 2013). To date, in South Africa, there are between 9.6 million (BlueMagnetDigital, 2013) to 10.8 million (Goldstuck, 2013:10) users. The majority of these South African users are between the ages of 18 and 24 years (Socialbakers, 2013). This rapidly growing SNS is renowned for its social networking features that allow users across the globe to interact with each other. The social networking features of Facebook are particularly significant for individual use and marketing purposes, and will be briefly discussed in the following section.

### 3.5 SOCIAL NETWORKING FEATURES OF FACEBOOK

In 2006, Facebook established a communication feature referred to as 'News Feed'. The main purpose of this feature is to update stories such as status updates, photographs, videos, links, application activity, 'Likes' from people, and pages an

individual follows constantly (Facebook, 2013). For example, this feature allows individuals to track other's online activities such as posting on someone's wall, uploading photographs or befriending people (Debatin *et al.*, 2009:85). As such, Facebook has effectively provided features that enable users to interact and share information with each other (Hew, 2011:665). Typically, Facebook supports the following networking and social interaction features:

- The wall places more emphasis on sharing personal information. The central purpose of Facebook is to post personal messages, add photographs, music and clip videos (Buffardi & Campbell, 2008:1305; Ross *et al.*, 2009:580; West *et al.*, 2009:618).
- The friend lists allow users to add friends to their Facebook page. Therefore, users often send requests to friends. Once the request is accepted, the person who sent a request is listed as a friend in turn (West *et al.*, 2009:618).
- A poke allows users to demonstrate interest or intent to speak to specific other users (Ross *et al.*, 2009:580).
- With the status feature, users inform other users about their whereabouts and actions.
- Facebook provides users with an opportunity to plan and participate in events featured on Facebook (Ross *et al.*, 2009:580).
- The message feature of Facebook allows users to communicate with each other by sending private messages to friends and family (West *et al.*, 2009:618). Furthermore, people can chat with each other on Facebook.
- The photographs and videos features allow users to upload photographs and videos, allowing other users an opportunity to comment on such videos or photo albums (Facebook, 2013).
- Users have an opportunity to join interest groups or online forums, whereby they can discuss topics of interest (Ross *et al.*, 2009:580).
- The like feature gives users an opportunity to provide positive feedback about preferred content (Nadkarni & Hofmann, 2012:244).

- The timeline enables users to upload a collection of photographs, and allows users to share their stories and experiences with friends (Facebook, 2013).
- The notification feature allows users to see updates about other users' actions (Facebook, 2013).

In essence, a typical Facebook account will consist of the above-mentioned features, whether it is a personal account or a business page. Therefore, Facebook's key features of social interaction permit users to use this medium to maintain relationships, share photographs, and connect and communicate with each other. In the marketing context, the most prominent feature within Facebook is the page. The page assists organisations and brands to connect with people. On their Facebook pages, organisations are provided with a feature to create advertisements that help connect with people who are the right fit for their target audience (Facebook, 2013). While individuals and organisations have shown a strong interest in this new media, it is not clear what drives individuals and organisations to use this media. In order to understand Facebook as a medium channel, and to understand individuals' motives for using such a medium, this study draws upon the U&G theory, discussed in Chapter 2, which has been successfully used as a basis for understanding usage motives of a particular medium. The next section discusses the U&G theory in relation to the Facebook environment.

### **3.6 USES AND GRATIFICATION THEORY AND FACEBOOK**

Although the U&G theory was intended to study usage motives in traditional media, it is reasonable to assert that such a theory is as relevant to new communication medium, like Facebook, as to other new media types. As such, the current study considers the U&G as a theoretical framework for determining Facebook usage motives. When applied in the context of new media like Facebook, the U&G theory suggests that Facebook represents a platform for social connection (Joinson, 2008:1033; Bonds-Raacke & Raacke, 2010:30; Hew, 2011:655; Oldmeadow *et al.*, 2013:1143) and information sharing (Bonds-Raacke & Raacke, 2010:30; Ruggiero, 2000:12). Through the Facebook medium, people can fulfil several needs, including their need for entertainment, relaxation and escape, information sharing, and social interaction. This social interaction includes being involved in the activities and events of the site's members, their relationship status, their current status, and general news

and gossip pertinent to that community (Quan-Haase & Young, 2010:358). Similarly, Froget *et al.* (2013:142) note that the motives for using Facebook include entertainment, discussion, to meet people, maintain relationships, share media products, and use for information.

Evident from previous studies, is the importance of U&G in mass communication media studies. Perhaps the most important contribution of the U&G is on the role that theory plays in understanding consumers' interaction with advertising media (Taylor *et al.*, 2011:269; Eighmey & McCord, 1998:192; Ha & MacCann, 2008:573; O'Donohoe, 1994:56). Within the marketing context, O'Donohoe (1994:56,59) suggests that the U&G may be used to understand consumers' interaction with advertising, and believes that consumers, by nature, are increasingly seeking gratification from advertising, whereby advertising offers consumers gratifications in the form of information, entertainment, reassurance and added value. Ko *et al.* (2005:66) supports this notion, indicating that they observed that those consumers with high information and social interaction motives are more likely to use their media of choice for longer to satisfy their motivations.

Typically, consumers expect organisations to design advertising messages that are informative and entertaining. In their study, Taylor *et al.* (2011:269) report that gratifications like information and entertainment exhibited a positive influence on consumers' attitudes towards advertising. According to Ha and MacCann (2008:573), the U&G aids in understanding how consumers handle advertising messages.

Despite its popular use in media studies, there are certain limitations to the U&G theory. These include difficulty in considering societal implications of media use, studies producing different motives, lack of clarity between concepts such as needs, motives, behaviour and consequences, and the notion that the U&G researchers attach different meanings to concepts such as motives, uses and gratifications. In addition, U&G studies typically employ self-reporting measures, which may not be measuring the individual's actual behaviour. Furthermore, the U&G fails to include new concepts brought about by new media such as interactivity, demassification, hypertextuality, asynchronicity, and interpersonal communication aspects (Ruggiero, 2000:12).

Although the preceding discussion forms an important base for conceptualising how the U&G theory is used to study media usage motives, there is research gap in explaining how it may be used in understanding the expectations and hopes of consumers while using media like Facebook to search for their preferred products and brands. Therefore, while the constructs of the theory (information, entertainment and social interaction) may help provide a foundation for understanding how consumers form attitudes towards advertising on Facebook, several other factors require consideration in order to acquire a more complete picture of the potential constructs that influence consumers' attitudes towards advertising in the Facebook environment. The following section discusses such factors.

### **3.7 FACTORS INFLUENCING ATTITUDES TOWARDS ADVERTISING ON FACEBOOK**

The factors that influence attitudes towards advertising in a specific media remain a major concern for marketers. Despite the seemingly numerous studies on attitudes towards advertising in general, and attitudes towards advertising in a specific media, there appears to be relatively few studies on attitudes towards advertising on Facebook. However, significant progress was made when Taylor *et al.* (2011:258) modelled the determinants of attitudes towards advertising on SNSs. They hypothesised that factors influencing attitudes towards advertising on SNSs include informative value, entertainment value, quality of life, structure of time, self-brand congruity, peer influence, invasiveness, and privacy concerns. Although Taylor *et al.* (2011:258) modelled the determinants of attitudes towards advertising on SNSs in general; the determinants of attitudes towards advertising on Facebook in particular were overlooked. Therefore, the main purpose of this section is to review the literature in order identify factors that may predict attitudes towards advertising in the Facebook environment.

#### **3.7.1 Entertainment value**

The U&G theory (Katz *et al.*, 1973:509) represents a theoretical contribution for the understanding of an individual's motivational use of a particular medium. The U&G theory, which is used as a theoretical basis for explaining the entertainment construct, has been instrumental in understanding the usage needs of a specific communication



medium (Kaye, 1998:25). According to the U&G theory, individuals use a communication medium to satisfy their need for information, entertainment, and the need to reduce anxiety and release tension (Katz *et al.*, 1973:514). Although this theory has been useful in predicting motivational use of a particular medium, its appeal is mainly due to its wide applicability and consistent prediction, as it is also used in advertising. Of the limited amount of research examining the use of U&G in advertising, O'Donohoe (1994:59) and Taylor *et al.* (2011:258) provide empirical support in favour of its use in explaining consumers' interaction with advertising, and of understanding the determinants of attitudes towards advertising on SNSs.

Drawing from U&G research, Vorderer (2001:258) defines entertainment as a pleasant experience that helps a person to cope with daily, boring and burdening situations. The U&G theorises that individuals tend to seek entertainment in a particular media to reduce anxiety and to release tension arising from social situations (Katz *et al.*, 1973:509). Bates and Ferri (2010:15) describe entertainment as an activity that provides pleasure to a passive audience. Once individuals experience this pleasant state, they tend to enjoy the activity (Vorderer *et al.*, 2004:393). Enjoyment originates from either the need to interact with others (Green *et al.*, 2004:320) or from psychological needs like relaxation, diversion (Ferguson & Perse, 2000:163), change and fun (Nabi & Krcmar, 2004:291). In mass communication media studies, audiences seek enjoyable experiences with the media in question (Klimmt *et al.*, 2012:204). In the same way, enjoyable experiences are what users seek in information-communication-technology environments.

However diverged these types of media may appear to be, there is a suggestion that users will find new media, especially computer-mediated media, entertaining if they experience enjoyment from performing an activity using that specific media (Davis *et al.*, 1992:1113). In his Technology Acceptance Model (TAM), Davis *et al.* (1992:1113) terms this type of enjoyment "perceived enjoyment". Venkatesh (2000:351) defines perceived enjoyment as "the extent to which the activity of using a specific system is perceived enjoyable in its own right, aside from any performance consequences resulting from system use". Davis *et al.* (1992:1113) indicates that the enjoyment construct is tied to an individual's assessment of whether using a system is enjoyable, pleasant and fun, or is of interest because it denotes the entertainment phenomenon. Although certain studies (Al-Gahtani & King, 1999:277; Agarwal &

Karahanna, 2000:665; Yi & Hwang, 2003:431) used the construct of perceived enjoyment to study user acceptance of information systems, this construct may also be used in the context of communication media.

Subsequent to the Davis *et al.* (1992:1113) study, other studies (Venkatesh *et al.*, 2003:425; Igbaria *et al.*, 1996:127; Agarwal & Karahanna, 2000:665) have examined the effects of enjoyment in new media. The findings from these studies confirm that the perceived enjoyment construct, identified by Davis *et al.* (1992:1113), may successfully predict the entertainment value of a particular media channel.

As in previous entertainment studies, there is evidence to suggest that Facebook, as a communication medium, offers its users fun (Pempek *et al.*, 2009:232) and entertainment (Quan-Haase & Young, 2010:355). Therefore, the current study includes entertainment as a potential determinant of attitudes towards advertisement on Facebook. Consistent with theoretical and empirical evidence from previous studies, as discussed, this study hypothesises that the perceived entertainment value of advertisements on Facebook will have a positive influence on Generation Y students' perceived value of advertisements in the Facebook environment. In the current study, entertainment is conceptualised as the enjoyable, fun, exciting and pleasant experience that Generation Y students perceive, while being exposed to advertisements on Facebook.

### **3.7.2 Information value**

Perhaps the most important reason why individuals use a particular media is that it provides them with the necessary information they are seeking. In media studies, the U&G theory suggests that users often employ communication media to satisfy their informational needs (Katz *et al.* 1973:515). For example, in their study, Papacharissi and Rubin (2000:192) indicate that their respondents used the Internet to seek information in order to determine what is available and to obtain information. In marketing, a communication medium acts as a channel for distributing information as well as a way of communicating with customers. Eighmey and McCord (1998:192) report that consumers select a media channel to search for information about products or services. Generally, the types of mass communication media include, but are not limited to, newspapers, magazines, radio, television, direct mailing, billboards, the Internet, social media, and mobile telephony. Overall, regardless of the context of the

field of study, Klein (1998:198) suggests that media are the most important information sources.

Freiden *et al.* (1998:210) describe information as the “communication of knowledge and as a signal or transmitted data”. They note that information is the “primary component of a product to be purchased and used by either organisational or household consumers”. The information construct is conceptualised as consisting of several properties such as completeness, timeliness, accuracy (Freiden *et al.*, 1998:215), relevancy and currency (Nelson *et al.*, 2000:199). Within the marketing environment, advertising is considered as a major “information producing industry” (Stigler, 1961:213). Nelson (1974:735) suggests that advertising offers consumers consumption-related information. Consumers tend to base their decision on which products or services to buy on the information provided (Wijaya, 2012:80). As such, information has been shown to have a significant effect on consumers’ product preferences (Chang & Kinnucan, 1991:1196) and their decision-making process (Klein, 1998:197).

In marketing studies, several researchers (Ducoffe, 1996:21; Eighmey & McCord, 1998:187; Previte, 1999:199; Yang, 2000:171; Wolin *et al.*, 2002:87; Tsang *et al.*, 2004:65; Petrovici & Marinov, 2007:247; Wang & Sun, 2010:101; Zafar & Khan, 2011:299; Eze & Lee, 2012:94) affirm the significance of information value, especially in predicting attitudes towards advertising. For instance, when individuals are provided with sufficient product information, they form judgements about that product, which leads to attitude formation.

In a study examining the factors influencing attitudes towards advertising in general, Pollay and Mittal (1993:104) note that advertising is a very good source of product information, keeps respondents up-to-date about products on the market, and is a strong determinant of attitudes towards advertising. More recently, Ducoffe (1996:21) and Taylor *et al.* (2011:258) proposed and found empirical support for information as a determinant of attitudes towards advertising in the context of the Web and SNSs. However, there is a lack of published research on the effect of information on attitudes towards advertising on Facebook. In the same manner that information is important in predicting attitudes towards advertising in general, and advertising in a specific media like the Web or SNSs, this study hypothesises that the perceived

information value of advertisements on Facebook will have a significant positive influence on Generation Y students' perceived value of advertising in the Facebook environment. That is, the expectation is that Generation Y students will perceive advertisements on Facebook as being relevant, timely, complete, and providing up-to-date product information.

### **3.7.3 Trust in site**

The trust aspect of a site is expected to be captured by means of a construct referred to as trust in site. The theoretical underpinnings for such a conceptualisation are drawn from the rules that apply in social relationships, which suggest that trust is a phenomenon that consists of components such as honesty and trustworthiness. Within the context of online media, trust is characterised as a construct that explains the trust an individual has towards a Website (Corritorea *et al.*, 2003:740). Typically, once individuals develop trust towards a Website, they are likely to share their personal information with the other members of that Website (Wu & Tsang, 2008:124; Young & Quan-Haase, 2009:266). In the context of SNSs, individuals generally trust such sites (Lewis & Weigert, 2009:967) and are willing to share their personal information, without inhibitions (Fogel & Nehmad, 2009:159).

Notwithstanding that some Website users willingly share their personal information, some authors (Kelly *et al.*, 2010:23; Wu & Tsang, 2008:123) acknowledge that not all Website users trust the Websites. In their study, Hoffman and Novak (1999:82) observe that their respondents were concerned about the inappropriate use of their personal data within Websites. Specifically, individuals are concerned that the sites they visit might disseminate their personal data to certain parties without their consent (Yoon, 2000:50; Miyazaki & Fernandez, 2001:29; Belanger *et al.*, 2002:248) and sell such information (Hoffman & Novak, 1999:82).

Generally, certain individuals are more concerned than others are about the privacy of their personal information in the online environments (Shankara *et al.*, 2002:328). For these individuals, loss of privacy is a crucial concern and, as such, the protection of personal information is of paramount importance. Therefore, privacy issues continue to remain a major concern in the development of online trust (Kim *et al.*, 2008:550). For this reason, the consideration of the trustworthiness of a site seems important for determining the privacy aspect of a particular site (Bart *et al.*, 2005:135). For

example, studies (Kim *et al.*, 2008:549; Yoon, 2002:52) note that when users of a site perceive it as protecting them from any privacy-related issues, they are likely to trust that site (McKnight & Chervany, 2002:52). This, in turn, convinces users that the Website will not use their information for harmful purposes (Young & Quan-Haase, 2009:270) and thus provides a sense of trust that their information will be treated fairly (Shankara *et al.*, 2002:333).

Furthermore, certain individuals are of the opinion that sites classified as private are secure and, as such, it will be difficult for strangers to access personal information on those sites (Kelly *et al.*, 2010:21). One important expectation from individuals visiting these sites is that site owners make visible the privacy policy (McKnight & Chervany, 2002:51) or provide security seals (Lim *et al.*, 2006:245). By providing security seals, site owners send a signal that the site is trustworthy and credible (Lou, 2002:117). Such initiatives increase the likelihood of information sharing (McKnight & Chervany, 2002:51).

Extending the phenomenon of privacy to SNSs, Taylor *et al.* (2011:263) describe privacy as concerns users have concerning the collection and use of their personal information by SNS providers and SNS advertisers. However, interestingly, unlike the other forms of Websites, privacy issues were not a major concern in the context of a SNS like Facebook (Govani & Pashley, 2005:1). For example, on Facebook individuals were more willing to share their personal information (Dwyer *et al.*, 2007:1), which suggests that Facebook is viewed as one of the most trustworthy SNSs (Lewis & Weigert, 2009:157; Fogel & Nehmad, 2009:157). Taylor *et al.* (2011:267) found that privacy concerns only had a weak significant negative influence on attitudes towards advertising on SNSs. The current study posits that Generation Y students' trust in site will have a significant positive influence on their perceived value of advertisements on Facebook.

#### **3.7.4 Credibility**

Ganesan (1994:12) describes credibility, in the marketing context, as a belief relating to commitments made by other parties in the context of a marketing exchange relationship, suggesting that these parties are reliable and effective when carrying out their functions. As such, credibility is viewed generally as a tendency to believe that the other party in a relationship will carry out its responsibilities. According to

Prendergast *et al.* (2009:321), advertising credibility does not only relate to the claims made about products and services, but also relates to the media channel through which a marketing message is delivered.

Typically, credibility is perceived as a multi-dimension construct (Corritorea *et al.*, 2003:748). There seems to be a consensus regarding the existence of at least two key dimensions of credibility, namely believability and trustworthiness. According to Hilligoss and Rieh (2008:1465,1474), believability is central when defining credibility. In their study of the credibility assessment framework, they report that when respondents were questioned about the credibility of information, for example, they simply responded in the following way, “credible is like believable”.

While some researchers identify believability as one of the elements of credibility, Fogg and Tseng (1999:80) incorporate the dimension of believability into their definition of credibility. They define credibility as being synonymous to believability. They propose that similarities between the latter constructs are supported by mutuality arguments. For example, Fogg and Tseng (1999:80) argue that credible people appear to be believable, and credible information tends to be believable. Several studies (Hilligoss & Rieh, 2008:1465; Tseng & Fogg, 1999:41; Bart *et al.*, 2005:138) support the notion of the effects of believability on credibility. Bart *et al.*, (2005:138), for example, propose that a credible site is one that provides believable information. This suggests that when people perceive a site to be credible, they tend to believe the information provided on that site.

Another element of credibility is trustworthiness. Typically, in an online environment, credibility is achieved against the backdrop of experiences individuals encounter when searching for information (Metzger, 2007:2083). Generally, such encounters may lead to the delivery of what users perceive as trustworthy information. Typically, trustworthiness is viewed as the “motivation or lack thereof to lie” (Mayer *et al.*, 1995:716). Fogg and Tseng (1999:80) maintain that the trustworthiness element of credibility entails the perceived goodness or morality of the source. Hence, McKnight *et al.*, (2002:35) opine that it is only after engaging in trust-related behaviour that the parties are in a position to determine the trustworthiness of the other party.

Just as the role of trusting other parties in a relationship remains important, believing a source such as a Website to provide trustworthy information, remains a significant

determinant of credibility. As such, from a user's perspective it is important to realise that Websites that are perceived to be trustworthy are the ones regarded as credible (Fogg *et al.*, 2001:67). Therefore, Wathen and Burkell (2002:134) view credible information as an outcome of behaviour and attitudes. For that reason, Martín-Santana and Beerli-Palacio (2013:162) conclude that when credibility is high, attitudes toward advertisement tend to be more positive.

However, similar results were not found in the context of SNSs like Facebook. Yaakop (2013:161) found that credibility was not a determinant of attitudes, especially attitudes towards advertising on Facebook. While acknowledging the findings of Yaakop (2013:161), the current study proposes a significant positive relationship between credibility and attitudes towards Facebook advertising. Therefore, this study posits, as does Brackett and Carr (2001:23) in their study of cyberspace advertising, that credibility will have a significant positive influence on attitudes towards advertising in the Facebook environment. Thus, the current study posits that Generation Y students will perceive Facebook as a credible source of advertising, thereby providing them with trustworthy and believable information. As a result, credibility is hypothesised to have a significant positive influence on Generation Y students' perceived value of advertisement in the Facebook environment. Therefore, within the context of this study, credibility will incorporate the measurements of both the believability and trustworthiness of advertisements on Facebook.

### **3.7.5 Self-brand congruity**

Consistent with Sirgy's (1982:287) self-image/product image congruity theory, Jamal and Goode (2001:482) note that self-image congruity can influence consumers' evaluations of brands they purchase. Subsequent to their claim, studies (Escalas, 2004:168; Reed II, 2004:286; Escalas & Bettman, 2005:378; Chaplin & John, 2005:119) confirm this claim by reporting congruency between the self and brands. These claims are also consistent with the suggestions of prior studies (Grubb & Grathwohl, 1967:22; Dolich, 1969:80; Landon, 1974:44; Sirgy, 1982:287; Elliott & Wattanasuwan, 1998:139; Barone *et al.*, 1999:75) that consumers choose brands that represent a symbolic meaning to the self. Bandura (2001:267) indicates that through symbols, people give meaning, form and continuity to personal experiences.

In assessing how a particular brand helps develop an individual's self-concept, for example, evidence suggests that an individual may form a symbolic expression of self, using a brand. They respond as follows, "This brand reflects who I am", "I feel a personal connection to this brand", "I use this brand to communicate who I am to other people", "I consider this brand to be me", "This brand is consistent with how I see myself" (Sirgy *et al.*, 1997:229; Escalas, 2004:170). Lee and Lee (1995:14) suggest that this symbolism helps people to make personal connections and think about their own lives through identification with other people, objects or situations.

Graeff (1996:5) notes that such symbolism assists consumers to maintain and enhance their self-concept through the buying of brands perceived to be similar to their self-image. Therefore, Sirgy (1982:289) describes self-concept as that facet of a person that represents the "I" and refers to self-image as that aspect of a person that represents the status. Elliott and Wattanasuwan (1998:139) conclude, "brands can be used by the consumer as resources for the symbolic construction of the self".

The consensus amongst studies (Birdwell, 1968:76; Dolich, 1969:80; Sirgy, 1982:291; Jamal & Goode, 2001:482; Escalas & Bettman, 2005:379) is that brands are associated with the self when consumers believe that these brands will assist them in expressing needs related to portraying self-image. In a similar manner, Dolich (1969:80) suggests that self-brand congruity describes how consumers form congruent relationships with the brands to express the self. Pollay and Mittal (1993:102) suggest that advertising aids this effect of self-brand congruity. They note that advertising provides life-style imagery that typically provides brand benefits, which often assist consumers to construct self-image. In essence, consumers do not only prefer brands with images congruent to the self but also advertisements depicting these brands (Richins, 1991:71; Hirschman & Thompson, 1997:43; Elliott & Wattanasuwan, 1998:139). Subsequently, such self-images may be used to influence consumers' attitudes towards a particular brand (Graeff, 1996:5; Jamal & Goode, 2001:482).

Drawing on these arguments it is plausible to posit that brands advertised on Facebook will positively influence Generation Y students' self-image. Furthermore, consistent with the Taylor *et al.* (2011:267) study on SNS advertising, this study posits that self-brand congruity will positively influence Generation Y students' attitudinal acceptance of advertisements appearing on Facebook. Therefore,



Generation Y students may form a symbolic identification with a brand that will assist them to maintain and enhance their self-concept through brands perceived to be similar to their self-image. The current study posits that self-brand congruity will have a significant positive influence on Generation Y students' perceived value of advertisements in the Facebook environment.

### **3.7.6 Invasiveness**

A salient factor that makes advertising less effective is invasiveness (Aaker & Bruzzone, 1985:48). Invasiveness is defined as the degree to which an advertisement will be bothersome, distracting, forced, interfering, intrusive, irritating and obtrusive to the consumer (Li *et al.*, 2002:42). There is a view that when consumers perceive advertisements as irritating, their reactions will be that of displeasure and impatience (Aaker & Bruzzone, 1985:48). It seems that consumers' emotional reactions to advertisements often comes from a combination of factors, including the type of media used, the emotional and information content of advertising, the advertising format, and the repetition or frequency of exposure to the advertisements (Pelsmacker & Van den Bergh, 1999:7). The presence of irritating sources will negatively influence the consumers' attitudes toward advertising (McCoy *et al.*, 2008:691). Therefore, such irritating sources are generally more likely to result in less desirable advertising (Pelsmacker & Van den Bergh, 1999:7).

Intrusiveness is an underpinning element of invasiveness. Li *et al.* (2002:42) state that it is important to determine whether advertising will provoke or cause displeasure to consumers. Certain formats of advertisements such as pop-ups, animated banners and interstitial advertisements are likely to block the content of the site that users are attempting to read (Rodgers & Thorson, 2000:49), which is likely to cause displeasure. This situation holds true, especially when these advertisements conceal the page the user is trying to view. Li *et al.* (2002:39,44) point out that these advertisements often lead to consumers' negative evaluations of such advertisements; hence, they define intrusiveness as a "psychological reaction to advertisements that interfere with a consumer's on-going cognitive processes". Similarly, Cho and Cheon (2004:90) conclude that advertisements that disrupt or intrude the users in their search for desired information are an unwelcome source of interference. Such advertisements

are simply an irritating distraction, bringing more annoyance and frustrations, resulting in anger and deep resentment (Grant, 2005:614).

The preceding discussion suggests that advertising has come under severe criticism for being invasive (Kim *et al.*, 2010:1208; Lim *et al.*, 2010:93; Sun & Wang, 2010:127; Megdadi & Nusair, 2011:87; Azeem & Haq, 2012:28), especially in terms of advertisements shown in certain media. Interestingly, the Ducoffe (1996:27) study found that people did not find advertisements in the Web environment to be particularly irritating. Similarly, Taylor *et al.* (2011:267) found that the perceived invasiveness of advertisements had only a weak significant negative influence on attitudes towards advertising in SNSs.

Notwithstanding these findings, invasiveness is hypothesised to have a significant negative influence on Generation Y students' perceived value of advertisements in the Facebook environment, especially if they believe those advertisements are irritating, distracting, interfering and intrusive.

### **3.7.7 Time cost**

Drawing upon the U&G theory, Ferguson and Perse (2000:159) posit that media-use motives are often associated with structural determinants such as time spent with the media. Joinson (2008:1033) argues that individuals devote longer periods on preferred media. According to Lee and Lee (1995:13), individuals have a tendency to plan their media use and thus make the media a part of their daily routine. As such, Taylor *et al.* (2011:262) note that media users often use certain media as part of their daily routine and, as such, spend more time on that media. Similarly, Papacharissi and Rubin (2000:184) report that their individuals use the Internet on a daily basis to fill time.

While not denying that gratifications are fulfilled by a particular medium, Kaye and Johnson (2002:57) maintain that spending more time in these media may create social-related problems. Therefore, individuals who spend more time in a particular medium have less time for socialising (Katz & Foulkes, 1962:386). As such, people need to plan and schedule their time in a systematic way (Kaufman-Scarborough & Lindquist, 1998:290). According to Kelly (2003:1121), such planning results in a structured routine.

Within the marketing context, Taylor *et al.* (2011:262) recommend that marketers take advantage of an individual's need to structure or fill time, as this allows them to post or update advertisements at a specific time each day. Generally, structured routines are one of the many ways people cope with daily stresses and strains (Hoffman *et al.*, 2004:37). Typically, people structure their time to reduce boredom (Vodanovich & Watt, 1999:144). Similarly, Gross (2004:642) concludes that individuals used instant messaging technology to relieve boredom.

However, Galletta and Polak (2003:47) suggest that users may not necessarily have the time to spend on a medium. Hence, Taylor *et al.* (2011:262) identify time cost as one of the barriers to successful advertising on SNSs. The time cost of being on Facebook may also negatively influence the perceived value of advertisements in the Facebook environment. As such, this study hypothesises that time cost will have a significant negative influence on Generation Y students' attitudes towards the perceived value of advertisements in the Facebook environment.

In light of this discussion, a proposed model of the factors influencing attitudes towards advertising in the Facebook environment is provided in the following section.

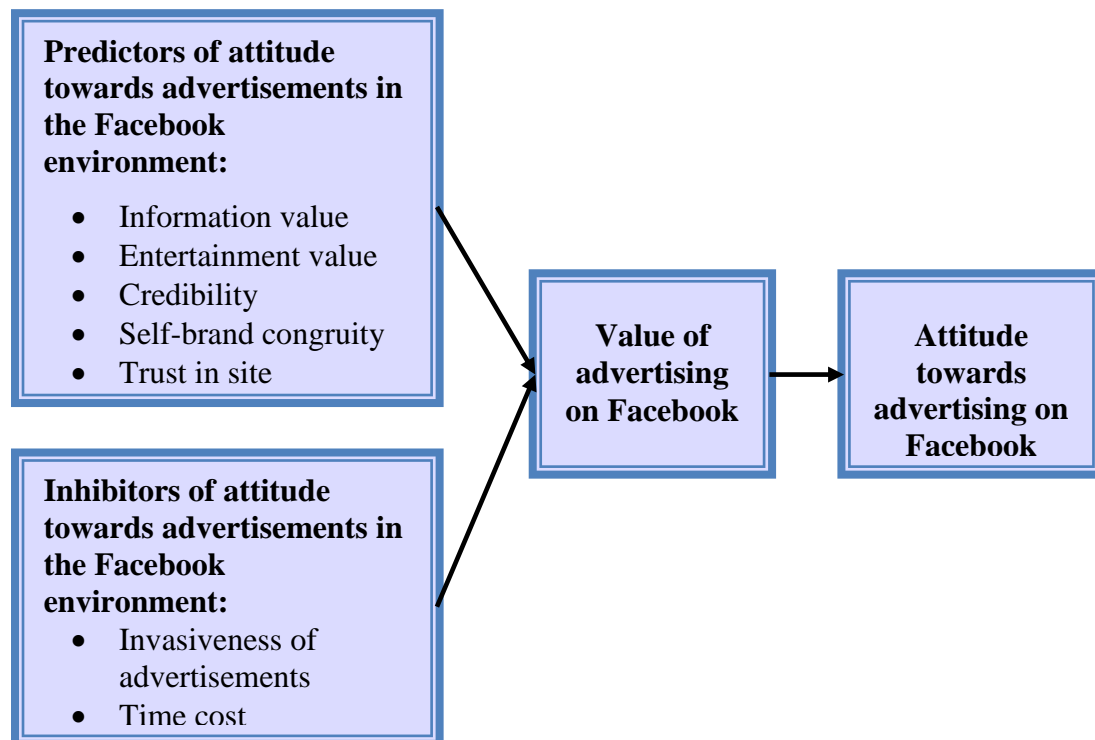
### **3.8 PROPOSED MODEL OF FACTORS INFLUENCING ATTITUDES TOWARDS ADVERTISING ON FACEBOOK**

Chapter 2 provided a useful basis for examining determinants of attitudes toward advertising in general, and attitudes toward advertising in a specific medium. The purpose of this section is to propose a model of factors affecting attitudes towards advertising on Facebook. The proposed model draws on the preceding literature review, and provides a view of the factors influencing attitudes towards advertising in the Facebook environment. Furthermore, the preceding literature review provides existing states of theory and empirical studies that may lend support to the proposed model. The model demonstrated in Figure 3.2 hypothesises a myriad of factors serving as antecedents of attitudes towards advertising in the Facebook environment.

Within the Facebook environment, as indicated by the model, certain factors act as antecedents of attitudes towards Facebook advertising. For instance, the proposed model seeks to examine whether information value, entertainment value, credibility, self-brand congruity and trust in site are significant positive predictors of perceived

value of advertisements in the Facebook environment. The model portrays that the perceived value of advertisements in the Facebook environment positively influences the overall attitudes towards advertising in the Facebook environment. This is in line with the findings of Ducoffe (1996:30), who found that individuals who perceive advertisements in the Web environment as being valuable, also have an overall favourable attitude towards advertisements in the Web environment.

Certain antecedents (time cost and invasiveness) inhibit the formation of positive attitudes towards Facebook advertising. Therefore, it is expected that time cost and invasiveness will have a negative influence on the perceived value of advertisements in the Facebook environment. For example, with increasing levels of annoyance and privacy concerns, Generation Y students are less likely to find advertisements on Facebook valuable. Furthermore, when Generation Y students visit Facebook, their main purpose may be to relax, interact with their friends, and share photographs. Therefore, they may spend more time on Facebook for social engagement and entertainment purposes, and less time viewing Facebook advertisements. As such, they may find these advertisements less valuable. The proposed model depicted in Figure 3.2 illustrates the antecedents that influence Generation Y students' attitudes towards advertising in the Facebook environment, as per the literature.



**Figure 3.2: Proposed model**

In order to determine the relevancy of these factors in influencing attitudes towards Facebook advertising, the hypothesised relationships implied by the research model in Figure 3.2 need to be tested empirically.

### **3.9 CONCLUSION**

This chapter highlighted the value of the U&G theory in understanding why individuals use a communication medium like Facebook. Facebook is the fastest growing SNS used as a communication and an advertising tool. Facebook features have made it possible for families and friends to interact and engage with each other. Similarly, these features permit consumers to interact with marketers. This study employed various theories to propose factors that may influence attitudes towards advertising in the Facebook environment. Based on these theories, several factors were fused into a conceptual model that proposes to measure attitudes towards advertising in the Facebook environment. The importance of understanding such factors is crucial, given the amount of money invested on Facebook advertising. In the next chapter, the research methodology employed to test this proposed model is discussed.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

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#### **4.1 INTRODUCTION**

The aim of this chapter is to explain the research procedure and methods used to gather and analyse the data for the empirical portion of the study. The chapter begins with a discussion of the research design followed in the study. The chapter covers the development of the research instrument and its administration. Furthermore, this chapter describes the questionnaire pilot testing, the sampling procedure followed, and the data collection method. In this chapter, the statistical procedures used to analyse the data generated from the empirical part of the study are reviewed and include descriptive statistics, validity and reliability analysis, correlation analysis, factor analysis and structural equation modelling.

#### **4.2 RESEARCH DESIGN**

Churchill Jr and Iacobucci (2005:741) describe a research design as a framework that guides researchers in data collection and analysis. In this study, the research design followed is descriptive research design with a single cross-sectional approach. A quantitative research approach employing the survey method was used in this study.

#### **4.3 RESEARCH INSTRUMENT**

A survey questionnaire was employed to collect data on factors influencing Generation Y students' attitudes towards advertising on the Facebook environment (refer to Appendix A).

##### **4.3.1 Questionnaire**

The self-reporting questionnaire used to collect the required data comprised three sections. Section A of the questionnaire was designed to solicit information concerning the participants' demographic data, as well as their Facebook usage. Sections B and C were designed to assess Generation Y students' attitudes towards

advertising in the Facebook environment and included existing sub-scales from published research studies.

The subscales measuring the overall value of advertising (three items), information value (seven items) and entertainment value (five items) of advertising in the Facebook environment were adapted from the Ducoffe (1996) study. In addition, attitude towards advertising in the Facebook environment (three items) was measured using a scale adapted from Taylor *et al.* (2011). The Li *et al.* (2002) scale was used to measure the invasiveness dimension (five items). In order to assess the self-brand congruity dimension (four items), the Sirgy *et al.* (1997) scale was used. To measure trust in the Facebook site (six items), items from Shu and Chuang (2011) were used. In addition, time cost (five items) of Facebook was assessed using the scale developed by Shu and Chuang (2011). Brackett and Carr's (2001) scale (three items) measured credibility.

Scaled items were measured using a six-point Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree). A Likert-type scale is a scale that uses sentence statements (Lodico *et al.*, 2006:108) to assess participants' attitudes (Clason & Dormody, 1994:31). Typically, participants are required to indicate the level to which they agree or disagree with items used to measure constructs in a particular study. The use of even number response categories is often preferred especially when one wants to eliminate the neutral effect (Garland, 1991:66). Thus, the even-numbered categories present equal numbers of positive and negative items; thereby, eliminating questionnaire and respondent bias (Hills & Argyle, 2002:1080).

The questionnaire included a cover letter outlining the purpose of the study and guaranteeing that participants' responses, including the HEI where they were registered, would remain confidential.

### **4.3.2 Pilot testing the questionnaire**

A pilot study is a replication of the main study on a small scale (Remenyi *et al.*, 1998:150). Van Teijlingen and Hundley (2001:1) note that a pilot study is useful in identifying potential problems within a study, testing the adequacy of the research instrument, determining the effectiveness of a sample frame and assessing proposed data analysis techniques to uncover potential problems. Furthermore, piloting assists

in identifying whether the questions are worded appropriately, and to determine the time it takes to complete the measuring instrument (McKenzie-Mohr, 2000:544). For instance, a pilot study is useful when researchers want to identify whether the questionnaire is too short or too long. According to Cohen *et al.* (2000:260), a pilot study also enables the researcher to:

- ascertain the clarity of the items in the instrument
- get rid of ambiguous and redundant questions
- assess whether the questionnaire is too threatening, too intrusive or too offensive
- identify validity of the questionnaire
- assist in coding and tabulating data for data analysis

Furthermore, a pilot study assists in determining the reliability of an instrument (Lodico *et al.*, 2006:109).

The questionnaire was piloted on a convenience sample of 50 students drawn from a South African public HEI campus located in the Gauteng province but excluded from the main survey to examine its appropriateness, any potential ambiguity, and to assess if there was any difficulty in answering the questions. The test for reliability was also carried out during this stage. The instrument included 41 Likert scaled questions. After running the pilot study, it was not necessary to make any changes in the questionnaire, as there were no major issues arising from the pilot survey. Therefore, the final research instrument consisted of a biographic information section, Facebook usage questions, and 41 Likert scale questions. Chapter 5 reports on the results of the pilot study.

#### **4.4 SAMPLING PROCEDURE**

This section describes the process followed in selecting the sample participants of this study.



#### **4.4.1 Target population**

A target population refers to all the individuals, objects or events from which the researcher wants to generalise the results of the study (Mouton, 1996:135). By identifying the target population, the researcher is able to identify who should be or should not be included in the study (Malhotra, 2010:372). The target population of this study are Generation Y individuals, both male and female, enrolled at South African registered public HEIs who are between 18 and 24 years of age and who have used Facebook.

#### **4.4.2 Sampling frame**

A sampling frame provides a list of elements of the population from which the sample of the study will be selected (Mouton, 1996:135). The initial sampling frame for this study was the 23 public registered HEIs in South Africa (Council on Higher Education and Higher Education Quality Committee, 2011), as listed in Table 4.1. Table 4.1 further depicts the number of students enrolled in these institutions in 2011.

**Table 4.1: South African public higher education institutions and student enrolments in 2011**

<b>Institution</b>	<b>Number of students enrolled 2011</b>
1. Cape Peninsula University of Technology	32 506
2. University of Cape Town	25 301
3. Central University of Technology	12 644
4. Durban University of Technology	24 840
5. University of Fort Hare	11 144
6. University of Free State	31 586
7. University of Johannesburg	50 528
8. University of KwaZulu-Natal	41 762
9. University of Limpopo	20 504
10. Nelson Mandela Metropolitan University	26 256
11. North West University	56 641
12. University of Pretoria	58 128
13. Rhodes University	7 278
14. University of South Africa	328 864
15. University of Stellenbosch	27 266

**Table 4.1: South African public higher education institutions and student enrolments in 2011 (continued...)**

<b>Institution</b>	<b>Number of students enrolled 2011</b>
16. Tshwane University of Technology	50 075
17. University of Venda	10 342
18. Vaal University of Technology	21 861
19. Walter Sisulu University	27 029
20. University of Western Cape	18 764
21. University of Witwatersrand	29 004
22. University of Zululand	15 592
23. Mangosuthu University of Technology	10 286
<b>TOTAL</b>	<b>938 201</b>

**Source:** Council on Higher Education and Higher Education Quality Committee (2011)

Owing to lack of resources and time constraints, it was practically impossible to collect information from all the 23 HEIs and from all the Generation Y students registered at these public higher education institutions. Therefore, institutions in the Gauteng province were selected. The decision to focus on HEI campuses in the Gauteng province was based on the fact that Gauteng is South Africa's most populated province (Statistics South Africa, 2013), the one with the highest percentage of student enrolment in public HEIs (Department of Higher Education, 2012). Table 4.2 illustrates the 2013 mid-year population estimates by province.

**Table 4.2: Midyear population estimates by province**

Province	Population estimates
1. Eastern Cape	6 620 100
2. Free State	2 753 200
<b>3. Gauteng</b>	<b>12 728 400</b>
4. KwaZulu-Natal	10 456 900
5. Limpopo	5 518 000
6. Mpumalanga	4 128 000
7. North West	3 597 600
8. Northern Cape	1 162 900
9. Western Cape	6 016 900
<b>TOTAL</b>	<b>52 982 000</b>

**Source:** Statistics South Africa (2013)

Furthermore, the Gauteng province has the highest number of Generation Y population group (Statistics South Africa, 2013). Table 4.3 demonstrates population estimates by age.

**Table 4.3: Midyear population estimates by 10-29 year old age brackets**

Province	Population estimates
1. Eastern Cape	2 688 949
2. Free State	1 068 962
<b>3. Gauteng</b>	<b>4 301 047</b>
4. KwaZulu-Natal	4 170 152
5. Limpopo	2 313 182
6. Mpumalanga	1 673 379
7. North West	433 566
8. Northern Cape	1 336 654
9. Western Cape	2 054 095
<b>TOTAL</b>	<b>20 039 986</b>

**Source:** Statistics South Africa (2013)

As such, from the initial sampling frame of 23, judgement sampling was applied to select three HEI campuses in the Gauteng province for the final sampling frame – one

comprehensive university campus, one traditional university campus and one university of technology campus.

#### **4.4.3 Sample procedure**

This study necessitated the use of non-probability sampling utilising a combination of convenience and judgement sampling. According to Malhotra (2010:376), non-probability samples often produce good estimates of the population characteristics. Convenience sampling is recommended when the sample elements of the study are highly relevant to the topic under study, represent the population of interest and can serve the research purpose (Ferber, 1977:58). In order to examine Generation Y students' attitudes towards Facebook advertising, convenience sampling seemed very appropriate. Furthermore, this study employed judgement sampling in the selection of the sampling frame. Churchill Jr *et al.* (2010:336) maintain that judgement sampling is a type of convenience sampling in which a researcher intentionally selects the elements of the population, based on the belief that they will serve the study purpose. The sample procedure appears to be consistent with studies (Pollay & Mittal, 1993:103; Ducoffe, 1996:26; Smola & Sutton, 2002:380; Kumar & Lim, 2008:571; Roblyer *et al.*, 2010:134) of Generation Y, which demonstrates the use of convenience and judgement sampling methods when studying the youth.

From the final sampling frame of the three HEI campuses located in the Gauteng province, a non-probability convenience sample of 450 students (150 per campus) was drawn.

#### **4.4.4 Sample size**

Churchill Jr *et al.* (2010:363) provide various methods of determining the sample size. These methods are complex and employ statistical procedures. The sampling method, probability or non-probability sampling, also determines the choice of a sample size. Probability sampling procedures employ statistical methods for sample size determination (Hair *et al.*, 2008:274). However, in studies employing non-probability sampling procedure, subjective methods are used. In such cases, Churchill Jr *et al.* (2010:366) advise researchers to use the sample size used by others when studying similar constructs. The determination of sample size is therefore in line with similar

studies conducted in the past. This approach is known as the historical evidence approach.

For this study, a sample of 450 students (150 per campus) was drawn. This sample size is consistent with similar studies on students' use of social networks, such studies utilised the following sample sizes, 400 students used by Chu and Kim (2011), 351 students used by Shin (2010), 349 students, used by Roberts (2010), and 374 students used by Bergman *et al.* (2011).

#### **4.4.5 Data collection method**

The data for this study were collected using a survey method. A survey technique uses the question and answer format to collect large amounts of data. Typically, self-administered research instruments have become the most frequently used data collection technique in survey research. According to Hair *et al.* (2008:165), surveys are the ideal option when a researcher is interested in studying motives and attitudes. Furthermore, they note that one of the main advantages of surveys is that a researcher can focus on a particular target population they wish to study.

In order to gather the required data, lecturers at each of the three HEI campuses were contacted and asked if they would allow the questionnaire to be distributed to their students during class time. The questionnaire was then hand delivered to those lecturers who granted permission. The questionnaire was distributed to the students who were requested to complete it before the end of the lecture. The students were informed that participation was strictly on a voluntary basis. Of the 450 questionnaires (150 per campus) distributed, 345 were returned.

#### **4.5 STATISTICAL ANALYSIS**

The data analysis strategy involved the use of the following statistical methods in the SPSS and AMOS programs:

- Exploratory factor analysis
- Reliability
- Validity
- Descriptive analysis

- Correlation analysis
- Structural equation modelling

These methods are discussed in the following sections.

## **4.6 FACTOR ANALYSIS**

Factor analysis refers to data reduction techniques that decrease a large number of variables into manageable linear components in order to determine the underlying dimension the factors are explaining. In other words, factor analysis provides an initial overview of which variables are related and which variables are not. Furthermore, factor analysis identifies which variables associate with which factor. Therefore, factor analysis is useful in determining correlations between variables (Hair *et al.*, 1995:368). As such, factor analysis examines the entire set of interdependent relationships amongst variables (Malhotra, 2010:635).

The procedure employed in factors analysis is as follows, compute a correlation matrix, load the factors, identify the method of factor analysis, identify the number of factors to be retained, rotate the factors, interpret the factors, name the factors and generate communality estimates (Hair *et al.*, 1995:369).

### **4.6.1 Compute a correlation matrix**

Before performing factors analysis, it is necessary to compute a correlation matrix. The correlation matrix portrays a linear relationship between variables (McDaniel & Gates, 2010:448). Thus, correlation analysis provides a useful mechanism for determining whether to carry out factor analysis (Reise *et al.*, 2000:291). Therefore, when a correlation matrix do not show significant correlations between items, it is not advisable to carry out factor analysis.

### **4.6.2 Factor loadings**

Factor loadings are described as correlations between observed variables and the factors. Such loadings also help in factor interpretation. Each factor is assessed for significance. Items are considered to load significantly onto a factor when the value is greater than 0.30. Therefore, the greater than 0.30 rule appears to be popular among

researchers. Thus, a loading of 0.30 indicates that the factor accounts for nine percent of the variation in the variable (Churchill Jr, 1995:976).

#### **4.6.3 Method of factor analysis**

Factors analysis incorporates various techniques including common factor analysis and principal component analysis. However, the most popular factor analysis technique is principal component analysis. The goal of principal component is to reduce the number of variables in order to determine the minimum number of factors that will account for maximum variance (Malhotra, 2010:643). Thus, principal component analysis is a variable reduction technique used when variables are highly correlated. Furthermore, Suhr (2005:1) notes that principal component analysis reduces the number of observed variables to a smaller number of components, which account for most of the variance of the observed variables. The principal component analysis technique depends on the sample size. That is, the larger the sample, the higher the component reliability. Common factor analysis entails the extraction of as many latent variables (factors) as possible to explain the correlations (common variance) among items (Reise *et al.*, 2000:294).

#### **4.6.4 Number of factors to retain**

This stage entails ascertaining how many of the factors should be retained. This decision is based on two popular methods, namely the eigenvalue method and the scree plot. Using the eigenvalue approach involves retaining all factors with an eigenvalue greater than one and discarding those factors with eigenvalues below one (Malhotra, 2010:643). A scree plot technique, on the other hand, plots the number of dimensions on the x-axis and the corresponding eigenvalues on the y-axis. Thus, a scree plot identifies the maximum number of factors that can be extracted. This method plots eigenvalues such that a levelling of the slope of the line occurs. At this point, the slope forms an elbow shape; that is, the number of components to be retained is given by the elbow (Sharma, 1996:76). A third approach that may be considered is to specify the number of factors to extract based on prior knowledge of the theory under analysis (Malhotra, 2010:643).

#### **4.6.5            Rotation of factors**

Typically, factors are rotated to identify a pattern that assists in interpreting those factors. Furthermore, rotation of factors provides a cleaner structure with clearer categorisation of factors. A commonly used approach for factor rotation is the orthogonal rotation. According to Bryman and Cramer (2005:332), orthogonal rotations “produce factors which are unrelated to or independent of one another”. The most popular orthogonal rotation technique is the varimax. The varimax technique spreads variance evenly among factors (Stewart, 1981:59). Furthermore, Churchill Jr (1995:974) notes that the varimax technique attempts to “clean up” the factors in a factor-loading table. This is achieved by clustering variables into conceptually distinct factors.

#### **4.6.6            Interpreting the factors**

Once the process of factor analysis is complete, it is necessary to interpret the output. This process entails giving meaning or labels to the results of factors analysis. The process is highly subjective. Ford *et al.* (1986:296) suggest that only loadings greater than 0.40 on a factor should be considered significant in defining the factor. Malhotra (2010:645) suggests that to interpret factors successfully, variables are plotted using factor loadings as coordinates. According to Churchill Jr (1995:976) and Malhotra (2010:639), the following procedure of naming factors should be used:

- Start with the first construct and first factor in the rotated factor-loading matrix and move horizontally from left to right, separating the highest loading. Circle the loading and replicate the procedure for each of the other constructs.
- Scrutinise each of the circled loadings and examine its significance. The significance of any loading may be judged either statistically or by use of a practical criterion. Statistical criteria means that the loading is statistically significant at some specified alpha level, typically 0.05. The practical significance criteria mean that the factor should account for a certain percentage of the variation in the variable. Generally, a 0.30 or 0.35 value is considered significant.
- Emphasise the other significant loading using the criteria stated above.



- Study the loading matrix and find all the variables that do not have significant loadings on any factor. If the variable is unimportant with a low factor loading, the researcher may decide to remove the variable and derive a new factor solution with the non-loading variable removed.
- Concentrate on the significant loading and try to name the factors based on what the variables' loading on a given factor have in common.

#### **4.6.7 Evaluate the communalities of the variables**

Communality refers to the amount of variance a variable shares with all the other variables being considered (Malhotra, 2010:638). According to Preacher and MacCallum (2002:160), high communalities reduce the number of factors and result in low model error. Hair *et al.* (2010:119) assert that those variables that lack at least one significant loading are not adequately accounted for by the factor solution and, as such, should be deleted.

The following section describes how the reliability of a research instrument is determined.

### **4.7 RELIABILITY**

Bruton *et al.* (2000:94) describe reliability as the consistency and repeatability of a measuring instrument. Generally, reliability assesses measurement accuracy (Straub & Carlson, 1989:151). One of the benefits of reliability is that it helps in determining the quality of the measuring instrument (Churchill Jr, 1979:72). The most popular technique of assessing reliability is Cronbach's (1951) coefficient alpha. However, there are various types of reliability techniques, namely, test-retest, alternative forms and internal consistency.

#### **4.7.1 Test-retest reliability**

When assessing test-retest reliability, a similar scale is administered at different times to the same participants at similar conditions (Peter, 1979:8). Lodico *et al.* (2006:91) maintain that the main aim of test-retest validity is to ensure that the participants obtain the same score on a test, even if the respondent takes the test more than once. However, it is important to note that the time lapse between the first test and the retest is crucial as Zhu (2013:63) cautions that if the time is too short, the target population

may suffer from fatigue, and if the time lapse is too long, the target population may suffer from effect growth. As a general rule of thumb, a two-week interval is recommended between tests (Peter, 1979:8).

The test-retest reliability is fraught with pitfalls. First, the length of time it takes between tests influences the reliability (Miller, 2010:28). Secondly, changes that occur in the initial test and the retest are difficult to detect (Peter, 1979:8). Thirdly, there is a possibility that the participants may recall the test items (Lodico *et al.*, 2006:91). Therefore, Peter (1979:8) advises that test-retest reliability approach should be augmented with the internal consistency approach.

#### **4.7.2 Internal consistency reliability**

One of the most popular ways of ensuring that scores from various scale items within a measuring instrument are consistent is to measure internal consistency. Internal consistency is measured by examining the reliability of various items in a scale administered during the same period of time. Thus, internal consistency determines whether the test consistently measures the same dimension across all items in a test (Lodico *et al.*, 2006:92). In order to assess internal consistency, the split-half or Cronbach alpha techniques are used. One of the simplest ways of examining internal consistency is the use of split-half method. The items in a scale are split in half and the resulting scores from the split are then correlated. A general rule of thumb is to split the items in terms of odd or even numbers or randomly. A possible limitation of this technique is obtaining different results, depending on how the items were split (Peter, 1979:8). Owing to the unavoidable limitations of this technique, and in order to overcome this problem, the coefficient alpha may be used.

The coefficient alpha ( $\alpha$ ) represents the mean of all split-half coefficients of a given test (Cronbach, 1951:300). The coefficient alpha values ranges from 0 to 1, and values of 0.6 and less are considered to indicate poor internal consistency reliability (Malhotra, 2010:319). Nunnally (1978:245) suggests values of 0.7 are generally acceptable. One major drawback of the Cronbach alpha is that it may artificially increase as the number of items increases (Peterson, 1994:390; Malhotra, 2010:319). As a counter measure to this, it is also advisable to consider the average inter-item correlation (Pallant, 2010:100).

### **4.7.3 Alternative-forms reliability**

In this technique, two similar forms of a scale are administered to subjects at different times (Peter, 1979:9). The scales are developed to be similar in terms of content and statistical properties, but different to ensure that they do not affect re-measurements. The scores of the subjects are then correlated to determine consistency across the two forms.

## **4.8 VALIDITY**

Churchill Jr and Iacobucci (2005:671) define validity as the extent to which changes in measurement scores reproduce accurate results, even if the measuring instrument is administered at another occasion. Thus, a measuring instrument should measure what it purports to measure at all times. Messick (1995:742) describe validity as an evaluative summary of actual and potential evidence and the effects of how scores are interpreted. There are various forms of validity, namely, content, criterion and construct validity.

### **4.8.1 Content validity**

Content validity technique is a subjective evaluation (Loevinger, 1957:641) and relies on subject expert opinions (Kane, 2001:323). Also known as face validity, it involves assessing whether the items in a scale adequately cover the construct under study (Malhotra, 2010:320).

### **4.8.2 Criterion validity**

DeVon *et al.* (2007:157) explain criterion validity as the relationship between scores obtained from the measurement scale and performance on certain other meaningful variables. There are two forms of criterion validity, namely predictive and concurrent validity. Predictive validity is conducted to ascertain whether test scores at the first time of administration will highly correlate with test scores acquired in the future. With concurrent validity, the test score and the criterion of interest are determined at the same time.

### **4.8.3 Construct validity**

Construct validity focus on assessing theoretically expected patterns of relationships among item scores or between test scores and other measures (Messick, 1995:743). The main purpose of conducting construct validity is to explore constructs accounting for a variance in test performance (Cronbach & Meehl, 1955:177). Therefore, construct validity looks at constructs, traits or concepts underlying a subject's performance or score on a particular measure (Churchill Jr, 1979:70), which gives a meaningful interpretation of the subject's scores (Messick, 1995:743). The requirements of construct validity are that the measure used correlates with other measures designed to measure the same thing (convergent validity) but does not correlate with measures from which it is meant to differ (discriminant validity) (Churchill Jr & Iacobucci, 2005:412,413; Malhotra, 2010:321). According to Clark and Watson (1995:316), an average inter-item correlation that falls within the 0.15 and 0.50 range suggests convergent and discriminant validity.

## **4.9 DESCRIPTIVE ANALYSIS**

The objective of descriptive analysis is to summarise, organise and simplify research data. Gravetter and Wallnau (2008:6) suggest that descriptive analysis techniques take raw scores and organise them in a form that is more manageable. Data are then presented in a tabular, graphical, or numerical form (Anderson *et al.*, 2003:12). Measures of central tendency, measures of dispersion and measures of shape are the techniques used in descriptive statistics.

### **4.9.1 Measures of central tendency**

Measures of central tendency assist in assessing the performance of a group using a single score (Lodico *et al.*, 2006:78). The mean, median and mode are the three measures of central tendency.

#### **4.9.1.1 Mean**

The mean, often referred to as the average, is the total number of elements in a test divided by the number of elements. The mean describes the central value of a set of numbers (Hair *et al.*, 2008:415) and is the popular form of measuring central

tendency. The mean is computed from interval or ratio data (McDaniel & Gates, 2010:406).

#### **4.9.1.2 Median**

The median is the mid-point of a distribution or score that divides the distribution in half when scores are arranged from highest to lowest (Lodico *et al.*, 2006:78). Thus, for odd number observations, the median is the middle value. In an observation with even numbers, the median is the value of the split data (Anderson *et al.*, 2003:82).

#### **4.9.1.3 Mode**

The mode describes the statistical value that has the highest frequency of occurrence in a distribution (McDaniel & Gates, 2010:407). Thus, the mode defines the highest point or the peak in a distribution (Gravetter & Forzano, 2012:402).

### **4.9.2 Measures of variability**

Variability refers to the spread of the scores in a distribution. The measures of variability describe the amount of variability in the scores in a distribution that determine the spread of the scores (Lodico *et al.*, 2006:81). A small variability indicates that the scores are clustered close together. A large variability shows that there are big differences between individuals and that the scores are spread across a wide range of values (Gravetter & Forzano, 2012:403). The measures of variability are calculated on interval or ratio data (Malhotra, 2010:487).

#### **4.9.2.1 Variance**

Variance measures the distance from the mean for each score and that distance is squared to come up with a sum of the squared distances (Gravetter & Forzano, 2012:404). Thus, variance measures variability (the spread of scores in a distribution).

#### **4.9.2.2 Standard deviation**

The standard deviation describes the average amount by which the scores deviate from the mean (Lodico *et al.*, 2006:81). Bryman and Cramer (2005:179) define a standard deviation as a square root of the variance.

### **4.9.3 Measures of shape**

Malhotra (2010:488) maintains that the measures of shape are useful in understanding the nature of the distribution. He indicates that the shape of a distribution is assessed by observing the skewness and kurtosis of that distribution.

#### **4.9.3.1 Skewness**

Skewness measures the degree to which a variable in a distribution is asymmetrical (Weston & Gore, 2006:735). Generally, distributions are either symmetric or skewed (Malhotra, 2010:488). In a symmetric distribution the mean, mode, and median are at the centre and are the same. Thus, skewness is zero (Blunch, 2008:96). Conversely, a distribution can be positively or negatively skewed. A positively skewed distribution has scores that are at the low end of a scale (Weston & Gore, 2006:735). Blunch (2008:96) maintains that a negative distribution has a “long lower tail”. Bagozzi & Yi (1998:77) caution that a highly skewed distribution can affect standard errors, parameter estimates, and fit indices.

#### **4.9.3.2 Kurtosis**

Kurtosis refers to the measure of the peakedness (Blunch, 2008:96) or flatness (Malhotra, 2010:488) of the distribution. According to Blunch (2008:96), normal distributions have zero kurtosis values. If the distribution is flatter, kurtosis values are negative and the distribution has long thin tails (Malhotra, 2010:488). Such distributions indicate the presence of many outliers (Weston & Gore, 2006:735). According to Weston and Gore (2006:735), a distribution that is highly peaked has a thick tail with very few outliers. This type of distribution has positive kurtosis values.

## **4.10 CORRELATION ANALYSIS**

Correlation analysis measures the degree of movement between two different variables (Chisnall, 1992:358). Quantitative variables are examined to determine if they are related and, if so, the direction and magnitude of a relationship is assessed. Researchers using this technique are not interested in establishing causality or explaining the relationship between variables. Instead, correlation analysis serves to determine the patterns of association between variables (Pallant, 2010:129).

One way of determining the existence of a pattern of association between two variables and the existence of a relationship, is the use of a scattergram. The main objective of a scattergram is to allow the researcher to observe the relationship between the two variables. In a scattergram, each individual is represented by a single point, which represents the participant's position in relation to the two variables in a study (Bryman & Cramer, 2005:214). The points in a scattergram may move in an upward or downward pattern. Thus, the pattern may demonstrate whether the relationship is positive (direct) or negative (inverse). In a positive relationship, variables have the tendency to change in the same direction. That is, as one variable increases, the other also increases vice versa. In a similar manner, if the relationship is negative, variables change in a different direction. As such, an increase in one variable leads to a decrease in the other (Pallant, 2010:131).

Correlation analysis assists in determining the extent of the strength of a relationship. There are two ways of assessing correlations, namely the Pearson Product Moment correlation coefficient, and the Spearman correlation. Pearson's correlation coefficient, denoted by  $r$ , measures the linearity of a relationships; whereas, the Spearman correlation measures monotonic relationships. This study uses the Pearson's correlation coefficient. The Pearson correlation coefficient assesses the strength of a relationship by employing numeric values ranging from minus one (-1) to plus one (+1). A relationship of minus one (-1) indicates a negative perfect relationship between variables, while a relationship of plus one (+1) indicates a positive perfect relationship between variables. The closer the value of  $r$  is to one (whether positive or negative), the stronger the relationship between the variables. The closer  $r$  is to zero, the weaker the relationship (Malhotra, 2010:563).

According to McDaniel and Gates (2010:448), correlation analysis appears useful when researchers want to make predictions about relationships between variables. Correlation analysis may be used to establish a relationship between variables that can be used for predictions about future behaviour. Furthermore, correlation analysis assists researchers use knowledge about one variable to make predictions about the other variables involved in a study (Hair *et al.*, 2008:461). These variables are referred to as predictor and criterion variables (Gravetter & Forzano, 2012:235). However, correlation does not determine which variable is the cause and which the

effect is. Another use of correlation analysis is when one wants to conduct structural equation modelling (Blunch, 2008:242).

## **4.11 STRUCTURAL EQUATION MODELLING**

Structural equation modelling (SEM) is a multivariate data analysis technique (Hair *et al.*, 2010:19) that estimates and tests relationships between one or more independent variables and one or more dependent variables (Ullman, 2006:35). It is a statistical method that offers an extension to other multivariate techniques, particularly that of factor analysis and multiple regressions (Hair *et al.*, 2010:629). With SEM, the causal processes being examined are represented by a series regression equations, where the structural relationships may be modelled pictorially, thereby providing a clear visual conceptualisation of a specific theory (Byrne, 2010:3). Given that an essential requirement of SEM analysis is that it should be grounded in an underlying theory, the first step in the process is to define the individual constructs (unobserved or latent factors) and specify how each is to be measured, in terms of their observed (indicator) variables. Once this has been done, the next step is to specify the measurement model (Malhotra, 2010:729).

The stages in the SEM process are as follows, definition of individual constructs, development and specification of a measurement model, assessment of measurement model validity, specification of the structural model, assessment of the structural model validity, and drawing conclusions and making recommendations (Malhotra, 2010:729).

### **4.11.1 Definition of individual constructs**

Structural equation modeling is a theory driven technique (Lei & Wu, 2007:35). Reisinger and Turner (1999:72) suggest that SEM facets such as specification of the constructs, how constructs are defined and measured, and the interrelationships among constructs (Malhotra, 2010:729) must be directed by theory. Once these reflect theory, a measurement theory and structural theory are identified (Hair *et al.*, 2010:638). According to Malhotra (2010:729), measurement theory indicates how constructs are represented, whereas a structural theory indicates a relationship between constructs. These structural relationships are then converted to hypotheses.



#### **4.11.2 Model specification**

Model specification is another important step in SEM. Model specification describes a process where a researcher states the hypothesised relationships among variables. The relationship among variables is often depicted by straight arrows and is referred to as parameters or paths. Parameters are categorised into three types, directional effects, variances, and covariances. The parameters that describe a relationship between latent variables and indicators, and the relationship between latent variables and other latent variables, are described as directional effects. The covariances are those that describe the strength of association between variables and are characterised by non-directional relationships among independent latent variables. Usually, parameters are set to a non-zero value, zero value, or are left free for estimation. Ordinarily, parameters set to zero do not demonstrate a relationship between the measured variables (Weston & Gore, 2006:732).

The measured variables are either latent (not directly observed) or indicators (directly observed). Latent variables are either exogenous (independent) or endogenous (dependent) and are signified with eclipses or circles. According to Weston and Gore (2006:722), the exogenous variables also referred to as predictor variables are not dependent or predicted by other latent variables. On the other hand, endogenous variables, also referred to as criterion variables, are predicted by other latent variables. The observed variables are represented by rectangles. In structural equation modelling, theory guides model specification.

#### **4.11.3 Model identification**

Reisinger and Mavondo (2007:52) describe model identification as the “assessment of the extent to which the information provided by the data is sufficient to enable parameter estimations or allow a unique solution to be found for the equations constrained in the theoretical model.” Baumgartner and Homburg (1996:146) caution that for a model to be identified, the number of parameters to be estimated should not exceed the number of distinct elements in the variance-covariance matrix of the observed variables. Models with more data than parameters to be estimated, as suggested by Ullman (2006:40), are over identified. Contrarily, if a model has same number of data points as parameters to be estimated, the model is just identified. An important rule of thumb for model identification is that the model’s degree of freedom

should be greater than or equal to zero (Weston & Gore, 2006:732). Thus, the number of degrees of freedom should be non-negative (Baumgartner & Homburg, 1996:146).

#### **4.11.4 Assessment of the sample size**

Structural equation modelling is considered a large sample size statistical technique. Therefore, larger sample sizes are required for data analysis. Generally, as a rule of thumb, ratios of sample size to estimated parameters range from five participants for every parameter estimated (Reisinger & Turner, 1999:78) or ten participants for every parameter estimated (Schreiber *et al.*, 2006:334). Models with a sample size of 200 and more are said to provide statistical power for data analysis (Hoe, 2008:77). Reisinger and Turner (1999:78), for example, view a sample of 200 as a critical sample size. Barrett (2007:820) agrees with a sample size of 200 and adds that a sample of less than 200 should be rejected for publication unless the population from which a sample is drawn is small or restricted.

#### **4.11.5 Estimation**

Weston and Gore (2006:737) describe model estimation as the value of the unidentified parameters and the error related to the estimated value. Thus, estimation determines whether the parameter estimates are consistent with covariance or correlation matrix of the experiential variables (Reisinger & Mavondo, 2007:54). The main purpose of estimation is to reduce the difference between controlled and uncontrolled projected population covariance matrices (Ullman, 2006:42). Weston and Gore (2006:739) suggest several estimation techniques, including confirmatory factor analysis. They maintain that confirmatory factor analysis tests whether indicators load on specific latent variables as expected.

#### **4.11.6 Model fit and interpretation**

Model fit is the level to which the hypothesised theoretical model fits the model deduced from the actual empirical data of the study sample. In order to achieve this, it is necessary to assess different fit indices (Weston & Gore, 2006:741). Generally, the chi-square is a null hypothesis significance test used to test the model under consideration fits the data. When chi-square value is low and non-significant, the model is accepted (Reisinger & Mavondo, 2007:57). However, the chi-square is notoriously sensitive to sample size and tends to be unreliable when sample sizes are

large. In response to the limitations of the chi-square, several alternative goodness of fit indices have been developed that offer a more pragmatic approach to testing model fit (Ullman, 2006:44; Byrne, 2010:77).

The model fit measures vary in terms of whether they are measuring absolute fit, incremental fit or parsimonious fit. The absolute fit indices indicate how well a hypothesised model match the empirical data of the study. Absolute fit measures include goodness-of-fit indices, such as the goodness-of-fit index (GFI), the adjusted-goodness-of-fit index (AGFI), and badness-of-fit indices, such as the chi-square test, the standardised root mean square residuals (SRMSR) and the root mean square error of approximation (RMSEA) (Malhotra, 2010:731). For the GFI and AGFI, values larger than 0.90 indicate good model fit, while larger than 0.95 is preferred (Hair *et al.*, 2010:667). For the SRMSR, a value of 0.5 or less is suggested, while for the RMSEA a value of 0.08 or lower is advised (Byrne, 2010:77).

According to Miles and Shevlin (2007:870), the incremental fit indices respond to how well the proposed model is performing when assessed against baseline or null models. These indices include the comparative fit index (CFI), the normed fit index (NFI) and the Tucker–Lewis index (TLI). According to Bentler (1990:238), the comparative fit index (CFI) assesses model fit between the proposed model and a null model. The values of 0.90 indicate a good fit and a value closer to one represents better fit. The NFI and TLI are other incremental fit indices whose value should be 0.90 or higher.

The parsimonious fit measures assesses whether model fit has been achieved. This process is carried out through a method of over-fitting data with a large number of coefficients (Hair *et al.*, 1995:686). Thus, Blunch (2008:110) opine that the parsimony fit measures present a “punishment” by introducing more parameters in a model to improve model fit. Another form of model fit measure is the Akaike information criterion (AIC). In this method, non-nested models are compared with other models with differing numbers of variables (Schermele-Engel & Moosbrugger, 2003:45). Hair *et al.* (1995:620) describe nested models as those models having the same variables with other models but demonstrate different types of causal relationships. In this approach, smaller values indicate good model fit. However, these measures are not a measure of significance – they are used mainly to choose between models.

#### **4.11.7 Assessment of measurement model for reliability and validity**

In structural equation modelling, it is of great importance to assess the validity and reliability of a model.

##### **4.11.7.1 Composite reliability**

Malhotra (2010:733) defines composite reliability (CR) as “the total amount of true score variance in relation to the total score variance”. Lee *et al.* (2005:1100) recommend values of 0.70 or above for composite reliability.

##### **4.11.7.2 Convergent validity**

The primary concern of convergent validity is whether the degree of correlation among different measures expected to measure the same construct exist (McDaniel & Gates, 2010:256). Thus, Peter (1981:136) notes that convergent validity is obtained when responses obtained by different methods measuring the same construct correlate. Ordinarily, convergent validity is established when correlations are significantly greater than zero (Churchill Jr, 1979:70).

In SEM, convergent reliability may be assessed by calculating the average variance extracted (AVE). Malhotra (2010:725) defines AVE as “the variance in the indicators or observed variables that is explained by the latent construct”. A value of 0.50 or higher indicates a satisfactory measure (Bagozzi & Yi, 1988:80).

##### **4.11.7.3 Discriminant validity**

Discriminant validity is characterised by low correlations among constructs (Lee *et al.*, 2005:1100). Thus, low correlations are required as evidence of discriminant analysis. According to Peter & Churchill Jr (1986:7), for a measure to show discriminant validity, the relationship between different constructs should be theoretically unrelated. This assists in ensuring that the method used to measure the various constructs is unique (Peter & Churchill Jr, 1986:4) and do not appear as measuring the same thing (Farrelly & Quester, 2003:543). Lee *et al.* (2005:1100) suggest that in SEM, discriminant validity is achieved by comparing AVE with the variance shared between constructs. Alternatively, Malhotra (2010:734) indicates that discriminant validity may be established by comparing the correlation coefficients in

the model with the square root of the AVE, whereby discriminant validity is achieved if the square root of the AVE exceeds the correlation coefficients.

#### **4.11.8 Reporting fit indices**

Although there is a standard set of rules for assessing model fit, Hooper *et al.* (2008:56) maintain that generally, the most reported fit indices consists of the chi-square, CFI, GFI, NFI, SRMR, TLI, and the RMSEA. That is, they acknowledge the importance of using fit indices to determine model fit; however, they caution researchers not to report the entire model fit indices but rather to use the ones they suggested. Reisinger and Mavondo (2007:58), who cautioned to guard against indices that are too optimistic about the fit of the proposed model, support this argument. They also stated that the statistical packages used to compute fit indices are flawed as they do not compute indices if the data is missing.

#### **4.11.9 Structural model**

A structural model demonstrates theoretical relationships between independent and dependent variables (Reisinger & Mavondo, 2007:43). A structural model combines the measurement model and path analysis (McDonald & Ho, 2002:72). A measurement model relates to the theory specifying observed variables of constructs, thereby permitting assessment of both convergent and discriminant validity (Malhotra, 2010:725). A measurement model identifies the relationship among latent variables and their indicators (Sharma, 1996:13), and is constructed for confirmatory factor analysis purposes (Byrne, 2010:6). Another component of a structural model is the path analysis. Path analysis entails several multiple regression equations estimated simultaneously (Lei & Wu, 2007:34). Although path analysis cannot demonstrate causality, relations among observed variables are demonstrated (Bryman & Cramer, 2005:314). These relationships are based on theory (Reisinger & Turner, 1999:78).

#### **4.11.10 Model modification**

Model modification is a process where researchers adjust the proposed model by freeing or setting parameters (Weston & Gore, 2006:744) to have a better model fit. There are two reasons for modifying models – to increase the likely fit and to test hypotheses (Ullman & Bentler, 2012:674). Schreiber *et al.* (2006:327) caution that carrying out a modification should theoretically make sense, and such an exercise

should not be carried out just because an analysis suggested taking out or introducing a parameter within the model.

#### **4.12 CONCLUSION**

This chapter described the sampling procedure, research method and how the measuring instrument was devised. The chapter further reviewed the statistical methods to be used for data analysis during the pilot and main study. The measurement models for data analysis, based on the SEM, were also reviewed. Chapter 5 reports empirical findings of the pilot study as well as the main study. The data analysis chapter will determine whether the hypothesised relationships in the proposed model of factors influencing Generation Y students' attitudes towards Facebook environment are supported.

## **CHAPTER 5**

### **ANALYSIS AND INTERPRETATION OF EMPIRICAL FINDINGS**

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#### **5.1 INTRODUCTION**

The main objective of this chapter is to present empirical findings of the study. Therefore, the chapter outlines the sample description and reports on the findings of the exploratory factor analysis, the reliability and validity of the measuring instrument, the descriptive statistics and the correlation coefficients. In addition, the chapter reports on the results of the structural equation modelling, whereby a measurement and structural model were tested.

The data for this study was analysed using SPSS and AMOS, Versions 21.0 for Windows. In the first part of data analysis, the pilot test results are discussed. Thereafter, the findings of the main survey are explained. The chapter begins with an analysis of the results of the pilot study presented in the next section.

#### **5.2 RESULTS OF THE PILOT TEST**

The pilot data was evaluated for reliability and validity of the measuring instrument, and to identify whether the questions were appropriately worded. The Cronbach alpha was used to assess reliability of individual scales. Typically, a Cronbach alpha of 0.6 or above is acceptable (Malhotra, 2010:319); however, Nunnally (1978:245) suggests that a value of 0.7 and above is preferred.

The inter-item correlation values were also examined. The rule of thumb with the average inter-item correlation coefficient is a value within the range of 0.15 and 0.50 (Clark & Watson, 1995:316).

Table 5.1 reports on the Cronbach alphas and average inter-item correlation values computed in the pilot study.

**Table 5.1: Summary of pilot test results**

Items	Number of variables	Mean	Standard deviation	N	Cronbach alpha	Average inter-item correlation
B1-B7	7	4.034	0.836	50	0.732	0.281
B8-B12	5	4.178	0.926	50	0.712	0.336
B13-B15	3	3.938	1.303	50	0.654	0.402
B16-B18	3	3.465	1.103	50	0.604	0.317
B19-B22	4	3.618	1.184	50	0.791	0.482
B23-B28	6	3.333	1.397	50	0.917	0.647
C1-C5	5	3.246	1.259	50	0.728	0.362
C6-C10	5	4.665	0.925	50	0.780	0.432

As shown in Table 5.1, the coefficient alphas for the scales ranged from 0.604 to 0.917, which is indicative of internal consistency reliability.

The majority of constructs returned average inter-item correlation values that fall within the recommended range, thereby indicating both convergent and discriminant validity. The construct dealing with site trust (B23-B28) returned an average inter-item correlation value above the recommended 0.50 level. Even so, Pallant (2010:100) indicates that this simply points to a stronger relationship between the items in a construct.

### **5.3 DATA GATHERING PROCESS**

The data for this study were collected from Generation Y students enrolled at three selected HEI campuses situated in the Gauteng province. A self-administered questionnaire was used to collect the required data. Lecturers at each institution were contacted and asked if they would allow questionnaires to be distributed to students during their lectures. Questionnaires were then hand delivered to those lecturers who granted permission, and subsequently distributed to students during the lecture.



Students were informed that participation was strictly voluntary. In line with the specified sample size, 450 questionnaires were distributed -150 per campus.

## 5.4 PRELIMINARY DATA ANALYSIS

The preliminary data analysis included coding, data cleansing and tabulation of the data set collected.

### 5.4.1 Coding

Coding is the process of transforming raw data into numbers and categories or classes (Churchill Jr *et al.*, 2010:403). The process entails transforming participant's responses into numbers representing the answers they choose. In this study, the questionnaire was categorised into three sections, namely Section A, demographical and Facebook usage data, Section B, determinants of attitude towards advertisements in the Facebook environment, and Section C, inhibitors of attitude towards advertisements in the Facebook environment. Table 5.2 shows the coding information.

**Table 5.2: Coding information**

<b>Section A: Demographical and Facebook usage data</b>			
<b>Questions</b>	<b>Code</b>	<b>Construct measured</b>	<b>Value assigned to responses</b>
Question 1	A1	Age	Younger than 18 (1), 18 years old (2), 19 years old (3), 20 years old (4), 21 years old (5), 22 years old (6), 23 years old (7), 24 years old (8), Over 24 years old (9)
Question 2	A2	Gender	Male (1), Female (2)
Question 3	A3	Race	Black African (1), White (2), Coloured (3), Asian/Indian (4), Other (5)
Question 4	A4	Mother tongue	Afrikaans (1), English (2), IsiNdebele (3), IsiXhosa (4), IsiZulu (5), Sesotho sa Leboa (6), Sesotho (7), Setswana (8), SiSwati (9), Tshivenda (10), Xitsonga (11)
Question 5	A5	Home province	Eastern Cape (1), Free State (2), Gauteng (3) Kwa-Zulu Natal (4), Limpopo (5), Mpumalanga (6) North West (7), Northern Cape (8), Western Cape (9)

**Table 5.2: Coding information (continued ...)**

<b>Section A: Demographical and Facebook usage data</b>			
<b>Questions</b>	<b>Code</b>	<b>Construct measured</b>	<b>Value assigned to responses</b>
Question 6	A6	University campus where you are studying	Traditional university (1), Comprehensive university (2), University of technology (3)
Question 7	A7	Year of study	1 <sup>st</sup> year (1), 2 <sup>nd</sup> year (2), 3 <sup>rd</sup> year (3), Post-graduate (4)
Question 8	A8	Do you access Facebook	Yes (1), No (2)
Question 9	A9	Means by which you access Facebook	Cell phone (1), iPad/Tablet (2), University's Internet (3), Internet café (4), Home Internet (5)
Question 10	A10	How often do you access Facebook	Once a month (1), A few times per month (2), Once a week (3), A few times per week (4), Daily (5)
Question 11	A11	Hours spent on Facebook	Less than an hour (1), Up to two hours (2), Two to four hours (3), Four to six hours (4), Six to eight hours (5)  More than eight hours (6)
<b>Section B: Attitudes towards Facebook advertising</b>			
<b>Items</b>	<b>Code</b>	<b>Construct measured</b>	<b>Value assigned to responses</b>
Item 1	B1	Information value	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 2	B2		
Item 3	B3		
Item 4	B4		
Item 5	B5		
Item 6	B6		
Item 7	B7		
Item 8	B8	Entertainment value	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 9	B9		
Item 10	B10		
Item 11	B11		
Item 12	B12		

**Table 5.2: Coding information (continued ...)**

<b>Section B: Attitudes towards Facebook advertising</b>			
<b>Items</b>	<b>Code</b>	<b>Construct measured</b>	<b>Value assigned to responses</b>
Item 13	B13	Value	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 14	B14		
Item 15	B15		
Item 16	B16	Credibility	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 17	B17		
Item 18	B18		
Item 19	B19	Self-brand congruity	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 20	B20		
Item 21	B21		
Item 22	B22		
Item 23	B23	Site trust	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 24	B24		
Item 25	B25		
Item 26	B26		
Item 27	B27		
Item 28	B28		
Item 29	B29	Attitudes towards advertising on Facebook	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 30	B30		
Item 31	B31		
Item 32	C1	Invasiveness of advertisements	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 33	C2		
Item 34	C3		
Item 35	C4		
Item 36	C5		
Item 37	C6	Time cost	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 38	C7		
Item 39	C8		
Item 40	C9		
Item 41	C10		

### 5.4.2 Data cleaning

The data cleaning process entails scrutinising the data to confirm that the data is entered correctly (Churchill Jr *et al.*, 2010:412). After assessing the data, the observation was that some participants indicated that they never use Facebook, and some fell out of the defined target population's age parameters. Those questionnaires were discarded. In the case of scaled-responses within questionnaires with missing values of less than 10 percent, values were estimated based on the mode.

### 5.4.3 Tabulation

Tabulation is a process of counting the number of observations (Hair *et al.*, 2008:408) and organising the data in an orderly manner and presenting it in frequency tables (Churchill Jr, 1995:84). Table 5.3 reports on frequencies of the scaled responses in the measuring instrument.

**Table 5.3: Frequency table of responses**

Scale item	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
	1	2	3	4	5	6
<b>B01</b>	21	28	28	77	106	46
<b>B02</b>	21	43	47	95	83	17
<b>B03</b>	11	34	48	90	100	23
<b>B04</b>	14	21	30	97	95	49
<b>B05</b>	13	34	43	77	85	54
<b>B06</b>	16	29	43	95	79	44
<b>B07</b>	32	65	52	94	50	13
<b>B08</b>	22	34	52	77	85	36
<b>B09</b>	23	37	56	87	76	27
<b>B10</b>	26	42	68	101	61	8
<b>B11</b>	30	39	49	96	74	18
<b>B12</b>	24	52	46	101	69	14

**Table 5.3: Frequency table of responses (continued ...)**

<b>Scale item</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>B13</b>	16	29	48	106	79	28
<b>B14</b>	20	33	73	104	65	11
<b>B15</b>	25	36	69	103	56	17
<b>B16</b>	29	46	64	101	57	9
<b>B17</b>	55	68	93	61	26	3
<b>B18</b>	38	63	83	82	32	8
<b>B19</b>	33	63	81	86	38	5
<b>B20</b>	38	49	66	89	51	13
<b>B21</b>	66	84	70	58	27	1
<b>B22</b>	65	73	69	66	20	13
<b>B23</b>	71	68	62	61	36	8
<b>B24</b>	35	55	57	68	61	30
<b>B25</b>	53	59	68	79	36	11
<b>B26</b>	42	52	49	60	64	39
<b>B27</b>	29	43	59	64	66	45
<b>B28</b>	35	53	58	82	46	32
<b>B29</b>	51	35	73	87	44	16
<b>B30</b>	27	32	45	72	86	44
<b>B31</b>	23	29	40	86	75	53
<b>C01</b>	38	50	59	72	51	36
<b>C02</b>	20	41	85	86	53	21
<b>C03</b>	28	47	70	70	48	43
<b>C04</b>	24	43	79	90	46	24
<b>C05</b>	28	37	67	83	51	40

**Table 5.3: Frequency table of responses (continued ...)**

<b>Scale item</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Slightly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>C06</b>	32	36	37	60	63	78
<b>C07</b>	95	65	58	43	20	25
<b>C08</b>	56	56	46	57	40	51
<b>C09</b>	115	59	52	45	22	13
<b>C10</b>	95	54	58	46	26	27

Following the tabulation of the scaled-response data, the demographical and Facebook usage data were analysed.

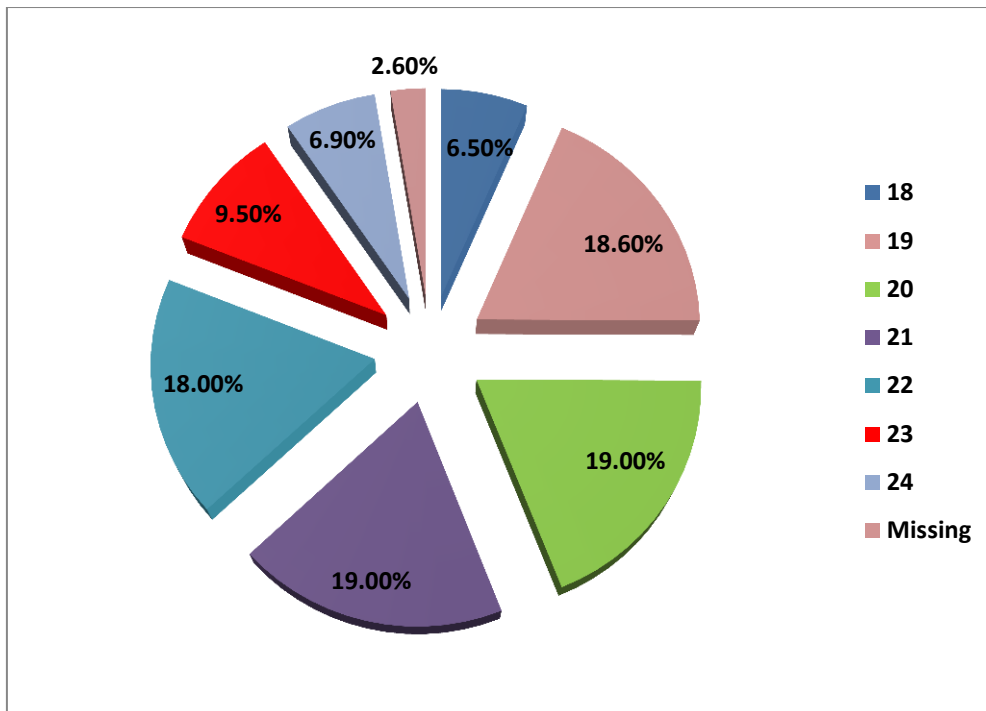
## **5.5 DEMOGRAPHIC AND FACEBOOK ADVERTISING USAGE ANALYSIS**

This section includes a description of the sample, in terms of their demographics, as well as a description of the sample's reported Facebook usage.

### **5.5.1 Sample description**

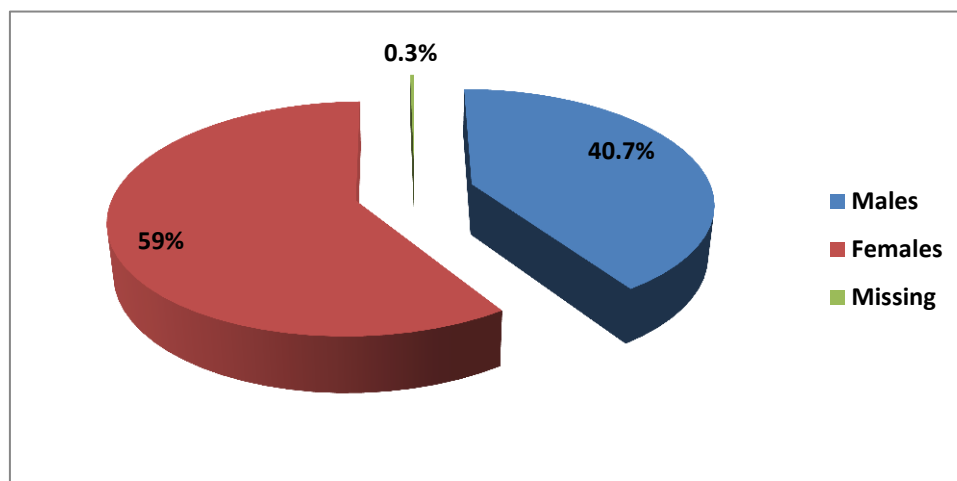
Of the 450 questionnaires distributed, 345 were returned. Out of the 345 returned questionnaires, 306 were usable, which equates to a final response rate of 68 percent. The demographic data of the main study is presented next.

The sample of this study consisted of participants ranging in age from 18 years olds (6.5%), 19 years olds (18.6%), 20 years olds (19%), 21 years olds (19%), 22 years olds (18%), 23 years olds (9.5%), to 24 years olds (6.9%). Of the participants, two (2.6%) failed to complete this question. The age distribution of the sample is illustrated in Figure 5.1.



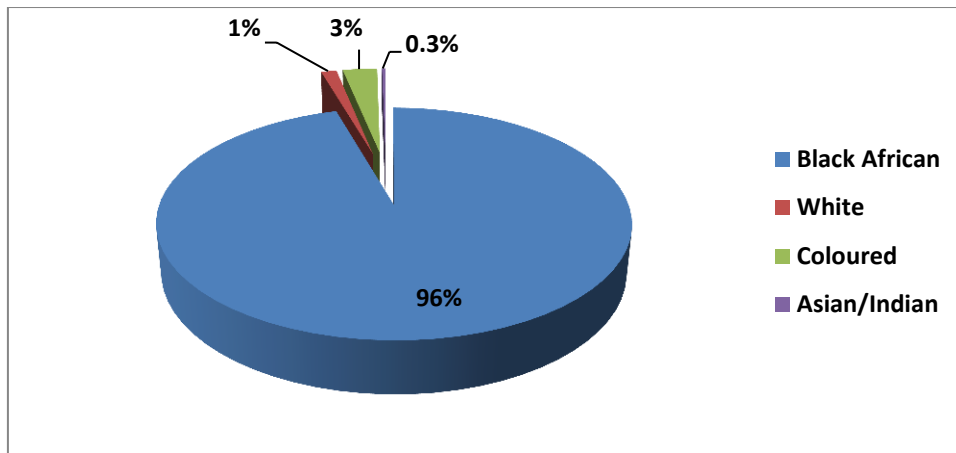
**Figure 5.1: Participants' age distribution**

Figure 5.2 shows that the majority of the participants were female (59%). Male participants made up 40.7 percent of the sample. Of the participants, one (0.3%) failed to answer the question.



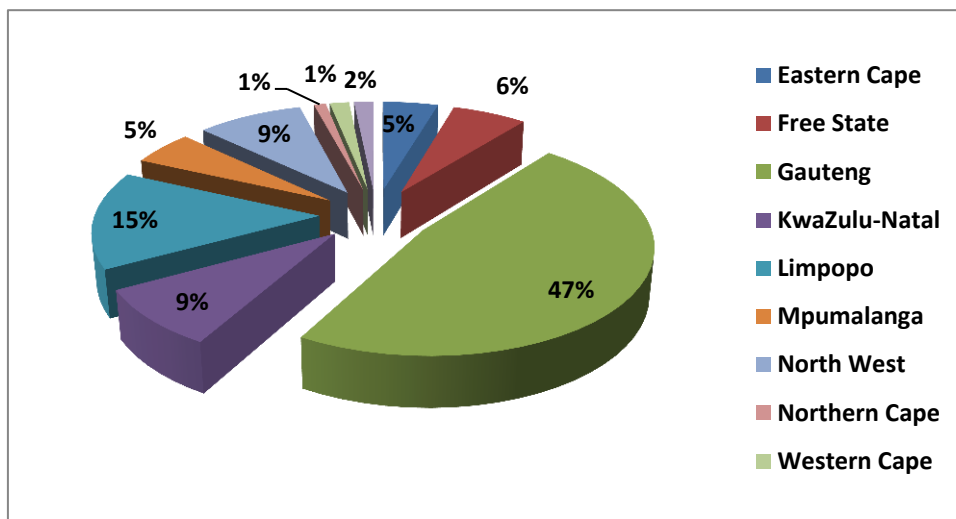
**Figure 5.2: Gender**

Figure 5.3 shows that the race groups are represented in the sample. The majority identified themselves as black Africans (95.4%), followed by those who identified themselves as coloured (2.9%), white (1.3%) and Asian/Indian (0.3%).



**Figure 5.3: Race**

While most of the participants indicated that their province of origin is Gauteng (47.4%), all of South Africa's nine provinces were represented in the sample. Of the participants, 14.7 percent indicated that they originated from Limpopo, 8.8 percent from KwaZulu-Natal, 8.8 percent from North West, 6.2 percent from Free State, 4.6 percent from Eastern Cape and 5.2 percent from Mpumalanga. The Northern Cape (1%) and the Western Cape (1.6%) were the least represented in the sample. Of the participants, five (1.6%) failed to answer this question. This information is presented in Figure 5.4.

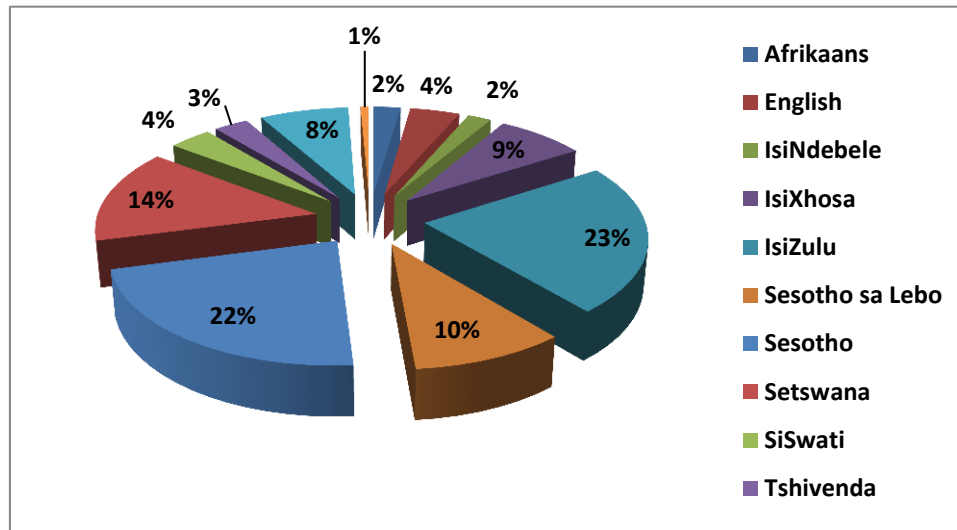


**Figure 5.4: Province of origin**

Figure 5.5 shows that the sample consisted of participants from each of South Africa's 11 official language groups. These included participants who indicated that their mother tongue were Sesotho (22.2%), IsiZulu (22.9%), Setswana (14.4%), Sesotho sa

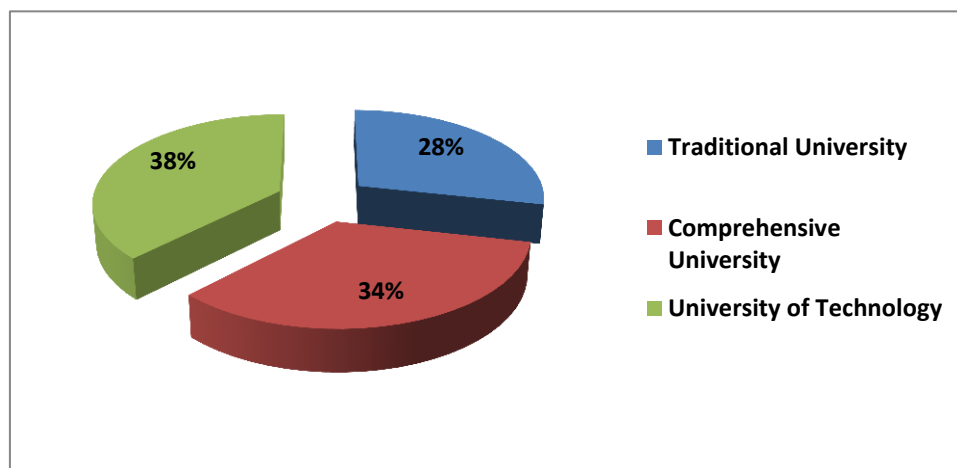


Leboa (9.8%), Xitsonga (7.5%), IsiXhosa (7.5%), English (4.2%), SiSwati (3.6%), Tshivenda (2.9%), Afrikaans (2.3%) and IsiNdebele (2.0%). Of the participants, two (0.7%) did not answer the question.



**Figure 5.5: Language**

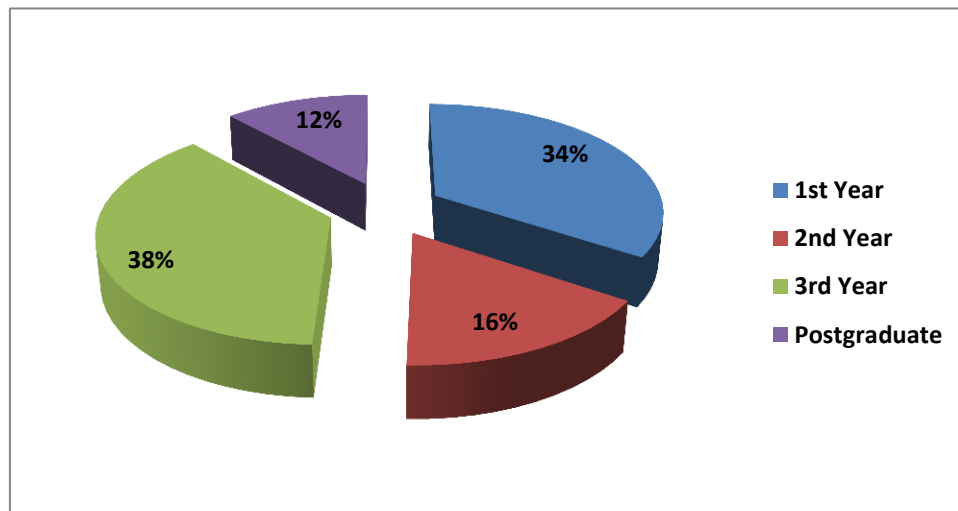
Regarding the HEI enrolled at, the majority of the participants reported that they were studying at a university of technology (37.6%), followed by those studying at a comprehensive university (34%), and those studying at a traditional university (28.4%). This is illustrated in Figure 5.6.



**Figure 5.6: University campus**

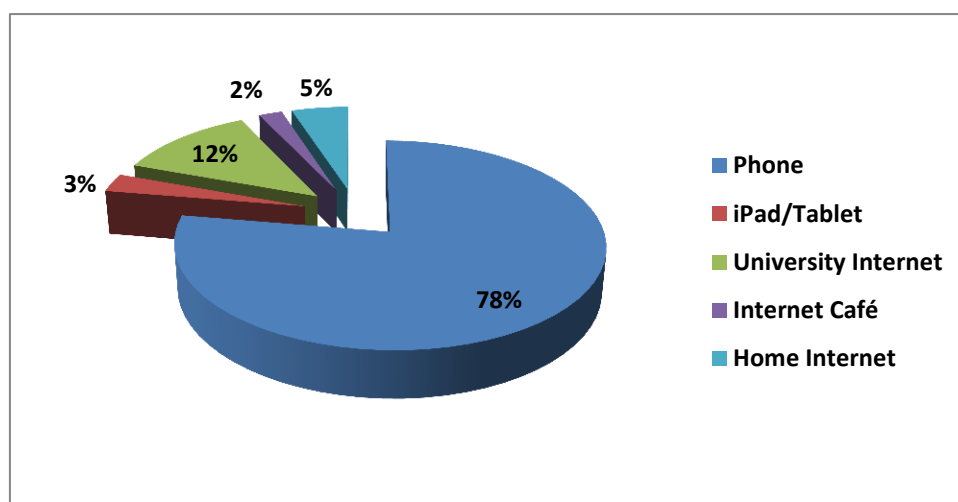
Figure 5.7 shows that the participants were mainly third-year students (37.6%). Others indicated that they were first-year students (34.3%), while 16.3 percent of the

participants indicated that they were second-year students. Very few participants indicated that they were postgraduate students (11.8%).



**Figure 5.7: Year of study**

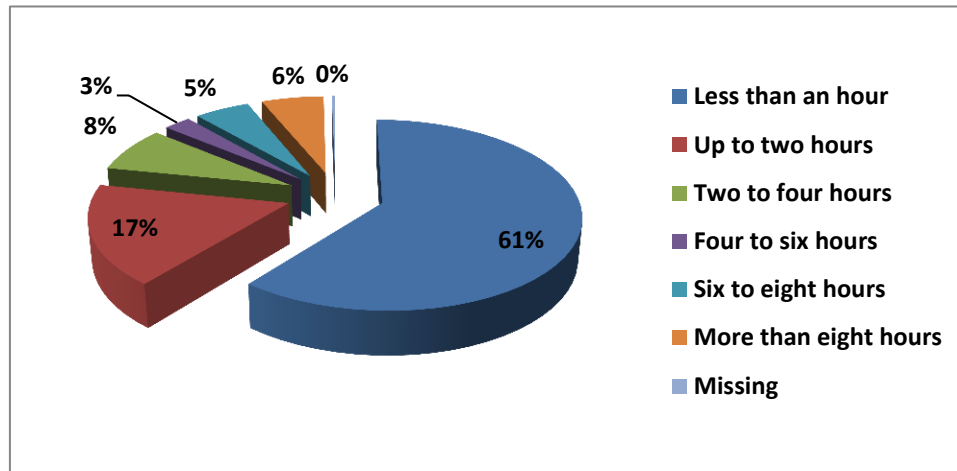
Figure 5.8 reveals that the majority of the participants indicated that they use their cell phones (86.3%) to access Facebook, followed by those who indicated using their university's Internet facilities (13.7%), their home Internet (5.6%), their iPad/Tablet (3.3%) and an Internet café (2.3%).



**Figure 5.8: Means of Facebook access**

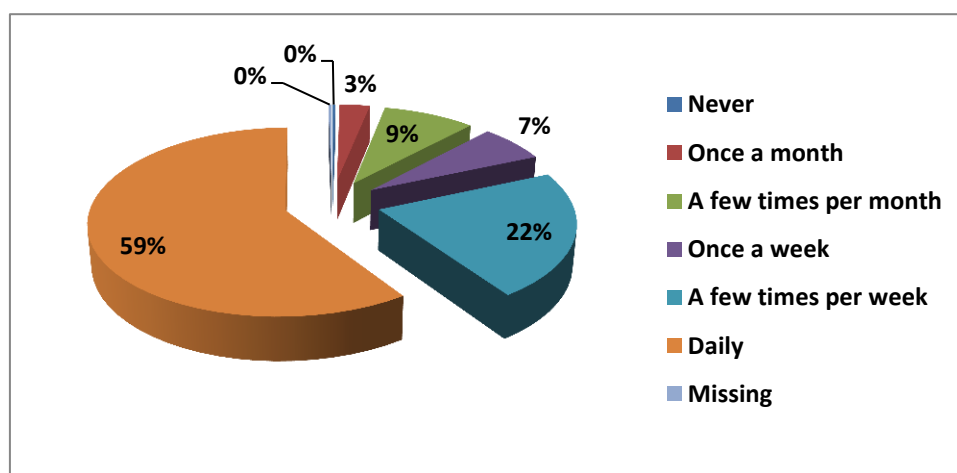
Figure 5.9 indicates that participants' usage of Facebook. Of the participants, 60.8 percent indicated spending less than an hour per day on Facebook, while 17.3 percent indicated spending up to two hours per day, and 7.8 percent two to four hours a day on the site. Only 5.9 percent of the participants reported spending more than eight

hours a day on Facebook. Of the participants, one (0.3%) did not complete this question.



**Figure 5:9: Hours spent on Facebook**

With regard to how often the participants reported accessing Facebook, the results show that the participants in this study access Facebook regularly. Even though some of the participants indicated that they only access Facebook once a month (2.9%), a few times per month (8.8%), once a week (6.5%) and a few times per week (21.9%), an overwhelming 59.3 percent stated that they access Facebook on a daily basis. This is illustrated in Figure 5.10.



**Figure 5.10: Frequency of Facebook access**

The following section discuss the exploratory factor analysis conducted on the scaled responses in the questionnaire.

## 5.6 EXPLORATORY FACTOR ANALYSIS

Exploratory factor analysis (EFA) was undertaken on the 41 construct-related items in the questionnaire. Before conducting the EFA, the Kaiser-Meyer-Olkin (KMO) test for sampling adequacy, together with Bartlett's Test of Sphericity were run.

According to Pallant (2010:183), a KMO value of 0.6 or above, and a significant Bartlett's Test of Sphericity value indicates that the data is suitable for factor analysis. Satisfactory results were computed for these two tests (KMO=0.883, chi-square Bartlett test =7028.032 (df:820),  $p=0.000<0.05$ ), thereby confirming the data's suitability for factor analysis.

Principle component analysis, using varimax rotation, was then applied to the data set. The EFA procedure extracted nine factors with eigenvalues above 1.0 and these nine factors explained 66.91 percent of the total variance.

Table 5.4 reports on the eigenvalues, percentage of variance and cumulative variance of the nine factors extracted.

**Table 5.4: Eigenvalues for the nine factors**

<b>Factor</b>	<b>Eigenvalues</b>	<b>Total</b>	<b>Percentage of variance</b>	<b>Cumulative percentage</b>
Factor 1	10.737	4.079	9.949	9.949
Factor 2	3.878	4.044	9.865	19.814
Factor 3	3.070	3.782	9.223	29.037
Factor 4	2.339	3.442	8.395	37.432
Factor 5	2.069	3.348	8.167	45.599
Factor 6	1.593	2.876	7.014	52.612
Factor 7	1.466	2.186	5.332	57.944
Factor 8	1.165	2.022	4.931	62.875
Factor 9	1.115	1.653	4.031	66.906

While the items generally loaded as anticipated on the conceptualised constructs, three items (B7, B23 and C6) did not load on the correct factor. These items were examined in order to ascertain that their deletion would not affect the original conceptualisation of the construct. Once this was established, the three items were removed from the data set.

In addition, two of the three items pertaining to credibility (B16 & B17) loaded on the same factor as items relating to the value construct, and the third credibility item (B18) loaded on a separate factor. However, when credibility was factor analysed separately, all three items loaded on one factor.

Table 5.5 presents the rotated factors.

**Table 5.5: Rotated factors**

Items	1	2	3	4	5	6	7	8	9
B1		.718							
B2		.669							
B3		.683							
B4		.733							
B5		.697							
B6		.746							
<b>B7*</b>		<b>.318</b>							<b>.446</b>
B8	.795								
B9	.842								
B10	.791								
B11	.810								
B12	.809								
B13						.581			
B14						.706			
B15						.678			
B16						.695			
B17						.547			
B18					.554				
B19					.749				
B20					.711				
B21					.774				
B22					.792				
<b>B23*</b>				.330					<b>.0703</b>
B24				.713					
B25				.652					
B26				.852					
B27				.854					
B28				.789					

**Table 5.5: Rotated factors (continue ...)**

Items	1	2	3	4	5	6	7	8	9
B29							.591		
B30							.815		
B31							.795		
C1			.805						
C2			.837						
C3			.825						
C4			.809						
C5			.821						
<b>C6*</b>			.447						
C7								.627	
C8								.633	
C9								.742	
C10								.707	
*Item deleted									

The following section reports on the reliability and validity of these nine factors.

## **5.7 RELIABILITY AND VALIDITY ANALYSIS OF MAIN SURVEY**

The nine constructs in the measuring instrument of this study were assessed to determine their reliability and validity. The Cronbach alpha coefficients ranged from 0.642 to 0.924, thereby indicating satisfactory internal-consistency reliability. With the exception of time cost, all of the average inter-item correlation values were computed above the recommended level of 0.5. Therefore, only convergent validity could be established. Table 5.6 lists the individual Cronbach alpha values and average inter-item correlation values for the nine constructs.

**Table 5.6: Reliability and validity of main survey**

Valid N	Construct	Cronbach alpha	Average inter-item correlation
306	Information value	0.858	0.502
306	Entertainment value	0.924	0.712
306	Credibility	0.765	0.522
306	Self-brand congruity	0.860	0.606
306	Trust in site	0.873	0.577
306	Invasiveness	0.886	0.612
306	Time cost	0.642	0.314
306	Advertising value	0.830	0.621
306	Attitudes towards advertising	0.785	0.547

The following section discusses the descriptive statistics computed in the main survey.

## 5.8 DESCRIPTIVE STATISTICS

In this study, the summary measures of the mean, standard deviation, skewness and kurtosis were computed to reflect the central tendency, dispersion and shape of the scaled responses in the data set. The scaled responses were measured on a six-point Likert scale that ranged from 1=strongly disagree to 6=strongly agree. As such, higher means are associated with a greater degree of agreement. The descriptive statistics are reported on in Table 5.7.

**Table 5.7: Descriptive statistics**

Construct	Valid N	Mean	Standard deviation	Skewness	Kurtosis
Information value	306	4.06	1.02	-0.52	0.07
Entertainment value	306	3.68	1.19	-0.53	-0.38
Credibility	306	3.12	1.05	-0.11	-0.58
Self-brand congruity	306	3.00	1.11	-0.02	-0.67
Site trust	306	3.47	1.23	-0.09	-0.76
Invasiveness	306	3.59	1.18	-0.16	-0.35
Time cost	306	2.84	1.12	0.38	-0.29
Value	306	3.72	1.09	-0.44	-0.18
Attitude	306	3.76	1.22	-0.52	-0.27

As reflected in Table 5.7, means above three were computed on eight of the nine constructs. The highest reported mean values were returned on information value of advertisements on Facebook (mean=4.06), overall attitude towards advertising on Facebook (mean=3.76), value of advertisements on Facebook (mean=3.72), the entertainment value of advertisements on Facebook (mean=3.68), invasiveness of advertisements on Facebook (mean=3.59) and trust of the Facebook site (mean=3.47). Mean values of 3 or above were also computed for the credibility (mean=3.12) and self-brand congruity (mean=3.00) of advertisements on Facebook. The lowest mean was recorded for the construct measuring the perceived time cost of being on Facebook (mean=2.84). This suggests that while Generation Y students do perceive advertisements in the Facebook environment as being invasive, they still consider them as informative, entertaining, credible, valuable and reflective of the brands that they can relate to and, as such, have an overall positive attitude towards advertisements on Facebook. In addition, they appear to trust the Facebook site and do not consider spending time on Facebook as wasteful.

The highest standard deviation occurred on the overall attitude towards advertisements of Facebook (Std. Dev.=1.22), indicating a greater dispersion in responses to items in that construct.

The data set appears to be distributed normally in that none of the skewness values fall outside the -2 to +2 range. The kurtosis values suggest that the data set is relatively flat.

After computing the descriptive statistics, the relationships between the constructs were assessed, as outlined in the following section.

## **5.9 CORRELATION ANALYSIS**

According to Hair *et al.* (2010:710), constructing a correlation matrix of constructs aids in assessing the nomological validity of a proposed model. As such, prior to conducting the structural equation modelling portion of the analysis, Pearson's correlation coefficients between each pair of constructs were calculated. This correlation matrix is outlined in Table 5.8.



**Table 5.8: Correlation matrix**

Constructs	1	2	3	4	5	6	7	8	9
Information	1								
Entertainment	0.475**	1							
Credibility	0.473**	0.480**	1						
Self-brand	0.344**	0.457**	0.597**	1					
Site trust	0.309**	0.212**	0.269**	0.319**	1				
Invasiveness	-0.063	-0.111	-0.127	-0.209**	-0.011	1			
Time cost	-0.084	-0.070	-0.033	-0.027	-0.125*	0.241**	1		
Value	0.619**	0.540**	0.664**	0.485**	-0.246**	-0.108	-0.059	1	
Attitude	0.319**	0.453**	0.350**	0.451**	0.333**	-0.129	-0.080	0.428**	1

\*\*Correlation is significant at the 0.01 level (2-tailed)

With the exception of the invasiveness and time cost constructs, there was significant correlation amongst the pairs of constructs, thereby indicating nomological validity. While there was a significant positive correlation between invasiveness and time cost, these two constructs did not have a significant relationship with the two endogenous constructs of value of and attitude towards advertisements on Facebook. As such, the measurement model excluded these two constructs.

In the following section, the hypotheses are formulated.

## 5.10 HYPOTHESES TESTING

In undertaking hypothesis testing, the significance level was set at the conventional  $\alpha=0.05$ . Based on the relationships observed in the correlation analysis, the following hypotheses were formulated:

H<sub>01</sub>: Attitude towards advertising in the Facebook environment is a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruency, site trust and perceived value.

H<sub>a1</sub>: Attitude towards advertising in the Facebook environment is not a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruency, site trust and perceived value.

Ho2: Information value does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha2: Information value does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho3: Entertainment value does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha3: Entertainment value does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho4: Credibility does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha4: Credibility does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho5: Self-brand congruity does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha5: Self-brand congruity does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho6: Site trust does not have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ha6: Site trust does have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook.

Ho7: Perceived value does not have a significant positive influence on Generation Y students' overall attitude towards advertisements on Facebook.

Ha7: Perceived value does have a significant positive influence on Generation Y students' overall attitude towards advertisements on Facebook.

The following section discusses the structural modelling and path analysis used to test these hypotheses.

## 5.11 STRUCTURAL EQUATION MODELLING

The structural equation modelling process was carried out by specifying the measurement model and then the structural model.

### 5.11.1 Measurement model specification

The first step in structural equation modelling is to specify the measurement model and conduct a confirmatory factor analysis (CFA). In accordance with the constructs defined in Chapters 2 and 3, the measurement model for this study was specified as illustrated in Figure 5.11.

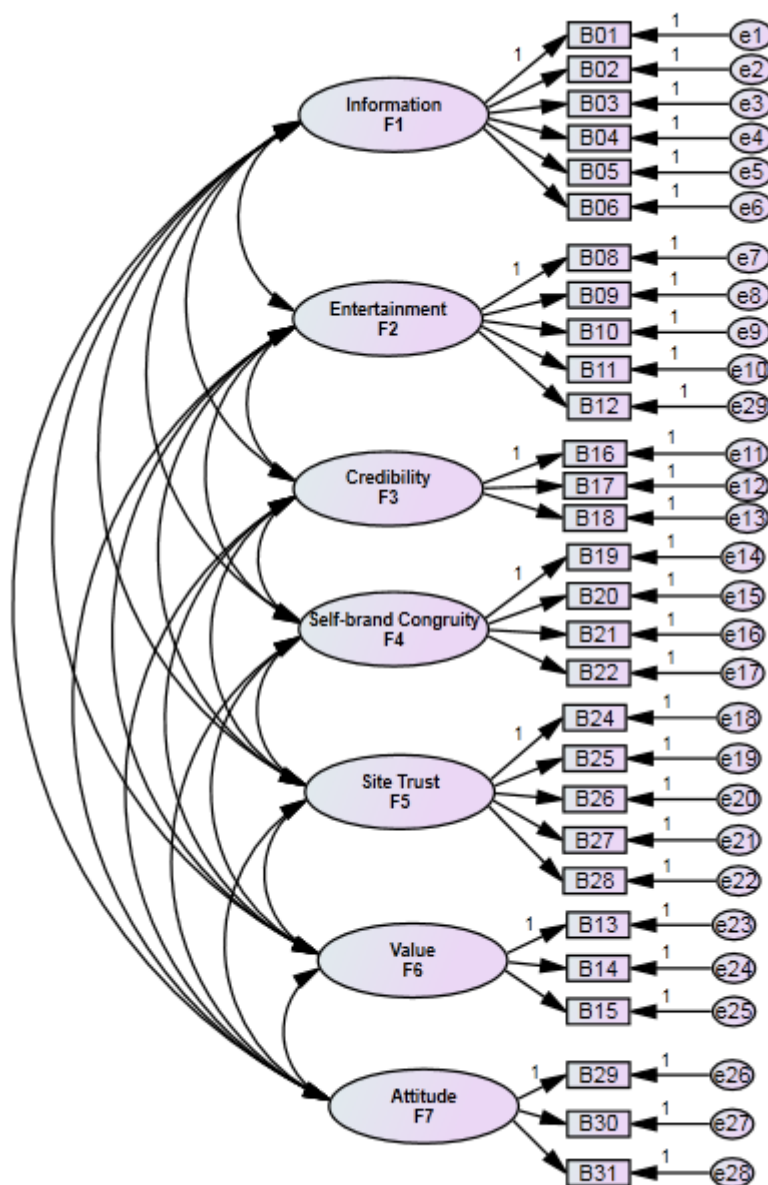


Figure 5.11: Specified measurement model

The specified model includes seven latent factors – information (F1) (six indicators), entertainment (F2) (five indicators), credibility (F3) (three indicators), self-brand congruency (F4) (four indicators), site trust (F5) (five indicators), value (F6) (three indicators) and attitude (F7) (three indicators). For model identification purposes, the first loading on each of the latent factors was fixed at 1.0. As such, there are 435 distinct sample moments and 79 parameters to be estimated, which leaves 356 degrees of freedom (df) based on the over-identified model, and a chi-square value of 675.14 with a probability level equal to  $p=0.000$ . The model was assessed for problematic estimates, such as negative error variances (known as Heywood cases) and standardised factor loadings above 1.0 or below -1.0 (Hair *et al.*, 2010:706). As demonstrated in Table 5.9, item loadings on the seven factors were all above the recommended 0.5 level, with most being above the 0.7 level. In addition, no negative error variances or factor loadings above 1.0 or below -1.0 were observed.

**Table 5.9: Standardised coefficients of the measurement model**

Latent factors	Constructs	Indicators	Factor loadings	Error variance
F1	Information value	B01	.70	+ .49
		B02	.73	+ .54
		B03	.65	+ .42
		B04	.65	+ .42
		B05	.73	+ .53
		B06	.79	+ .62
F2	Entertainment value	B08	.80	+ .64
		B09	.86	+ .75
		B10	.86	+ .74
		B11	.86	+ .74
		B12	.84	+ .70
F3	Credibility	B16	.71	+ .50
		B17	.78	+ .61
		B18	.69	+ .48
F4	Self-brand congruity	B19	.73	+ .53
		B20	.75	+ .57
		B21	.83	+ .69
		B22	.81	+ .66

**Table 5.9: Standardised coefficients of the measurement model (continued...)**

Latent factors	Constructs	Indicators	Factor loadings		Error variance
F5	Site trust	B24	.71	+	.50
		B25	.67	+	.45
		B26	.88	+	.78
		B27	.82	+	.67
		B28	.72	+	.52
F8	Value	B13	.79	+	.63
		B14	.83	+	.68
		B15	.75	+	.56
F9	Attitude	B29	.56	+	.32
		B30	.85	+	.73
		B31	.84	+	.70

The fit of the model was assessed using five fit indices produced by AMOS, namely chi-square, CFI, SRMR, RMSEA and TLI. The significant chi-square value (747.80 (df:356),  $p < 0.05$ ) suggests poor fit. However, the chi-square statistic is notorious for being sensitive to large sample sizes (Byrne, 2010:76). The other fit indices showed an acceptable degree of fit between the model and the data: CFI=0.94, SRMR=0.0497, RMSEA=0.05 and TLI=0.93.

Following this, the reliability and validity of the model were assessed.

### 5.11.2 Reliability and validity tests for the measurement model

The reliability and validity of the measurement model were assessed by computing the composite reliability (CR) and average variance extracted (AVE) values. According to Malhotra (2010:733, 734), the CR and AVE formulas are as follows:

$$CR = \frac{(\sum_{i=1}^p \lambda_i)^2}{(\sum_{i=1}^p \lambda_i)^2 + (\sum_{i=1}^p \delta_i)}$$

Where:

$\lambda$  = completely standardised factor loading

$\delta$  = error variance

$\rho$  = number of indicators or observed variables

$$AVE = \frac{\sum_{i=1}^{\rho} \lambda_i^2}{\sum_{i=1}^{\rho} \lambda_i^2 + \sum_{i=1}^{\rho} \delta_i^2}$$

Where:

$\lambda$  = completely standardised factor loading

$\delta$  = error variance

$\rho$  = number of indicators or observed variables

The CR and AVE values for each latent factor are presented in Table 5.10. Each of the latent factors exceeded the recommended CR level of 0.7 and equalled the recommended AVE value of 0.50 and above. This indicates that all of the seven latent factors are reliable and exhibit convergent validity.

**Table 5.10: Measurement model: construct reliability, average variance extracted and correlation matrix**

Construct	CR	AVE	1	2	3	4	5	6	7
Information	0.86	0.50	1						
Entertainment	0.83	0.50	0.53	1					
Credibility	0.75	0.50	0.58	0.57	1				
Self-brand	0.80	0.50	0.39	0.51	0.72	1			
Site trust	0.83	0.50	0.34	0.24	0.30	0.36	1		
Value	0.75	0.50	0.73	0.63	0.82	0.56	0.28	1	
Attitude	0.74	0.50	0.35	0.50	0.39	0.49	0.35	0.49	1

In terms of the discriminant validity of the scales, all correlation estimates were smaller than the square root of the AVE values ( $\sqrt{0.5}=0.71$ ), with the exception of three of the 21 cases. Some degree of inter-correlation was, of course, to be expected given that the seven latent factors all measure aspects of attitude towards

advertisements in the Facebook environment. Moreover, some violations may occur through chance because of the size of the correlation matrix.

In conclusion, the measuring scales of this study demonstrate both reliability and validity, and the fit indices indicate that the data exhibits acceptable fit to the model.

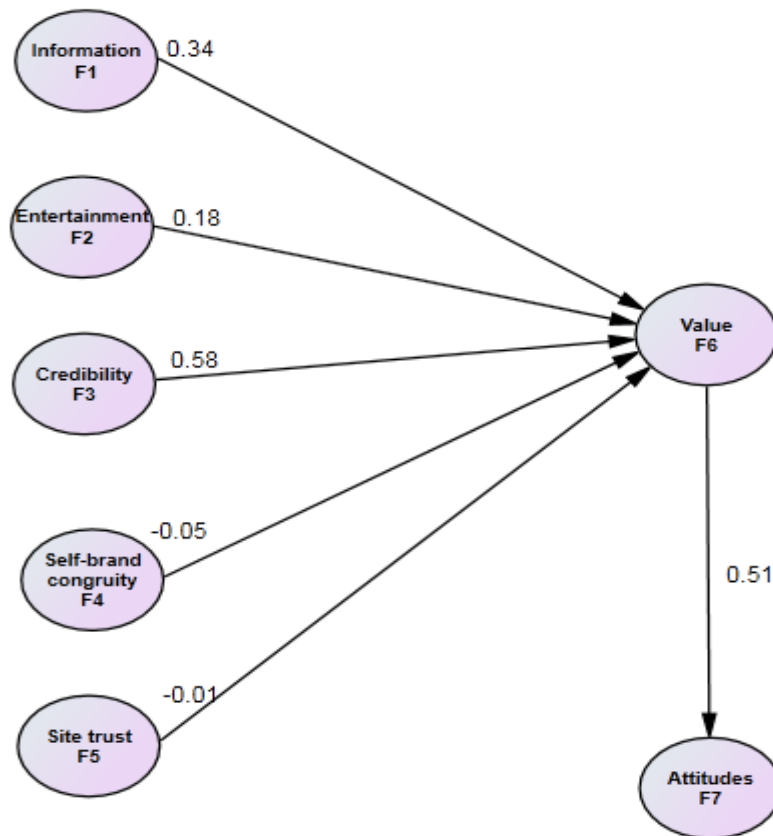
Therefore, there is insufficient evidence to reject Ho1. This infers that attitude towards advertisements in the Facebook environment is a seven-factor structure. The next section presents the hypothesised structural model.

### **5.11.3 Structural model**

In structural equation modelling, relationships between variables are referred to as path coefficients and are depicted by single headed arrows. Figure 5.12 depicts the regression path estimates of Structural Model A.

According to Structural Model A, information value, entertainment value, credibility, self-brand congruity and site trust directly influence perceived value, which, in turn, influences overall attitude towards advertising in the Facebook environment.

Note that the covariance lines between the independent variables, the residuals of the independent variable and the indicator variables of the latent factors have been omitted from the structural models depicted in this chapter in order to improve the visual presentation. The detailed models showing these values may be found in Appendix B.



**Figure 5.12: Structural Model A**

The chi-square for Structural Model A (719 (df=361),  $p < 0.05$ ) remained problematic. However, Structural Model A produced other acceptable fit indices of CFI=0.93, SRMR=0.0618, RMSEA=0.06 and TLI=0.92.

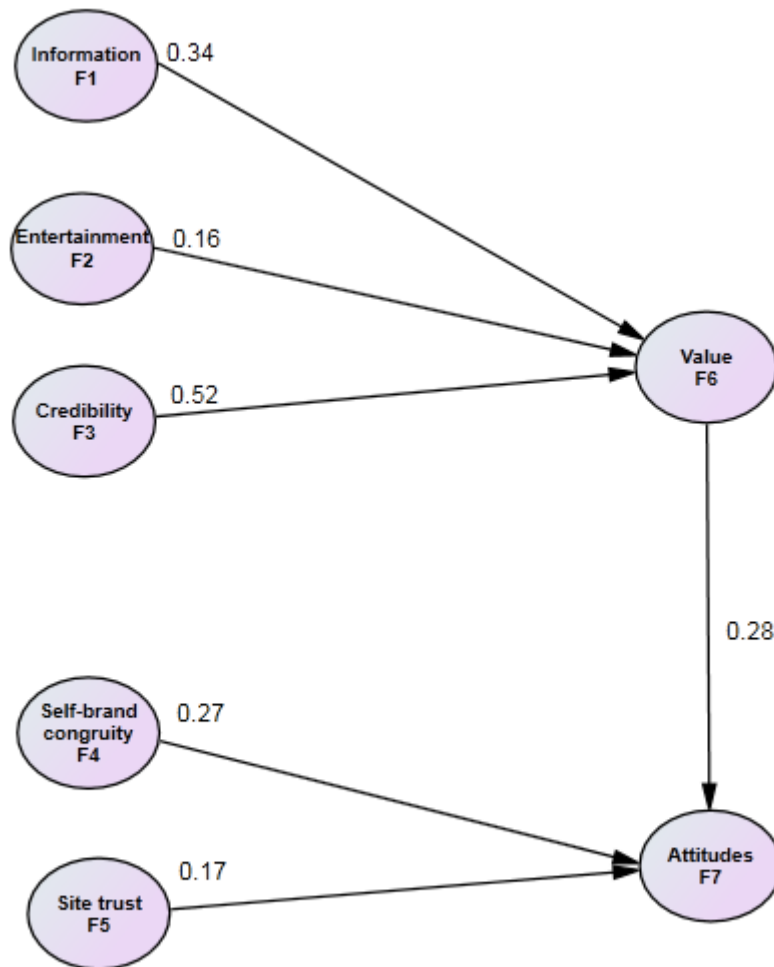
Information value (F1) ( $p=0.000 < 0.05$ ), entertainment value (F2) ( $p=0.000 < 0.05$ ) and credibility (F3) ( $p=0.000 < 0.05$ ) all have a significant positive influence on Generation Y students' perceived value of advertisements in the Facebook environment (F6). This infers that the null hypotheses Ho2, Ho3 and Ho4 be rejected and their alternatives Ha2, Ha3 and Ha4, concluded. Likewise, perceived value of advertisements on Facebook (F6) ( $p=0.000 < 0.05$ ) has a significant positive influence on Generation Y students' overall attitude towards advertising in the Facebook environment (F7), suggesting that the null hypothesis Ho7 be rejected and its alternative Ha7 concluded. Despite the fit indices indicating that the overall fit of the hypothesised model is acceptable, the path between self-brand congruity (F4) ( $p=0.51 > 0.05$ ) and value (F6), as well as the path between site trust (F5)



( $p=0.92>0.05$ ) and value were negative and not significant. This infers that there is insufficient evidence to reject the null hypotheses Ho5 and Ho6.

As such, it was decided to test a revised model based on the original measurement framework. Byrne (2010:82) advises the use of Akaike's information criterion (AIC) and Bozdogan's consistent version of the AIC (CAIC) when comparing two or more models. Smaller values are preferred and indicate better fit. The AIC and the CAIC indices for structural model A were 867.25 and 1216.80 respectively.

The hypothesised model was revised to test whether self-brand congruency (F4) and site trust (F5) have a direct positive influence on Generation Y students' overall attitude to advertising in the Facebook environment (F7), rather than an indirect influence via their influence on perceived value (F7). The findings from the Taylor *et al.* (2011:267) study indicate that both of these dimensions have a significant positive and direct influence on attitudes towards advertisements on social networking sites. This revised structural model (Structural Model B) is presented in Figure 5.13.



**Figure 5.13: Structural Model B**

In terms of model fit, the revised model (Structural Model B) appears to fit the data better, showing the following fit indices chi-square =694.37(df:361), CFI=0.93, SRMR=0.0531, RMSEA=0.06 and TLI=0.93, AIC=858.52 and CAIC=1191.92.

In Structural Model B, information value (F1) ( $\beta=0.34$ ,  $p=0.000<0.05$ ), entertainment value (F2) ( $\beta=0.16$ ,  $p=0.01<0.05$ ) and credibility (F3) ( $\beta=0.52$ ,  $p=0.000<0.05$ ) continue to have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook (F6). Similarly, perceived value (F6) ( $\beta=0.28$ ,  $p=0.000<0.05$ ) continues to have a significant positive influence on attitude towards advertisements on Facebook (F7). As was the case in the Taylor *et al.* (2011:267) study, self-brand congruity (F4) ( $\beta=0.27$ ,  $p=0.000<0.05$ ) and site trust (F5) ( $\beta=0.17$ ,

$p=0.01<0.05$ ) have a significant positive and direct influence on Generation Y student' overall attitude towards advertising in the Facebook environment (F7).

Table 5.11 provides a comparison of the fit indices of Structural Models A and B.

**Table 5.11: Comparison of the fit indices of Structural Models A and B**

Measures	Recommended value	Model A	Model B
$\chi^2$	Low $\chi^2$ value	719.25	694.37
<b>CFI</b>	$\geq 0.90$	0.93	0.93
<b>TLI</b>	$\geq 0.90$	0.92	0.93
<b>SRMR</b>	$\leq 0.50$	0.0634	0.0531
<b>RMSEA</b>	$\leq 0.80$	0.06	0.06
<b>AIC</b>	Small positive values	867.25	842.37
<b>CAIC</b>	Small positive values	1216.80	1191.92

As shown in Table 5.11, the fit indices for Structural Model B indicate an improved fit when compared to Structural Model A. There was an observed improvement in model fit in Structural Model B in terms of the SRMR, AIC and CAIC values. Most importantly, the AIC and CAIC indices for Model B are lower than those for Model A indicating that the revised model fits the data better than the hypothesised model.

## 5.12 CONCLUSION

The purpose of this chapter was to present the empirical findings of the study. Structural equation modelling was used to assess the hypothesised model developed in Chapter 3. Results from an initial model indicate that of the hypothesised factors that influence Generation Y students' attitudes towards advertising in the Facebook environment, information value, entertainment, and credibility have emerged as significant positive predictors of advertising value, that in turn directly influence attitudes towards Facebook advertising. The results highlighted that the paths between self-brand congruity and advertising value indicated a non-significant negative relationship. Furthermore, the paths between trust in site and advertising value were not significant. For that reason, there was inadequate evidence to reject these hypotheses. Based on these findings, a revised model was tested. In testing the revised

model, a significant positive relationship between self-brand congruity and attitudes towards advertising on Facebook emerged. Similarly, there was an observed positive significant relationship between trust in site and attitudes towards advertising on Facebook. Findings established improvements in model fit indices of the revised model. Therefore, the conclusion reached was that because the revised model fits the data better than the hypothesised model (Model A), the revised model (Model B) will be adopted as an explanatory model of the factors that influence Generation Y students' attitudes towards advertising in the Facebook environment.

## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATIONS**

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#### **6.1 INTRODUCTION**

As highlighted in Chapter 1, the significant growth in the number of Facebook users both globally and in the South African market, coupled with the marketing potential offered by this SNS created a need to test the possibly determinants and inhibitors of attitudes towards advertising in the Facebook environment within the South African context empirically. In the previous chapter, the factors were tested by comparing alternative models and presenting the results of the study. This chapter starts with an overview of the study. Thereafter, the chapter examines whether the objectives of this study were achieved. After which, the proposed model of the factors that influence Generation Y students' attitudes towards advertising in the Facebook environment are discussed. The chapter concludes with the limitations of the study together with recommendations for further research and conclusion.

#### **6.2 OVERVIEW OF THE STUDY**

The purpose of this study was to determine the factors that influence Generation Y students' attitudes towards advertising in the Facebook environment. In order to achieve this and to gain a perspective on the potential factors influencing attitudes towards advertising in the Facebook environment, the definition of attitudes, attitudes towards advertising, models and factors of attitudes towards advertising derived from literature were discussed. In addition, to accomplish this purpose, it will be established whether the objectives stated in Section 1.3 were achieved.

Chapter 1 provided a background to the research and identified the research problem. The problem statement highlighted the importance of Facebook in the marketing environment especially as an advertising platform. In addition, this chapter highlighted that advertising's trustworthiness, offensiveness, information value, entertainment value are some of the likely factors influencing the achievement of successful advertising. Chapter 1 also pointed out that it is not clear whether those factors also influence attitudes towards advertising in the Facebook environment. The

primary, theoretical and empirical objectives were presented in Sections 1.3. The hypotheses formulated in Chapter 5 are also set out in Chapter 1. The chapter concluded with a description of a research design and methodology followed in the empirical part of this study, as well as the ethical considerations of the study.

Chapter 2 discussed the theoretical objectives of the study. The first objective addressed the literature on advertising (Section 2.2) as a component of the marketing communication strategy. The concept of advertising, the social and economic effects of advertising and the informational role of advertising were discussed in Section 2.2. It was noted that advertising increases the standard of living society as well as provides product information. The major decisions in developing an advertising programme were reviewed in Section 2.3 and were identified as including advertising objectives, advertising budget, advertising message and media channel(s) choices. Advertising effectiveness and advertising measurement were then examined.

Thereafter, this chapter focused on two major models (Section 2.4.2) in order to achieve the second objective of the study, namely reviewing the literature on consumer attitudes towards advertising. The models revealed that product information, social role and image, hedonic pleasure, good for the economy, falsity, corruption of values, materialism (Section 2.4.2.1), entertainment, informativeness, irritation and advertising value (Section 2.4.2.2) were significant predictors of global attitudes towards advertising. The chapter concludes with a discussion of the U&G theory, which is considered as one of the most influential theories in media studies

Chapter 3 presented an overview of Facebook (Section 3.3) by focusing on the size and growth of Facebook (Section 3.4) and the social networking features of Facebook (Section 3.5). The aim was to meet the third theoretical objective. A description of the Generation Y cohort (Section 3.2) was also provided in this chapter. This was done to meet the fourth theoretical objective.

Since published literature on factors influencing attitudes towards advertising apply mostly to traditional media, the Web and SNSs in general, Chapter 3 focused on the potential factors that may influence attitudes towards advertising in the Facebook environment. In this chapter, a model for assessing attitudes towards advertising in the Facebook environment was proposed. The proposed model addressed this gap in the literature by drawing upon the Ducoffe (1996) model and the Taylor *et al.* (2011)

model and posited that several factors, namely, information value, entertainment value, credibility, self-brand congruity, trust in site, and perceived advertising value serve as predictors of attitudes towards advertising in the Facebook environment. Invasiveness and time cost were regarded as inhibitors of attitudes towards advertising in the Facebook advertising. These factors are discussed in Section 3.7 for the purpose of achieving the empirical objective aimed at introducing a model of the determinants and inhibitors to South African Generation Y students' attitude towards advertising within the Facebook environment. The chapter emphasised the importance of these factors to achieve successful Facebook advertising.

Chapter 4 reported on the research methodology used in this study. A descriptive research design (Section 4.2) was presented. The target population for the study was defined as Generation Y full-time students between the ages of 18 and 24 years who have used Facebook (Section 4.3.1) and were enrolled at one of the 23 South African registered public HEIs (Section 4.3.2) in 2013. The judgement sampling (Section 4.3.3) method employed in this study narrowed down the institutions to three public HEIs located in the Gauteng province, namely a comprehensive university, a traditional university and a university of technology. Following this, a non-probability convenience sample of 450 students (150 per campus) was drawn. The data were collected by employing a survey method (Section 4.3.5). The nature of this study necessitated the use of self-administered questionnaires (Section 4.3.5).

The statistical methods used in this study were reviewed in Section 4.4. Section 4.5 described factor analysis technique. In Section 4.6, test-retest reliability, internal consistency reliability and alternative-forms reliability were discussed. Section 4.7 provided an overview of construct validity, content validity and criterion validity. In Section 4.8, descriptive analysis techniques were reviewed. Section 4.9 described the correlation analysis technique. Lastly, Section 4.10 overviewed structural equation modelling. This section further provided a description of measurement and structural model. This section also reviewed reliability and validity of a measurement model. Lastly, this section provided techniques of examining fit indices.

Chapter 5 reported on the main findings of the study. These results are in accordance with empirical objectives formulated at the beginning of the study in Section 1.3.3.

### **6.3 MAIN FINDINGS OF THE STUDY**

The results of this study are presented in order to meet the following empirical objectives:

- Determine South African Generation Y students' attitudes towards advertising within the Facebook environment.
- Empirically test the extent to which the perceived entertainment value of Facebook, information value of Facebook, credibility of Facebook advertisements, trust in Facebook site, time cost of Facebook, invasiveness of Facebook advertisements, and self-brand congruity affect South African Generation Y students' attitudes towards advertising within the Facebook environment.
- Introduce a model of the determinants and inhibitors to South African Generation Y students having a positive attitude towards advertising within the Facebook environment.

In accordance with the literature, several factors were identified as having a potential influence on South African Generation Y students' attitudes towards advertising within the Facebook environment. Exploratory factor analysis (Section 5.6) was performed and nine factors were extracted, namely information value, entertainment value, credibility, self-brand congruency, site trust, invasiveness, time cost, value and attitudes. These nine factors explained 66.91 percent of the total variance in Generation Y students' attitudes towards advertising within the Facebook environment.

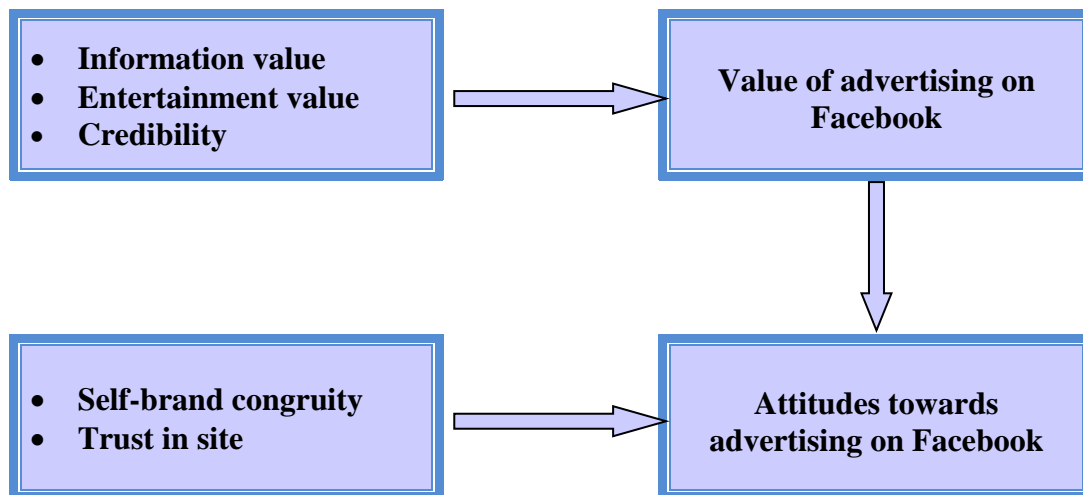
Based on the factors extracted from the exploratory factor analysis, correlation analysis was performed (Section 5.9) to provide guidance on the structural equation modelling where a measurement and structural models were developed to find the causal relationships among the constructs. With the exception of the invasiveness and time cost constructs, there was significant correlation amongst the pairs of constructs. While there was a significant positive correlation between invasiveness and time cost, these two constructs did not have a significant relationship with the two endogenous constructs of value of and attitudes towards advertisements on Facebook. As such, these two constructs were excluded from the measurement model.



The last objective of this study was to test a model of the factors that influence South African Generation Y students' attitudes towards advertising within the Facebook environment empirically. In order to test this model, structural equation modelling was performed. Confirmatory factor analysis was performed and fit indices were computed to assess a measurement model. Thereafter, a structural model was employed to evaluate causal relationships between constructs.

The measurement model consisted of seven latent variables, namely information, entertainment, credibility, self-brand congruity, trust in site, value and attitude. After computing fit indices, it was observed that the measurement model demonstrated acceptable levels of fit as indicated in Section 5.11.1. Thereafter, a structural model was tested. The structural model (Structural Model A) was tested based on the measurement model. As indicated in Section 5.11.3, the results showed that information value (F1), entertainment value (F2) and credibility (F3) all have a significant positive influence on Generation Y students' perceived value of advertisements in the Facebook environment (F6). The perceived value of advertisements on Facebook (F6) had a significant positive influence on Generation Y students' overall attitudes towards advertising in the Facebook environment (F7).

However, the path between self-brand congruity (F4) and value (F6), as well as the path between site trust (F5) and value (F6) were negative and not significant, as indicated in Section 5.11.3. Therefore, a revised model (Structural Model B) was tested. The results indicated that information value (F1), entertainment value (F2) and credibility (F3) continue to have a significant positive influence on Generation Y students' perceived value of advertisements on Facebook (F6). Similarly, perceived value (F6) continues to have a significant positive influence on attitude towards advertisements on Facebook (F7). In the revised model, self-brand congruity (F4) and site trust (F5) had a significant positive and direct influence on Generation Y students' overall attitudes towards advertising in the Facebook environment (F7). These findings are consistent with Taylor *et al.* (2011:267) findings. As such, the findings of this study infer that Generation Y students' attitudes towards advertising in the Facebook environment may be explained in accordance to the model presented in Figure 6.1.



**Figure 6.1: Generation Y students’ attitudes towards advertising in the Facebook environment**

## **6.4 CONTRIBUTION OF THE STUDY**

Organisations today are increasingly using Facebook to advertise their products and brands. Therefore, marketers need to understand how consumers in general and Generation Y in particular perceive and evaluate Facebook as a source of advertising. This study contributed to the body of knowledge in the area of attitudes towards advertising by empirically testing a model of factors influencing the Generation Y students’ attitudes towards advertising in the Facebook environment and ascertaining which factors act as antecedents to successful advertising on Facebook. It suggested that attitudes towards advertising in the Facebook environment is a seven-factor structure composed of overall attitude, information value, entertainment value, credibility, self-brand congruity, trust in site and perceived value. Marketers may apply this model to investigate Generation Y consumers’ attitudes towards the advertisement of particular brands on Facebook. The study also offers guidance for marketers who seek to incorporate Facebook in their marketing communication mix. This area of research has not previously been performed within the South African environment.

## **6.5 RECOMMENDATIONS**

One of the major challenges contemporary marketers face is how best to utilise the array of new media platforms that have come about because of advancements in information communication technology. Marketers therefore need to develop

strategies that will ensure that their organisations survive in this contemporary marketing environment. They may achieve this by designing competitive advertising strategies. Such strategies may include the use advertising channels like Facebook. Over the past six years, Facebook has created opportunities for the business community. Given that marketers claim to receive higher returns from Facebook click-throughs, it is important that they clearly understand the factors that determine attitudes towards advertising on this new platform as this will assist them in designing and implementing differentiated Facebook promotional strategies that will afford them a competitive advantage. This study recommends the target market strategy on Facebook.

In accordance with the findings of this study, this section outlines several recommendations concerning using Facebook to target South Africa's Generation Y cohort with marketing messages.

#### **6.5.1 Use Facebook to communicate with the Generation Y cohort**

With over one billion Facebook users reported in 2012, this medium offers marketers with potential segmentation strategies. For example, Facebook offers heterogeneous markets with different demographics and socio-economic background. The heterogeneity of the Facebook medium offers marketers with benefits of targeted segmentation to ensure that product/brand offerings match the needs of a target audience. While Facebook may be used by anyone of the age of 18 and above, those classified as part of the older Generation Y cohort are regarded as heavy users of this medium. This cohort is portrayed as being technologically astute, connected and expectant of immediate access to information. The student portion of this group is reported to spend between 10 and 60 minutes on Facebook per day (Hew, 2011:668) and access their Facebook accounts between one and five times per day (Roblyer *et al.*, 2010:138).

In this study, the majority of Generation Y students reported accessing Facebook on a daily basis. Therefore, marketers interested in targeting the Generation Y cohort, especially the student portion thereof should consider Facebook an important advertising channel.

### **6.5.2 Design content-driven Facebook advertisements**

Organisations using a media channel like Facebook should note that Facebook is a SNS mainly designed for information sharing purposes. Typically, the Generation Y cohort uses Facebook to seek information. Therefore, Facebook is ideal for marketers using information-based advertising strategies.

It is recommended that in a competitive environment where consumers are inundated with product and brand choices, marketers using Facebook with the view of targeting Generation Y cohort should go into great lengths to ensure that they provide detailed product information on those pages. Marketers need to recognise that Generation Y individuals turn to Facebook to seek or share information (Papacharissi & Rubin, 2000:176). Furthermore, for Facebook advertising to succeed, marketers need to ensure the information provided to Generation Y members on Facebook pages is complete, timely, accurate, relevant and current. This in turn will reduce the time taken to search for products/brands, or services and thereby minimise the uncertainty involved in making a purchase decision.

### **6.5.3 Design entertaining Facebook advertisements**

Entertainment seeking is regarded as the main reason as to why Generation Y members spend time on Facebook. The purpose of entertainment is to fulfil an individual's needs of escapism, diversion, aesthetic enjoyment or emotional release (Lim & Ting, 2012:50). In previous research, Generation Y students perceived advertisements in the online environments as entertaining. As such, even in the Facebook environment, entertainment appears to be a key factor to successful advertising. This study revealed that Generation Y students perceived advertisements in the Facebook environment as being entertaining (Brackett & Carr, 2001:26). Therefore, it is recommended that marketers of fan pages allocate more advertising budget to develop Facebook advertising with formats that are entertaining, enjoyable, pleasing, fun and exciting. Pollay and Mittal (1993:102), Petrovici and Marinov (2007:256), and An and Kim (2007:53) are of the opinion that advertisements depicting fun, enjoyment and pleasure attract more consumers. Consequently, entertaining advertisements are likely to create a positive source of advertising value (Ducoffe, 1995:3), especially for the Generation Y cohort.

#### **6.5.4 Design credible Facebook advertisements**

A prime factor in online advertising is credibility. Generally, in the case of online environments, credibility establishes whether online advertising is believable. Previous research indicates that the student portion of Generation Y perceive online advertising as credible (Brackett & Carr, 2001:27). This is in line with the findings of this study that confirmed that Generation Y students perceived Facebook advertisements as credible. Marketers seeking to advertise on Facebook should focus on ensuring that advertisements depicted on their Facebook pages are perceived to be trustworthy and believable because the literature indicates that credibility is related to brand choice evaluation. Consequently, when members of the Generation Y cohort believe Facebook advertisements are credible, they are more likely to consider those advertisements when making purchase-related decisions. If possible, as suggested by Wolin *et al.* (2002: 108), marketers should consider strategies like money-back guarantees, enhanced customer service and collaborations with credible organisations that possess a seal of approval. Furthermore, those marketers using Facebook to advertise their brands should provide product offers to Generation Y. It is reported that Generation Y member often ‘like’ a brand on Facebook just to receive a product offer (The Next Web, 2013).

#### **6.5.5 Ensure self-brand congruity when targeting the Generation Y audience with advertisements on Facebook**

Self-brand congruity is regarded as the most important aspect in advertising as consumers choose brands that will represent a symbolic meaning to the self. These brands are often perceived as similar to the self and consumers often identify with them. This study found that Generation Y students perceived the brands advertised on Facebook as similar to their self-concept. Therefore, to evoke a feeling of identification with a brand amongst members of the Generation Y cohort in order to enhance the likelihood of that brand being purchased, marketers should devise advertising appeals that Generation Y individuals perceive as consistent with how they see themselves and brands they believe reflect who they are.

### **6.5.6 Continue to monitor the perceived trustworthiness of the Facebook site**

Generally, a trustworthy site provides a sense of protection to consumers. Feeling a sense of privacy invasion is one of the reasons why consumers do not trust a marketer's online site and may even harbour negative feelings towards that particular site. As such, marketers have been providing privacy seals in their sites, sending a signal that the site is trustworthy and credible. Such efforts convince users that the site will not use their information for harmful purposes and provides a sense of belief that their personal information will be treated fairly.

In this study, Generation Y students indicated that they perceive Facebook as a trustworthy site. Marketers need to continue to monitor the perceived trustworthiness of the Facebook site because a negative change in attitudes towards the trustworthiness of this site may negatively impact the reputation of brands advertised on the site.

### **6.5.7 Design Facebook advertisements that will be perceived as valuable**

Previous research links advertising value to final purchase. The literature suggests that the media channel used to deliver an advertising message enhances the advertising value (Ducoffe, 1996:22). A content-driven channel like Facebook enhances value by ensuring that it delivers advertising that is informative and entertaining. Generation Y students in this study perceived Facebook advertisements as offering them value. It is recommended that marketers offer advertising that is of value to Generation Y as previous research indicates that advertising value is an antecedent of attitudes towards advertising in this cohort (Brackets & Carr, 2001:26).

### **6.5.8 Continue to monitor Generation Y students' attitudes towards advertisements in the Facebook environment**

In the current competitive environment, where consumers are inundated with a choice of products, brands and services, which lead to confusion, marketers that make an effort to understand consumers' attitudes, should be able to create consumer preferences by designing advertising campaigns that aim at distinguishing an

organisation's products/brands from those of its competitors. Marketers should note that the Generation Y cohort's attitudes towards advertising in general are believed to affect their assessment of an individual organisation's advertising message. Importantly, marketers should note that Generation Y's attitudes in SNS like Facebook determine the channel's advertising effectiveness (Taylor *et al.*, 2011:258). The findings indicate that Generation Y students' overall attitudes towards Facebook advertising are positive. However, the antecedents that determine their overall attitudes towards advertising in this environment may change over time. For example, while the invasiveness of advertisements was not found to be a predictor of attitudes towards Facebook advertising in this study, that may change as advertising becomes a more prominent feature on this SNS. Therefore, it is recommended that marketers continuously monitor Generation Y students' overall attitudes towards Facebook advertising.

## **6.6 LIMITATIONS AND FUTURE RESEARCH**

Despite efforts to ensure the representativeness of the sample used in this study in terms of type of HEI registered at, province of origin, language group and ethnic classification, ultimately the sample was drawn using a non-probability convenience sampling method, which may have resulted in sampling biases. Therefore, care should be taken in generalising the findings of this study to the wider target population of South African Generation Y students.

In addition, this study only utilised a quantitative research approach. Future research using a mixed-method approach that includes qualitative research techniques may contribute to creating a more in-depth understanding of the Generation Y cohorts' attitudes towards Facebook advertising.

Furthermore, this study utilised a single-cross sectional research design. As advertising in the Facebook environment becomes a more prominent feature, so the factors that predict attitudes towards advertising on this platform may change. Therefore, future research should consider a longitudinal study of the factors affecting Generation Y's attitudes towards Facebook advertising.

Another limitation is that the sample of the study was students from only three South African public registered HEIs situated in the Gauteng province. Even though these

three institutions draw students from all nine of South Africa's provinces, there may be attitudinal differences towards advertising on Facebook amongst students registered at HEI campuses outside of the Gauteng province. Therefore, it is recommended that a national study be carried out that incorporates students drawn from each of the country's 23 public registered HEIs.

The study was also confined to the Facebook SNS, which, while arguably is the most popular SNS amongst students, is not the only SNS. By focusing on Facebook, this study ignored other SNSs that may hold appeal for the Generation Y cohort. Future research into other SNSs should be considered.

Future research may also consider addressing Generation Y students' behavioural intentions towards brands advertised on Facebook.

## **6.7 CONCLUDING REMARKS**

Marketers are embracing SNSs like Facebook by creating pages on these sites and using the sites as a vehicle for engaging and communicating with consumers about their brands. Facebook focus on providing consumers with information, advertisements and entertainment. More importantly, many of the people using Facebook are young adults who like to acquire information themselves rather than information imposed on them. South African marketers need to embrace Facebook fully as one of their marketing communication platforms, especially in terms of targeting members of the Generation Y cohort.

Marketers who wish to incorporate Facebook to their marketing communication mix and who are interested in targeting Generation Y cohort, should consider the following guidelines: i) build content-driven Facebook pages that provide extensive brand and product information, ii) build entertaining Facebook pages to attract the Generation Y cohort, iii) ensure credible Facebook advertisements, iv) create Facebook advertising appeals that depict the Generation Y cohort's self-image, v) provide a trustworthy site to build Generation Y customer-base, vi) offer advertising that is of value to Generation Y, and vii) understand the Generation Y cohort's attitudes towards advertising on Facebook. Finally, for those marketers interested in targeting Generation Y cohort, they should establish their presence on Facebook and



should ensure that they grab this cohort's attention by designing entertaining and informative advertisements.

The study has proposed a model of the factors that influence South African Generation Y students' attitudes towards advertising within the Facebook environment. Information value, entertainment value, credibility, self-brand congruity, trust in site, value of Facebook advertising and overall attitudes emerged as factors that influence Generation Y students' attitudes towards Facebook advertising. These findings are in line with previous research.

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# APPENDIX A

## QUESTIONNAIRE

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NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
VAAL TRIANGLE CAMPUS

### MODELLING THE FACTORS THAT INFLUENCE GENERATION Y STUDENTS' ATTITUDES TOWARDS ADVERTISING IN THE FACEBOOK ENVIRONMENT

Dear Student,

I am conducting research on the factors that influence Generation Y students' attitudes towards advertising in the Facebook environment for my Ph.D at North-West University (Vaal triangle campus) and my study promoter is Prof. Ayesha Bevan-Dye.

Generation Y refers to people born between 1986 and 2005. This study focuses on Generation Y students who are between 18 and 24 years of age, who are recorded as being the heaviest users of Facebook. As such, your input is invaluable to this study.

Please complete all questions in the enclosed questionnaire. I assure you that the information that you provide will be treated with the strictest confidentiality. The responses will be used for academic purposes only. The questionnaire will take approximately 15 minutes to complete.

I thank you for your time and effort in completing the questionnaire enclosed.

Ms Bongazana Mahlangu

Cell number: 0721992371

e-mail: [bongazanam@vut.ac.za](mailto:bongazanam@vut.ac.za)

[bongazana.mahlangu@gmail.com](mailto:bongazana.mahlangu@gmail.com)

## SECTION A

This section seeks some background information about you. It is important to obtain this information, as this will have a bearing on the results of the survey. Please indicate your answer by crossing (x) in the appropriate block.

A.1 Please indicate your age:

Younger than 18	18 years old	19 years old	20 years old	21 years old	22 years old	23 years old	24 years old	Older than 24
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A.2 Please indicate your gender:

Female	1	Male	2
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A.3 Please indicate your race:

Black African	1	White	2	Coloured	3	Asian/Indian	4	Other (specify)
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A.4 Please indicate your mother tongue language:

	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Sesotho sa Leboa
	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga	

A5. Please indicate your home province:

Eastern Cape	Free state	Gauteng	KwaZulu-Natal	Limpopo
Mpumalanga	North West	Northern Cape	Western Cape	

A.6 Name of traditional university campus, comprehensive university campus or university of technology campus you are studying:

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A.7 Indicate the year of your studies

Year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Post-graduate
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A.8 Do you access Facebook?

Yes	1	No	2
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If you answered Yes to the above question, please proceed with the questionnaire

A.9 Please indicate the means by which you access FACEBOOK the most

Cell phone	1	IPad/Tablet	2	The University's Internet	3	Internet Café	4	Home Internet	5
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A.10 How often do you access FACEBOOK?

Never	1	Once a month	2	A few times per month	3	Once a week	4	A few times per week	5	Daily	6
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A.11 How many hours do you spend on FACEBOOK per day?

Less than an hour	1	Up to two hours	2	Two to four hours	3	Four to six hours	4	Six to eight hours	5	More than eight hours	6
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## SECTION B

Please indicate using a cross (X) the extent to which you agree/disagree with the following statements concerning FACEBOOK:

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
B1	Advertisements on FACEBOOK are a good source of product information	1	2	3	4	5	6
B2	Advertisements on FACEBOOK supply relevant product information	1	2	3	4	5	6
B3	Advertisements on FACEBOOK provide timely information	1	2	3	4	5	6
B4	Advertisements on FACEBOOK are a good source of up-to-date product information	1	2	3	4	5	6
B5	Advertisements on FACEBOOK makes product information immediately accessible	1	2	3	4	5	6
B6	Advertisements on FACEBOOK are a convenient source of product information	1	2	3	4	5	6

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
B7	Advertisements on FACEBOOK supply complete information	1	2	3	4	5	6
B8	Advertisements on FACEBOOK are entertaining	1	2	3	4	5	6
B9	Advertisements on FACEBOOK are enjoyable	1	2	3	4	5	6
B10	Advertisements on FACEBOOK are pleasing	1	2	3	4	5	6
B11	Advertisements on FACEBOOK are fun to use	1	2	3	4	5	6
B12	Advertisements on FACEBOOK are exciting	1	2	3	4	5	6
B13	Advertisements on FACEBOOK are useful	1	2	3	4	5	6
B14	Advertisements on FACEBOOK are valuable	1	2	3	4	5	6
B15	Advertisements on FACEBOOK are important	1	2	3	4	5	6
B16	Advertisements on Facebook are credible	1	2	3	4	5	6
B17	Advertisements on FACEBOOK are trustworthy	1	2	3	4	5	6
B18	Advertisements on FACEBOOK are believable	1	2	3	4	5	6
B19	The brands advertised through FACEBOOK are consistent with how I see myself	1	2	3	4	5	6
B20	The brands advertised through FACEBOOK cater to people like me	1	2	3	4	5	6
B21	The brands advertised through FACEBOOK reflect who I am	1	2	3	4	5	6
B22	The typical customers of brands advertised through FACEBOOK are very much like me	1	2	3	4	5	6
B23	I trust FACEBOOK in general	1	2	3	4	5	6

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
B24	I believe FACEBOOK does not use my information for other purposes	1	2	3	4	5	6
B25	I believe FACEBOOK is trustworthy	1	2	3	4	5	6
B26	I believe FACEBOOK respects my privacy	1	2	3	4	5	6
B27	I believe in FACEBOOK's privacy policies	1	2	3	4	5	6
B28	I believe FACEBOOK does not give my information to other people	1	2	3	4	5	6
B29	I like banner advertising on FACEBOOK	1	2	3	4	5	6
B30	I like FACEBOOK profiles created by sponsor companies	1	2	3	4	5	6
B31	I like FACEBOOK profiles created by customer/fans of the product or brand	1	2	3	4	5	6

### SECTION C

Please indicate using a cross (X) the extent to which you agree/disagree with the following statements concerning FACEBOOK:

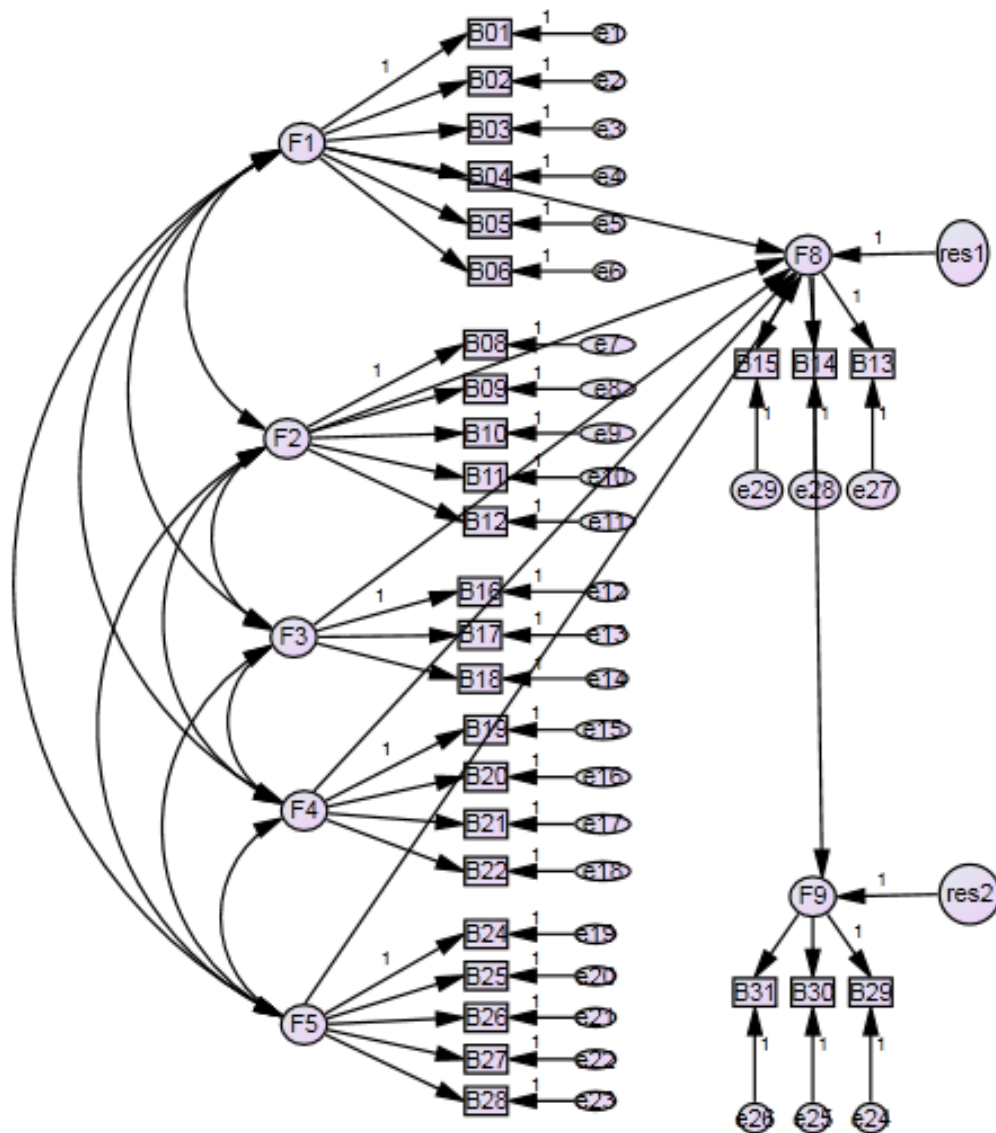
		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
C1	I find ads shown on FACEBOOK distracting	1	2	3	4	5	6
C2	I find ads shown on FACEBOOK intrusive	1	2	3	4	5	6
C3	I find ads shown on FACEBOOK irritating	1	2	3	4	5	6
C4	I find ads shown on FACEBOOK invasive	1	2	3	4	5	6
C5	I find ads shown on FACEBOOK interfering	1	2	3	4	5	6

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
C6	FACEBOOK is time-consuming	1	2	3	4	5	6
C7	People are too busy to use FACEBOOK	1	2	3	4	5	6
C8	Using FACEBOOK is costly	1	2	3	4	5	6
C9	Using FACEBOOK is tedious (i.e. boring)	1	2	3	4	5	6
C10	Using FACEBOOK is a waste of time	1	2	3	4	5	6

*Thank you for your time in completing this survey.*

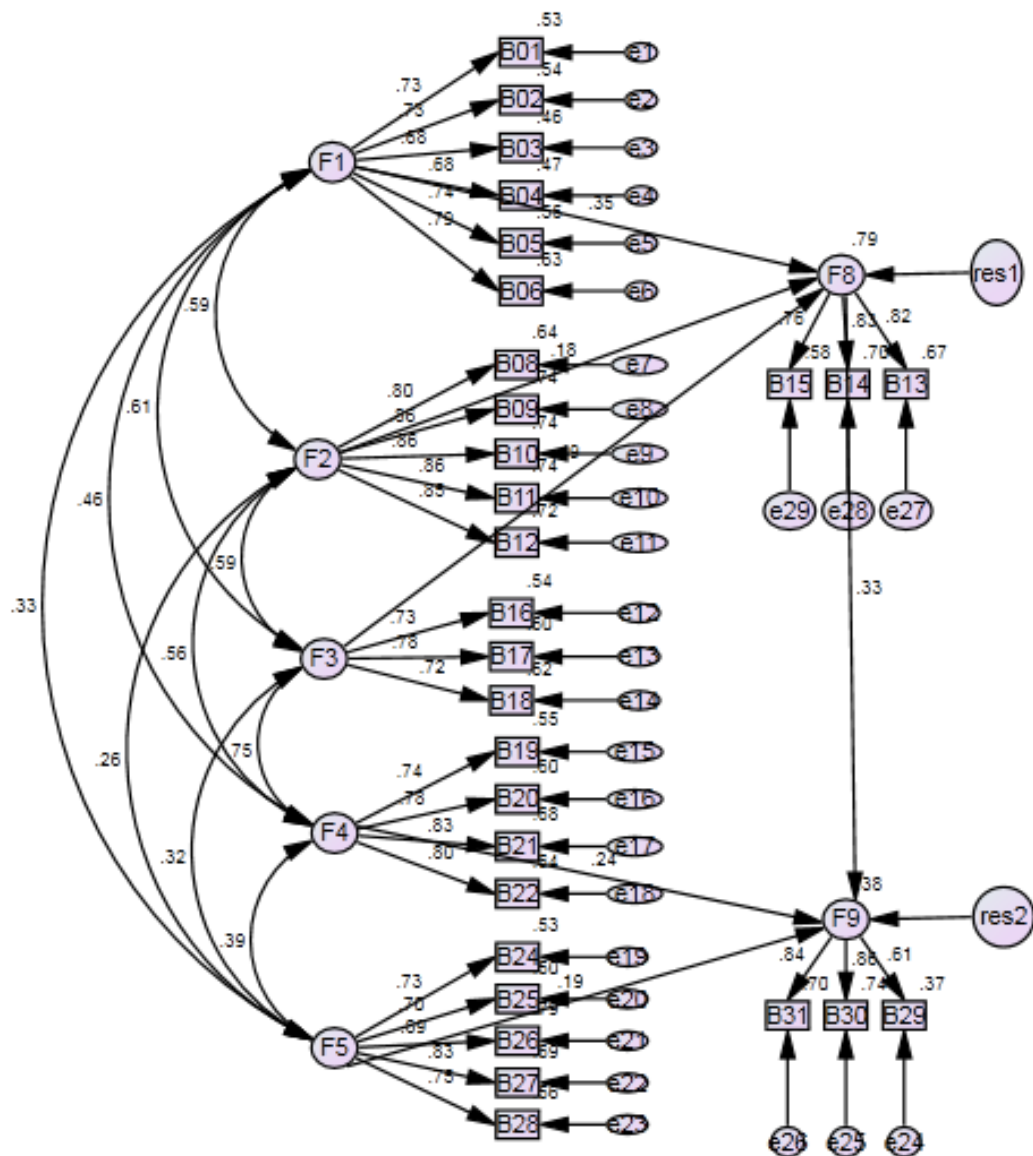
## APPENDIX B

### STRUCTURAL MODELS



Structural Model A





**Structural Model B**

