

# **ADVERTISING TO UNIVERSITY STUDENTS**

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## ABSTRACT

In this day and age, with the very strong impact of globalisation, digitalisation and the Web 2.0, advertising as we know it is changing. Companies and advertising role players are forced to implement new consumer and business models and apply innovative business strategies. The target audience of tomorrow is the unique generation Y that have developed a personal filtering system against the onslaught of traditional media. The current idea is to try and build customised relationships with future clients from a young age by developing a relationship that complies with their requirements. This study attempts to investigate the opportunities and to match study behaviours and preferences relating to academic media utilised by undergraduate students, with avenues for targeted advertising. A questionnaire was circulated to second-year students (n=129) at the Potchefstroom Campus of the North-West University. Their study habits and utilisation of media, as well as their interests in advertising were explored. Descriptive statistics and effect-size factors revealed that due to the stratification of the sample, very little differences were found among the students who were interviewed. No significant conclusions could be drawn from this study. Some trends of interest that were found were the fact that students predominantly use their prescribed books, a customised e-learning platform called *eFundi* and the internet for their studies. Although they are utilising the broader media such as television, radio, newspapers and cellular telephones, a slight preference towards electronic media seems to be emerging. Important factors to consider are the need for value-for-money, specials and bargains and future planning. This would require further investigation. In conclusion, despite a slight shift towards the electronic media, most of the behaviour and preferences of these students can probably be linked to generational behaviour rather than just a shift in media preferences. It is suggested that the questionnaire be reviewed and the study expanded to a less stratified and more multi-cultural and multi-campus environment.

## SAMEVATTING

Advertensies soos ons dit ken, is besig om te verander as gevolg van globalisering, digitalisering en die web 2.0. Maatskappye en advertensie-rolspelers word dus gedwing om nuwe kliënte-verhoudinge, nuwe besigheidsmodelle en 'n innoverende besigheidstrategie toe te pas. Die teikengehoor van die toekoms is die unieke generasie Y wat alreeds 'n filtersisteen teen die volkome aanslag van die tradisionele media ontwikkel het. Die gedagte is om pasgemaakte verhoudings met hierdie toekomstige kliënte te bou wat in hulle behoeftes voorsien. Hierdie studie beoog om ondersoek in te stel na geleenthede en die plasing van geteikende advertensies, asook die verbandstelling tussen studiegewoontes en voorkeure ten opsigte van akademiese mediagebruike van voorgraadse studente. 'n Vraelys is aan tweedejaars studente van die Noordwes Universiteit se Potchefstroom kampus (n=129) uitgestuur. Hulle studiegewoontes en mediagebruike, asook hulle belangstelling in advertensies, is ondersoek. Deur gebruik te maak van beskrywende statistiek en effek-grootte faktore is daar bevind dat as gevolg van stratifikasie geen verskille tussen die studente voorgekom het nie. Geen betekenisvolle afleidings kon uit hierdie studie gemaak word nie. Interessante tendense wat gevind is, was dat die studente hoofsaaklik van voorgeskrewe handboeke, die pasgemaakte e-leer platform genaamd *eFundi* en die internet vir hulle studies gebruik maak. Alhoewel al die breër media gebruik word, soos byvoorbeeld televisie, radio, koerante en selfone, is daar 'n neiging na die elektroniese media. Belangrike faktore om in aanmerking te neem is die behoefte aan waarde vir geld, spesiale aanbiedinge en toekomsbeplanning. Vir hierdie aspekte is verdere navorsing nodig. Die gevolgtrekking is dat ten spyte van 'n effense voorkeur neiging tot die elektroniese media, die meeste van die gedrag en voorkeure wat deur die studente geopenbaar word waarskynlik gekoppel is aan die gedrag van die generasie, eerder as 'n verskuiwing in mediagebruike. Daar word voorgestel dat die vraelys hersien word en dat hierdie studie uitgebrei word na 'n minder gestratifiseerde, multikulturele en multikampus-omgewing.

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# CHAPTER 1

## NATURE AND SCOPE OF THE STUDY

### 1.1 INTRODUCTION

#### 1.1.1 The changing marketing environment

In the traditional marketing environment, successful organisations have sold products that were the staples or commodities of a consumer society by applying the five fundamental P's or principles of product, pricing, promotion, positioning/place and packaging. According to Kotler and Armstrong (2008: 5) marketing should be about fulfilling the needs of customers by understanding their needs, developing products or services that provide superior value, and excellent promotion, prices and processes. The aim of marketing should be to make selling unnecessary. Day and Montgomery (1999: 3) question the role of these marketing fundamentals in the light of

- the connected knowledge economy,
- globalisation, convergence and consolidation of markets,
- disruptive technology, fragmentation and frictionless markets,
- empowered customers and consumers, and
- adaptive organisations.

The Chief Marketing Officer of a consumer products company used to upfront spend 60 percent of his marketing budget on broadcasts and television (Berman, Battino, Shipnuck & Neus, 2007: 1). In 1964, Seth Godin would have advised selling average stuff to average consumers, selling as much as one could by utilising the television and the printed media marketing machine and repeating the recipe over and over (Godin, 2007: x, xi). However, in 2007, he promotes the new marketing approach that advises utilising the Web 2.0 and its interrelated globalising, digital nuances that include email and social networks. Now, the marketing officer reviews all media channels (television, radio, mobile devices, print, interactive portals and equivalents) neutrally to determine how best to allocate his marketing and advertising money. It is

more important than ever to know how a company's advertising is reaching individual consumers and to recognise that consumers have increasing control over and a choice of how they interact with, filter and block marketing messages (Berman *et al.*, 2007: 1). So, what has changed?

According to Windham and Orton (2000: 2), consumers have changed! The typical consumer has been transformed by the internet; he has a different attitude and behaves differently. This type of consumer places more emphasis on personal needs and has evolved with the market place. Retailing's target community has changed from shopping at independently owned businesses to a more corporate shopping community that is used to shopping malls and mega stores. In addition, parallel to this development, direct-mailing and catalogues have expanded, which have paved the road for the loss of the need for consumers to have a personal shopping experience. As Windham and Orton (2000: 7) put it: *"In the spirit of progress, there has been a steady march toward the alienation of customers in the retail channel and consumers have come to accept it"*. These precursors, as well as the use of credit cards, a familiarity with personal computers, telephones and cellular phones and the tendency of individuals to over-commit on personal time, have led to a natural acceptance of the web. Cultural changes and the need for systems, services and products that save time have contributed to new consumer behaviour.

### **1.1.2 The new generation.**

In defining the new consumer, Windham and Orton (2000: 2) point out that some 'old consumers' have become 'new consumers'. Those are the customers that have been empowered by the internet and that have accepted the web as a consumer commerce vehicle. But, they are in effect still the same as the consumer who is described in the dictionary as a person that consumes - spends, absorbs and devours commodities and services (Collins, 2004: 344). However, Cohen (2003) refers in particular to 'new consumers' as persons associated with the rapid growth in internet connectivity, especially broadband media. He states that young consumers (aged 16-25) are starting to use it more than they are watching television.

Berman *et al.*, (2007: 6) assert that we have reached the juncture where digital platforms may soon have more impact than television. It's not surprising nor news that broadband-enabled internet is used by the younger generation as a source of communication, entertainment and information. Today, consumers have more options for visual entertainment than ever before – television, personal computing, game consoles, mobile devices and other. Studies have shown that, especially for young users, television is increasingly becoming a secondary 'background medium.' The primary focus of the youth's attention is in a different place – surfing the internet, chatting or playing an online game. More American respondents spend significantly larger blocks of time on personal internet usage than on watching television. Berman *et al.*, (2007: 6) claim this behaviour is particularly prominent for younger audiences (ages 18 to 24) and "gadgetiers" (early adopter consumers who own at least four multimedia devices). In marketing, testing tactics and learning from this target group has become a priority and this is utilised through marketing agencies that specialise in this age group (Marland, 2008).

Today's young consumers are tomorrows' adults. These young people have a different perception of media and do not see the world as traditional and digital media silos, but tend to blur the boundaries (Cohen, 2003). They focus on the continuum of entertainment, information and communication. As a disparity still exists between the old economy and old media versus new media, some interesting developments are at hand. The question remains on how to get through to the new generation and to build a relationship with a group that generally does not care about personal versus impersonal shopping experiences (Windham & Orton, 2000: 12).

Much has been written about the new generations, how elusive they are and how their habits have changed due to the change in global communication networks, the new media alternatives, and the internet. It is apparent from the literature and practitioners that the new generations are immune to traditional advertising and have a unique sense of quality and pricing. They are drawn to what they crave rather than to what they need and the brand has become the biggest intangible asset a company has. Brand-building therefore has become the marketing manager's primary objective (Cohen, 2008; Godin, 2007: 24; Johnson, 2006: 4; Knight, 2003; Lally, 2002: 128).

It is inevitable that the above-the-line media are changing and that the future of marketing is going to have a new face. The digital era is opening up many new opportunities for advertising, but what would the generation Y and Z consumers really like to see? And how would we capture their attention? According to Chris Day from *Primedia Campus Media* "This is a lucrative market in that if hooked now, there is a better chance the youngsters would grow with the brand, staying loyal to it when they join the working world." (Motloun, 2006)

What do lecturers and marketers do when students know more about technology than their lecturers and parents; when the marketing industry is interested in building new relationships with an apparently 'captive audience', and when industry is progressively in need of building long-term relationships with the youth that will become their future market? According to Motloun (2006) a marketer or brand manager generally has a maximum of five years to understand the uniquely different ways the youth of today are consuming brands. After five years these youths will be the new consumers - the most wired, knowledgeable, brand-informed and literate consumers ever encountered. How do we even talk their language?

Cohen (2003) indicates that the guiding principle is to talk *with* the youth and not *to* them. He warns that this group is hypersensitive to the typical marketing actions and do not like traditional marketing approaches. Lecturers at North-West University complain that mass emails that are supposed to convey information related to studies to students are blatantly ignored because of the general overload of information they are experiencing (personal communication, Prof. J. Kroon, 2008 regarding Entre 221).

The prime methods for reaching this generation are the use of *instant messaging, email marketing, viral marketing, advergaming, streaming audio, file sharing and non-intrusive rich media* (Godin, 2007: 5,6; Cohen, 2003). Even though digital technologies are swiftly infusing the landscape, the lines between digital and traditional media will continue to blur. Specialty agencies are studying the new world of the changes between the old school of broadcast marketing and that of the entertainment, information, and communication continuum.

### **1.1.3 Local contexts.**

On 22 September 2008, in the *Eighty 20 Fact-a-Day* daily blog, it was reported that: “2.4 million South African adults accessed the internet in the past 7 days, an increase of 30% over a year ago (AMPS 2007, 2008)”. On 6 November 2008, it was reported that: “the percentage of households which have computer facilities increased from 8.6% in 2001 to 15.7% in 2007. Seven point three percent of households had access to the internet facility at home in 2007, according to a *Community Survey in 2007*”. This information points to the logical conclusion that the above-mentioned trends are as prevalent in our country as abroad and growing, and are therefore crucial to monitor.

As part of the North-West University's awareness of its changing clientele and their obsession with digital media, they have pro-actively changed to utilising the internet for curriculum enhancement and the supplementation of study materials. A new intranet portal called *eFundi* allows for the registration of undergraduate students and lecturers, eFUNDI (2008). This is a learning and collaboration environment where anything from study notes to supplemental material and memorandums of tests can be posted. Students that are registered for a particular module can get access to the specific site for the module. All registered students and lecturers can access the internet on campus. In addition, all students can also access a notice board, mass mail, web mail, an online career centre and *Varsite* (which is a portal for specific study communities). Other traditional supplementary study materials include a copy of a study guide, prescribed handbooks and resources such as the library and internet.

## **1.2 PROBLEM STATEMENT**

This study is deemed necessary to determine what kind of study methods are employed by the new generation of consumers, specifically second year undergraduate students of the North-West University (NWU), and what media they currently access on a regular basis. This is a pilot study to determine if the option of advertising to students aged between 17-22 years in non-conventional publications

such as student tutorials, study guides or other portals will be viable. Questions that will be addressed will include the type of media they prefer, which supplemental materials they utilise for their studies and if there may be specific areas of interest that are developing as they become more mature that could be utilised by marketers who want to target the new generation and build a relationship with them. Additionally, finding a balance between the conservative restrictions of conventional academia and the requirements of marketers and the needs of consumers, need to be explored. This may only be possible if an indication of their preferences can be determined.

Students are generally not judged a very lucrative market, because the living standards measure (LSM) categories convey confusing information about them. The prime cause for this misjudgement is the way the indicators used by the South African Advertising Research Foundation (SAARF) are applied. The LSM is a wealth measure based on standard of living rather than income, which does not form part of LSM differentiators (Haupt, 2008). Therefore, some marketers tend to confuse standard of living with expendable income. This does not, however, mean that students should be ignored. Catering for their primary interests may be vital to forming a long-term relationship with them (Motloun, 2006). The key is to match advertising clients with consumers by catering to the needs of both parties, and this is the reason why a study such as this one should be undertaken.

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

#### **1.3.1 Primary objective**

The main objective of this study is to investigate the opportunities and potential of matching study behaviours and preferences relating to academic media utilised, with avenues for targeted advertising.

#### **1.3.2 Secondary objectives**

The specific objectives of this research are:

1. To identify what kind of study methods undergraduate students pursue and how they integrate this with academic media usage.
2. To identify and evaluate the forms of advertisements that will be most successful in capturing the attention of students.
3. To provide recommendations for the placing of selected advertisements that would be relevant to student consumers.

## **1.4 RESEARCH METHODOLOGY**

This research, pertaining to the specific objectives, consists of two phases; namely a literature review and an empirical study.

### **1.4.1 Literature review**

- The literature review will be conducted by consulting peer reviewed market research journal publications, international conference presentations and very recent literature in books. The internet and online publications such as those of the Bent Business Networks Reports, Bizcommunity.com, Knowledge @ Wharton and McKinsey reports, will be quoted where verifiable sources are available.
- Aspects that will be addressed include:
  - i. The changing world of marketing or new marketing and what companies are doing to handle the new challenges,
  - ii. The new generation of consumers - their behaviour and preferences,
  - iii. The needs of undergraduate students, and
  - iv. The use of an eLearning-platform as supplementary academic media at NWU.

### **1.4.2 Empirical study**

#### **1.4.2.1 Research design**

The research can be classified as descriptive and explorative. This study will be an exploratory study as the investigation is still in the early stages of development (Page & Meyer, 2000: 43).

#### 1.4.2.2 Study population

Quantitative research to determine the attitudes and perceptions of a minimum of 150 non-probable subjects will be conducted through the questionnaires. A copy of the questionnaire that will be used is attached in the addendum. The survey will be conducted via photocopied questionnaires that will be completed by second-year students at the end of their last Entrepreneurship class for 2008. The sampling method will be non-probable as the population is clearly demarcated and a convenience sampling method is used. If the research questions were to be investigated for all the campuses of the NWU, sampling would have been different and probabilistic chance samples would have been a better option. The implication of the proposed sampling method is that information that is obtained cannot be extrapolated to the other campuses of this university or to undergraduate students in general. This method is one of the least expensive methodologies of sampling and the quickest, but has limitations as mentioned above. Due to the relationship of the author to this university, we expect a reasonable rate of return from the survey.

#### 1.4.2.3 Measuring instrument

Photocopied questionnaires will be circulated to all second-year students in the second semester of the year. The specific design that will be used is a structured survey questionnaire applying an itemised rating scale such as the Likert scale. When using the Likert scale questionnaires, the respondents are asked if they strongly agree -, agree-, is undecided-, disagree or strongly disagree. The elicited response can be coded, but as the data is of an ordinal nature; they have an inherent order or sequence. This type of evaluation works well if trying to determine preferences, Likert (1932). The Likert scale has several advantages: It is easy to construct, respondents can normally understand how to use the scale, and it is suitable to administer in the mail, internet and via hand-outs, which is the method that will be used in this study. Open-ended questions could be used as an introduction to

the questionnaire, but structured questions would be used where possible. Some basic facts (demographic details) will be gathered to elucidate the type of target population. However, these nominal values will not be used for making statistical inferences and only simple statistical descriptives will be used to obtain a snapshot of the students that are interviewed in this study.

The responses from the pilot test will be coded and analysed. After the refinement of the pilot test, a follow-up test with a refined questionnaire will be conducted with another pilot group of students, after which the final questionnaires will be circulated at all three campuses of the NWU in 2009. The latter part would not form part of this dissertation.

#### 1.4.2.4 Statistical Analysis

Descriptive techniques that can be used will be the mean, standard deviation and frequency analysis. The data collected will be statistically analysed, using SPSS (SPSS Inc., 2008).

Inferential or inductive statistics, which endeavour to determine from a limited amount of data (sample) important conclusions about a much larger amount of data (universe or population) are to be used. Construct validity of the questionnaire will be assessed by means of an exploratory factor analysis. An exploratory factorial analysis will be considered in the evaluation of one or more variables that can be identified as dependent variables and the remaining ones as independent variables. This will only be evaluated once the data has been analysed.

### **1.5 LIMITATIONS / ANTICIPATED PROBLEMS**

This is a pilot study with specific limitations. The results from this study will reflect the perceptions of students of a specific campus and specific grouping. The Potchefstroom Campus has a strong tendency towards a traditionally Afrikaans culture and ethos and this might not be representative of the student populations found at the other two campuses of this university or universities countrywide. It is, however, important to mention that this study could be rolled out to the other

university campuses at a later stage. There could also be a lack of relevant new literature relating to the current data required in the literature study. As the questionnaires will be handed out at the end of the year, some problems could be encountered in collecting all the completed questionnaires in time.

## **1.6 DEMARCATION OF THE STUDY**

*The chapters in this mini-dissertation are presented as follows:*

*Chapter 1: Introduction and description of the proposed study.*

This will include a short background to sketch the current landscape in the marketing arena and the new developments/ challenges marketers are facing. In particular, reference will be made to what the new consumer looks like. It will also refer to the opportunity of marketing to a very specific group of potential clients, namely university students and why they should be noted. Additionally, this introduction will substantiate the motivation for this pilot study, include the problem statement, and also describe how the study will be conducted and the methodology that will be used.

*Chapter 2: Scientific article.*

This article will be written in accordance with the suggested pilot study as described in Chapter 1. It will be prepared as a print-ready article for the *South African Journal for Marketing Science* or *South African Journal of Higher Education* with the following headings: abstract, 'samevatting', introduction, problem statement, research methodology, literature review, results and discussion, conclusions, recommendations, summary, and list of references.

*Chapter 3: Conclusions and Recommendations.*

In this chapter, the findings of chapter 2 or the scientific article will be recalled and discussed in order to conclude and recommend future directions for this research. The study will be summarised in full as a conclusion to the dissertation.

## **1.7 CHAPTER SUMMARY**

In this chapter, the changing marketing environment was discussed. It was found that the conventional 5 P's of marketing is no longer sufficient in the light of the connected knowledge economy, globalisation, convergence and consolidation of markets. Companies will have to adapt their traditional marketing strategies to the new environment. The Web 2.0 technology explosion is most disruptive, causing fragmentation of traditional markets. A new consumer has emerged due to several factors. These are linked mostly to cultural changes that are closely correlated with personal needs. Broadband - enabled internet is used by the younger generation as a source of communication, entertainment and information and the emphasis is away from just television. The younger generation is essentially the clients of the future. They are also the early adapters and gadgetiers. It is more important than ever to know how a company's advertising is reaching individual consumers, and to recognize that consumers have increasing control over and a choice of how they interact with, filter and block marketing messages. This new consumer is much more electronically - connected, have different shopping habits, less loyalty and wider interests. Consumers control a variety of media (ranging from television, radio, mobile devices, print, interactive portals and equivalents) that they have to manage in order to maintain control over their time and interests.

For marketers, reaching the new generation and building a long-term relationship have become a priority. In order to determine what kind of media these youngsters use and how they actually apply media usage in academia, a pilot study is to be conducted at the North-West University Potchefstroom Campus among second-year students.

Due to the lack of interest of students in conventional forms of advertising, a survey using a Likert - type questionnaire is suggested to determine the preferences of the students. Some of the questions to be addressed are whether students actually use certain media more than others. It shall be determined if they differ as groups and to what extent they are in agreement with the statements provided. As a pilot study, only students of the NWU Potchefstroom Campus will be interviewed.

Chapter 2 describes the study in full as a print - ready article. As part of the primary data evaluation, a literature study will follow in chapter 2, which will elucidate why the study is relevant; as well as the results of the findings and highlights of the study

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## **CHAPTER 2**

### **SCIENTIFIC ARTICLE**

## ADVERTISING TO UNIVERSITY STUDENTS

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### ABSTRACT

Conventional marketing is no longer sufficient in the light of the connected knowledge economy, globalisation, convergence and consolidation of markets. The Web 2.0 technology explosion is causing the fragmentation of traditional markets. The 'new' consumer or the younger generation is essentially the clients of the future. A pilot study was conducted at North-West University to determine the study habits of students, the integration of media into their studies, and the kind of advertising that interests them. Descriptive statistics and effect factors analysis revealed that all subjects in the sample were essentially the same, in that they tended to use more internet - based technologies, but no conclusive evidence could be found that the application of new media influenced their study habits or preference for advertisements. It is recommended that the sampling method as well as the questionnaire be adapted for future research. *Keywords: New marketing trends, generation Y, student needs, study habits, advertising, media, internet-based technologies.*

### SAMEVATTING

Konvensionele bemarking is nie meer voldoende in die lig van die konnektiwiteit in ons kennis-ekonomie, globalisering, sameloping en konsolidasie van markte nie. Die ontploffing in Web 2.0 tegnologie veroorsaak die fragmentasie van tradisionele markte. Die kliënte van die toekoms is die jonger generasie as 'nuwe' verbruikers. 'n Loots-ondersoek is by die Noordwes Universiteit gedoen om vas te stel wat die studie-gewoontes van studente is, hoe media in hulle studies geïntegreer word, en die soort advertensies wat vir hulle van belang is. Beskrywende statistiek en 'n effek-faktor analise het geopenbaar dat studente almal essensieel eenders is en dat hulle daarna neig om meer internet - gebaseerde tegnologieë te gebruik; maar geen oortuigende bewyse is gevind dat die toepassing van nuwe media hulle studiegewoontes of voorkeure vir advertensies beïnvloed nie. Daar word aanbeveel dat die metode van steekproefneming asook die vraelys wat gebruik is, aangepas word vir toekomstige navorsing.

## **2.1 INTRODUCTION**

### **2.1.1 The changing marketing environment**

In the traditional marketing environment, successful organisations have sold products that were the staples or commodities of a consumer society by applying the five fundamental P's or principles of product, pricing, promotion, positioning/place and packaging. According to Kotler and Armstrong (2008: 5), marketing should be about fulfilling the needs of customers by understanding their needs, developing products or services that provide superior value and excellent promotion, prices and processes. The aim of marketing should be to make selling unnecessary. Day and Montgomery (1999: 3) question the role of these marketing fundamentals in the light of the changes in our environment and the marketing landscape.

In 1964, Seth Godin would have advised selling average stuff to average consumers, selling as much as one could by utilising the television and the printed media marketing machine and repeating the recipe over and over (Godin, 2007: x,xi). However, in 2007, he promotes the new marketing approach that advises utilizing the Web 2.0 and its interrelated globalising, digital nuances that include email and social networks. Now, the chief marketing officer reviews all media channels (television, radio, mobile devices, print, interactive portals and equivalents) neutrally to determine how best to allocate his marketing and advertising money. It is more important than ever to know how a company's advertising is reaching individual consumers and to recognise that consumers have increasing control and choice over how they interact with, filter and block marketing messages (Berman, Battino, Shipnuck & Neus, 2007: 1). So what has changed?

According to Windham & Orton (2000: 2), consumers have changed! The typical consumer has been transformed by the internet; he has a different attitude and behaves differently. This type of consumer places more emphasis on personal needs and has evolved with the market place. In addition, parallel to this development direct - mailing and catalogues have expanded, which have paved the road for the loss of the need for consumers to have a personal shopping experience. These precursors, as well as the use of credit cards, a familiarity with personal computers, telephones

and cellular phones, and the tendency of individuals to over-commit on personal time, have led to a natural acceptance of the web. Cultural changes and the need for systems, services and products that save time have contributed to new consumer behaviour.

### **2.1.2 The new generation.**

In defining the new consumer, Windham & Orton (2000: 2) point out that some '*old consumers*' have become '*new consumers*'. Those are the customers that have been empowered by the internet and that have accepted the web as a consumer commerce vehicle. But, they are in effect still the same as the consumer who is described in the dictionary as a person that consumes - spends, absorbs and devours commodities and services (Collins, 2004: 344). However, Cohen (2003) refers in particular to '*new consumers*' as persons associated with the rapid growth in internet connectivity, especially broadband media. He finds that young consumers (aged 16-25) are starting to use it more than they are watching television. Johnson (2006: 4), uses the term '*connected generation*' being Generation X (born 1965-1979) and Generation Y (1980-1999), but still not includes the youth younger than nine years of age to date. Their worldview informs their interests and this is forcing the market to reinvent itself. These new consumers are empowered by a range of new tools in a highly connected global community.

Berman *et al.*, (2007: 6) assert that we have reached the juncture where digital platforms may soon have more impact than television. It's not surprising nor news that broadband-enabled internet is used by the younger generation as a source of communication, entertainment and information. Today, consumers have more options for visual entertainment than ever before – television, personal computing, game consoles, mobile devices and other. The primary focus of the youth's attention is in a different place – surfing the internet, chatting or playing an online game. More American respondents spend significantly larger blocks of time on personal internet usage than on watching television. Berman *et al.*, (2007: 6) claim that this behaviour is particularly prominent among younger audiences (ages 18 to 24) and "gadgetiers" (early adopter consumers who own at least four multimedia devices). In marketing,

testing tactics and learning from this target group has become a priority and this is utilised through marketing agencies that specialise in this age group (Marland, 2008).

Today's young consumers are tomorrows' adults. These young people have a different perception of media and do not see the world as traditional and digital media silos, but tend to blur the boundaries (Carroll, 2007: 18, Cohen, 2003). They focus on the continuum of entertainment, information and communication. As a disparity still exists between the old economy and old media versus new media, some interesting developments are at hand. The question remains how to get through to the new generation and to build a relationship with a group that generally does not care about personal vs. impersonal shopping experiences (Windham & Orton, 2000: 12).

It is apparent from the literature and practitioners that the new generations are immune to traditional advertising and have a unique sense of quality and pricing. They are drawn to what they crave rather than to what they need and the brand has become the biggest intangible asset a company has. Brand-building therefore has become the marketing manager's primary objective (Godin, 2007: 24; Johnson, 2006: 4; Cohen, 2003; Knight, 2003; Lally, 2002: 128).

What do lecturers and marketers do when students know more about technology than their lecturers and parents; when the marketing industry is interested in building new relationships with an apparently 'captive audience', and when industry is progressively in need of building long-term relationships with the youth that will become their future market? According to Motloung (2006), a marketer or brand manager generally has a maximum of five years to understand the uniquely different ways the youth of today are consuming brands. After five years these youths will be the new consumers - the most wired, knowledgeable, brand-informed and literate consumers ever encountered. But the question still remains: how do we even talk their language?

Cohen (2003) indicates that the guiding principle is to talk *with* the youth and not *to* them. He warns that this group is hypersensitive to the typical marketing actions and

do not like traditional marketing approaches. Lecturers at North-West University complain that mass emails that are supposed to convey information relating to studies to students, are blatantly ignored because of the general overload of information they are experiencing (personal communication, Prof. J. Kroon, 2008 regarding Entre 221). The prime methods for reaching this generation are the use of *instant text messaging (sms), email marketing, viral marketing, advergaming, streaming audio, file sharing and non-intrusive rich media* (Godin, 2007: 5, 6; Cohen, 2003).

### **2.1.3 Local contexts.**

On 22 September 2008, in the *Eighty 20 Fact-a-Day* daily blog (2008), it was reported that “2.4 million South African adults accessed the internet in the past 7 days, an increase of 30% over a year ago (AMPS 2007, 2008)”. On 6 November 2008 it was reported that “the percentage of households which have computer facilities increased from 8.6% in 2001 to 15.7% in 2007. Seven point 3 percent of households had access to an internet facility at home in a Community Survey in 2007”. This information points to the logical conclusion that the above-mentioned trends are as prevalent in our country as abroad and growing; and are therefore crucial to monitor.

As part of the North-West University’s awareness of its changing clientele and their obsession with digital media, they have pro-actively changed to utilising the internet for curriculum enhancement and the supplementation of study materials. A new intranet portal called *eFundi* allows for the registration of undergraduate students and lecturers (<http://efundi.nwu.ac.za/portal/>). This is a learning and collaboration environment where anything from study notes to supplemental material and memoranda of tests can be posted. In addition, all students can also access a notice board, mass mail, web mail, an online career centre and *Varsite* (which is a portal for specific study communities). Other traditional supplementary study materials include

a copy of a study guide, prescribed handbooks and resources such as the library and internet.

## **2.2 PROBLEM STATEMENT**

This study was deemed necessary to determine what kind of study methods is employed by the new generation of consumers, specifically undergraduate students of the North-West University (NWU), and what media they currently access on a regular basis. This pilot study was launched to determine if the option of advertising to students aged between 17-22 years in non-conventional publications such as student tutorials, study guides or other portals would be viable. Questions that were addressed included the type of media they prefer, which supplemental materials they utilise for their studies, and if there might be specific areas of interest they are developing that could be utilised by marketers who want to target the new generation and build a relationship with them. Additionally, finding a balance between the conservative restrictions of conventional academia, the requirements of marketers and the needs of consumers needed to be explored. This might only be possible if an indication of their preferences could be determined. The key is to match advertising clients with consumers by catering to the needs of both parties. This is the reason why a study such as this one should be undertaken.

## **2.3 OBJECTIVES OF THE STUDY**

### **2.3.1 Primary objective**

The main objective of this study was to investigate the opportunities and potential of matching study behaviours and preferences relating to academic media utilised, with avenues for targeted advertising through media usage.

### **2.3.2 Secondary objectives**

The specific objectives of this research were:

1. To identify what kind of study methods undergraduate students pursue and how they integrate this with academic media usage.
2. To identify and evaluate the forms of advertisements that will be most successful in capturing the attention of students.
3. To provide recommendations for the placing of selected advertisements that would be relevant to student consumers.

## **2.4 RESEARCH METHODOLOGY**

This research, pertaining to the specific objectives, consisted of two phases; namely a literature review and an empirical study.

### **2.4.1 Literature review**

The literature review was conducted by consulting peer-reviewed market research journal publications, international conference presentations, and very recent printed literature in book-form. The internet and online publications were quoted where verifiable sources were available.

### **2.4.2 Empirical study**

#### **2.4.2.1 Study population**

A convenience sampling method was utilised. The sampling method was non-probable with the population clearly defined. The study was conducted among second-year NWU students from the Potchefstroom Campus. Photocopied questionnaires were distributed to students at the end of their last Entrepreneurship class for 2008, filled out in class and returned. Not all faculties were able to return their questionnaires. A total number of n=129 completed questionnaires were evaluated.

#### **2.4.2.2 Research design and measuring instrument**

Photocopied questionnaires containing 52 questions were distributed to students. The questionnaire was designed according to a Likert scale. Students had to indicate

on a scale of one to five whether they agreed or disagreed strongly, where point five indicated strongly agreed and point one strongly disagreed (Likert, 1932). The responses from the pilot-test was coded and analysed.

The demographic information included gender, age, language, home province, the university faculty in which the student is registered, access to the internet and financing of their studies. Simple statistical descriptives were used to obtain a snapshot of the students who were interviewed. Two additional sections of questions that referred specifically to the study habits of the students and their use of, or access to media, as well as the kind of advertising they prefer and take note of; were compiled.

#### 2.4.2.3 Statistical Analysis

Descriptive techniques used included the mean, standard deviation and frequency analysis. The data collected was statistically analysed, using SPSS (SPSS Inc., 2008).

Construct validity of the questionnaire was assessed by means of an exploratory factor analysis, but this analysis was unsuccessful as grouping of data was often negatively correlated and regroupings still gave negative correlations. This is an irrelative process, which takes much re-working and due to time constraints exploratory factorial was not possible.

Effect sizes was executed using SPSS (SPSS Inc., 2008), to decide on the practical significance of the findings. According to Page & Meyer (2000: 103) a typical question therefore is not to ask 'How large the sample should be', but instead 'What can a certain sample size (n) do for us?' A quantity called a design effect (d) is used to measure the quality of a sample design. The design effect is used to calculate an effective sample size (e) from the actual sample size (n) using the formula  $e=n/d$ . The effective sample size provides a more meaningful indication of the number of independent (useful) responses than the actual sample size. A design effect (d) of 2.00 is listed for a quota sample design. A design effect of more than 1.0 means that the sample is not as efficient as a random sample would be.

According to Ellis & Steyn (2003: 51) statistical significance tests have a tendency to yield small  $p$ -values (indicating significance) as the size of the data sets increase. This applies when one can draw a random sample that enables the study of a large population. Often, however, results that are obtained as a subpopulation of the target population or data obtained from convenience sampling are erroneously analysed. Data from small populations do not provide for statistical inferences and  $p$ -values that are relevant. But instead of only reporting descriptive statistics in these cases, effect sizes can be determined. Practical significance can be understood as a *large enough difference to have an effect in practice*, i.e. for the difference between means and for relationships in two-way frequency (contingency) tables. According to Cohen's guidelines, effect sizes ( $d$ ) are interpreted as follows: small effect ( $d=0.2$ ), medium effect ( $d=0.5$ ) and large effect ( $d=0.80$ ). Results with medium effects can be regarded as visible effects and with  $d \geq 0.8$  as practically significant, since it is the result of a difference having a truly large effect (Field, 2005: 32; Ellis & Steyn, 2003: 53; Thompson, 2001: 80-93; Page & Meyer, 2000: 103).

## **2.5 LITERATURE REVIEW**

### **2.5.1 The changing world of marketing or new marketing and what companies are doing to handle the new challenges**

Newell & Meier (2007: 53) and Johnson (2006: 5) claim that contemporary consumers live within a media-saturated environment with mass media exposure observed to occupy an average 70% of the consumer's day. Much of that mass media is advertiser supported, with the result being a reduction of advertising effectiveness as more and more advertisements saturate traditional mass media. Advertising clutter, prevalent in traditional mass media such as television and radio, has forced advertisers to shift advertising spending to new and presumably less cluttered media. But even this move is not without its problems.

As pointed out before, the problem with old media applications such as television, radio and newspaper advertisements is that it used to be '*everything to everyone*' and the marketing associated with conventional media was practically the same in

each sphere. However, the new consumer has changed and this has led to a totally new challenge in marketing that requires cognisance of, or implementation of a couple of new trends (Hitt, 2008; Berman *et al.*, 2007: 21; Court, 2007: 30; Godin, 2007: 5,6). In addition, the typical user of media, especially the younger generation of online consumers have evolved very quickly. A bridge between the conventional and new media needs to be found in order to continually create value for customers and enable companies to capture value from customers in return (Marland, 2008).

In the next few years, the trends toward to a creative populism culture by amplifying the voice of the customer, especially tailored dimensions, interactivity, open inventory platforms and greater consumer control will generate more change than the industry has experienced in the last fifty years. This means that many of the strongholds of marketing successes in the past will need refinement, transformation or even total replacement (Berman *et al.*, 2007: 2). According to Godin (2007: 6) "*new marketing treats every interaction, product, service and side effect as a form of media.*"

Berman (2002: 5) asserts that the amount of digital content that consumers will be exposed to, would soar with the digital expansion into broadband. However, due to time limitations, consumers would be spending the larger part of their day involved with information, communications, media and entertainment. It is referred to as the 'dilemma of marketers vying for attention'. This dilemma has lead to companies taking a multi-disciplinary, multi-pronged approach in their business model rather than just the marketing strategies (Berman *et al.*, 2007: 17).

In a discussion on the role of the Chief Marketing Officer (CMO), Court (2007: 32) referred to a totally new approach companies should be taking to marketing in general. Corporations have now been forced to confront the changes in consumer behaviour. Since they still have to comply with new and very specific demands, they need to manage diverse target markets and segments, do brand-building, but keep an eye out for third-party scrutiny, the evolving electronic media, manage consumer-and-product channels *and* corporate public relations. This report in the McKinsey Quarterly of October 2007, however, warned that very few companies were proactively pursuing a route that would facilitate this new role of the CMO, or have

indeed been so fortunate as to appoint someone who can actually fulfil these tall orders.

### **2.5.2 The new generation of consumers, their behaviour and preferences**

Glenn (2008: 2), in a recent worldwide study by the Economist Intelligence Unit on behalf of Genesys, (an Alcatel-Lucent company), reports that the need for businesses to invest in new modes of customer communication and to tailor their approaches to match customer preferences has become urgent. He found that, unlike the well-studied baby-boomer generation, understanding the generation Y and its influence on consumer spending and corporate attitudes is in its infancy stage. This generation of the Millennials, or Generation Y, includes approximately 80 million individuals born between 1982 and 2001 in the US alone. They outnumber baby boomers today, and their ranks continue to grow in influence as the majority of them reach adulthood in the next decade. It was also established that each generation has specific work and marketplace needs

The survey identified key features and motivating factors that companies expect to resonate with Generation Y, which revolve around issues such as convenience, customisation, and community. Moreover, respondents indicated that it was convenience more than price that was driving their purchasing decisions. Additionally, they indicated that “fast, reliable service,” “frictionless interaction,” a “tailored approach,” “honesty and trust” and a “personal touch” was of importance to them. When it comes to purchasing products and services, corporate reputation and brand is less important than peer recommendation and viral marketing (such as online promotional communications passed from one customer to another).

Generation Y is very media savvy and very marketing savvy, so there should be a heightened degree of realism about the consumer in the industry. Specific segments of the new marketing industry, such as interactive, online, viral and word of mouth are particularly appealing to Generation Y. As the *YouTube*, *Facebook* and *MySpace* social media generation, Generation Y has an almost intuitive understanding of interactive and online media and a well-known cynicism toward traditional advertising

(Carroll, 2007: 18, 19). As pointed out before, it has become increasingly important for businesses to understand the connected generation.

This very adventurous group of consumers has grown to expect an accelerated innovation cycle, with fresh, compelling, well-designed, customized quality products (Johnson, 2006: 7; Lamb & Sakhnini, 2006: 48; Berman, 2002: 4). They are driven by specific cravings that range from expecting unique experiences, accountability and transparency (without which the shortcomings would be splashed across *Twitter* or some other online media) to reinvention. In most cases, they crave new possibilities; have the right to co-creation and changing of channels. They have a need to express themselves and feel a connection. The expression of individualism, personalisation, social responsibility, contribution and spiritual hunger is driving everything from business, to politics, to education, insurance, travel entertainment and even finance (Bernoff, 2008; Godin, 2008; Temkin, 2008; Johnson, 2006: 14).

Generation Y is described as a unique breed and it is stated that industry cannot interact with these young consumers in the same way they do with older consumers. It is therefore important to identify design approaches to reaching Generation Y such as online immediacy, Generation Y literacy, individualism, and social interactivity or customer experiences. In examining best practices for the online experiences of large successful companies, much can be learned. Some good immediacy design practices that Temkin (2008) found included: Old Navy featuring sneak peeks at new styles, T-Mobile presenting an interactive plan selector on its home page, and Zappos adding a sense of urgency with inventory alerts. According to Berman *et al.*, (2007: 15), Sugar Mama from Virgin Mobile paid subscribers one minute of free air time for every minute spent interacting with ads. A year after launching, Virgin had given away 9 million free air-time minutes and was experiencing response rates as high as 5 percent.

Given the unique needs of this generation, it is advisable that companies design experiences just for them. Consumer surveys to understand the differences between Younger Generation Y (18- to 22-year-olds) and Older Generation Y (23- to 27-year-olds) consumers; showed that Younger Generation Y are more motivated by fun and style and are more connected to technology than older consumers. They also prefer

portable devices, use their personal computers as media centres and are social computing enthusiasts. To address these differences, firms are advised to design websites with immersive elements taken from video game design, provide content that is fun and stylish, and make interactions easily shareable with peers (ADVERGIRL, 2008).

One of the local organisations that is seeing the change is HDI Youth Marketers, a specialist youth marketing company working with young South Africans aged from eight to 23, issued a statement online. *“Youth the world over are less and less influenced by advertising. They see its entertainment value, but only on their terms and at their chosen times. So when it comes to bombarding them with more advertising material, conventional strategies just don't work like they used to. And this is not only because of tech filters like PVR, but because of young peoples' own built-in filtering systems”* says HDI Youth Marketeers MD, Jason Levin, (HDI YOUTH MARKETEERS. 2008).

In conclusion, when dealing with children, early teenagers and young people, conventional advertising wisdom is not necessarily exact or correct. Marketers, advertisers, managers, regulators and educators would be more successful when considering how young people process the advertising information depending on their age group (Te'eni-Harari, Lampert & Lehman-Wilzig, 2007: 337). This implies that much of these new trends can only be managed by acknowledging the role of the individual's worldviews, psychology, own experiences and needs.

### **2.5.3. The needs of undergraduate students.**

Numerous attempts have been made to articulate and describe what generation Y is like, how to manage them and what they want out of life (Tilin, 2008a, 2008b, 2008c). Many of their characteristics have already been related in the previous section. In scanning the peer-reviewed literature, a variety of articles relating to a variety of needs of undergraduate students were uncovered, which ranged from the need for academic information, psychosocial abilities, status and career planning to personal needs (Klassen, 2002: 81; Light, 2001: 1; Saunders & Bauer, 1998: 7; Krukowski, 1985: 21; Krukowski, 1985: 21; Weissberg *et al.*, 1982: 115). Very little recent

literature was found on the specific topic of *what students want personally* and the most recent journal article relating this subject dated back as far as 1982 (Weissberg *et al.*, 1982: 115). They deduce that even when considering other factors, students expressed stronger needs in the career development area, than their academic and personal needs. Concerning the new generation, no similar studies could be found.

From the view point of students, their biggest need is still to complete their studies, find a job and start living a sustainable life (Curtis & Lucas, 2001: 38; Guillory, 1996: 4). By successfully completing their studies, students should be able to find a job and earn an income. The choices made by students and their parents on selection of a college for further education is also based on the prestige of the institution and the potential of a graduate from that particular institution to find a job, no matter the costs (Krukowski, 1985: 26).

Like any other generation, this generation is going to be the next managers and workers. Seopa (2008) reports that South Africa's first multicultural generation-Generation Y - has far more opportunities than the previous generation and that they have been freed of dependence on conventional media. They are not interested in the paternalistic market push, but are more interested in making their mark and expressing themselves. The need for honest advertising is highlighted and concerns are raised about the potential impact of a reaction, if they found it not to be the case.

Speaking at HDI youth marketing's Summer School (September 2008) for marketers, on uncovering real expertise of young people, Gordon Cook, national navigator, Vega Brand Communications School said: *"Even though things have changed, the teaching environment has hardly changed, the philosophical assumption has not changed. The fact that knowledge comes from a subject is absurd. Real thinking happens when subjects come into conflict with other subjects. You can't educate people into creativity, but we are successfully educating people out of creativity."*

He reiterated that youth should not just be viewed as consumers but as future colleagues and warned that most companies are not young or learner friendly. This often prevents young graduates from entering the workplace. He claimed that it is necessary to rethink the traditional approach to coaching new employees in order to

spark high levels of thinking and better productivity: A need exists to reciprocally learn from each other and to provide young people with more opportunities. Youth marketing companies have unfortunately handled young employees with the attitude: 'we want your money but we don't want you around', which can partly be blamed for the typical next-generation's attitude of distrust, Seopa (2008).

Husman and Lens (1999: 113) claim that the role of future planning and future time perspective (FTP) of students are intrinsically linked to their interests and goals. However, their individual goals would be organised by intrinsic and extrinsic motivations. Most students' motivations were found to be a combination of intrinsic and extrinsic motivation. This meant that they were motivated for the sake of material or other rewards that are not only linked to the learning processes themselves. If students had specific future goals and a good understanding of time perspectives, they tended to be more focussed on what they wanted and their needs for achievement would be driven by the realization of those goals. Husman and Lens (1999: 117) found that students with a long FTP were significantly more motivated than students with a short FTP. They argued that although telling students that a learning activity is instrumental to their future success, it may not be supported by intrinsic interest, values or perceptions, but using their FTP and focussing on the future could motivate students to work hard in order to have a successful future. Saunders and Bauer (1998: 9) link the typical generational behaviours of generation X and generation Y to how they view their academic careers and conclude that they saw their academic career primarily as a means to support a vocational interest. It seems that it is all about their economic future.

A more useful question that needs to be answered is who is responsible for learning, so that students can become functional contributors in the job market. According to Naidu (2007: 684), this remains the responsibility of the learner. Furthermore, learners have to be actively engaged in the learning process. He states that the learning context is more important than the medium or message. Naidu (2007: 678, 683) asserts that although we should optimise the role of technology in the learning space, the emphasis should remain on what the learners do with the technology in this context.

#### **2.5.4 The use of an eLearning-platform as supplementary academic media at NWU**

Due to a historical teaching need, the NWU Potchefstroom and Vaal Campuses utilised a learning content management system (LCMS) named *Varsite*, which was implemented in 2001. This platform was exclusively used by students and lecturers to interact regarding the subjects they were registered for. Academic Support Services (ASS), in conjunction with the former ITB department (now ITC) and IT3es (a software development company in Cape Town) were responsible for the specifications and the development of the *Varsite* LCMS. This endeavour was the end result of a thorough investigation with UNIKOM partners on the evaluation of available proprietary systems (e.g. WebCT, Blackboard and OLL).

Due to rapid development in technology, an ever-changing higher education landscape as well as evolutionary changes in users' needs and demands and as part of continuous efforts to maintain highly acceptable service level agreements to users (academia), it became clear that other possibilities for a LCMS should be investigated. At the recommendation of the Gartner group (a company involved in trends analysis of the Higher Education IT market), contact was made with SAKAI, an international conglomerate of universities responsible for the Sakai project, the rationale being that a shift towards open source development of applications was gaining international momentum.

The Sakai project is responsible for the development of Sakai, an open source LCMS. Although Sakai is a relatively young product, it is developing at a rapid pace. The community consists of more than 100 global partners already, all assisting in the development of the product in different ways (UCT (SA), NWU (SA), Carnegie Mellon, Cornell, Harvard, New York, Princeton, California – three campuses, Yale, and others are included in the partnership to name a few).

In 2006, the university decided to launch the LCMS platform based on Sakai called *eFundi*, *eFundi (2008)*. Due to generation Y's obsession with digital media, the change to utilising the internet for curriculum enhancement and the supplementation of study materials was inevitable. This portal allows for the registration of

undergraduate students and lecturers (<http://efundi.nwu.ac.za/portal/>). This is a learning and collaboration environment where supplemental material can be posted. On campus, all registered students and lecturers can access the internet. The use of *Varsite* has recently been discontinued and replaced by *eFundi*. Other traditional supplementary study materials such as study guides, prescribed handbooks, resources such as the library and internet are still used to various degrees and this would probably continue to be the case ( K. le Roux, ITE; Information technology in Education, Academic Support Services, personal communication).

The current trends of social software and open education resources will benefit increasingly more South Africans as internet connectivity progresses, Daniel, West & Mackintosh (2007: 635). In Africa there is often a larger scale of application potential and leapfrogging of technologies occurs regularly, which leads to the faster adoption of trends.

In an overview on the brief history of e- learning, in higher education, Mitchell, Smith, Louw, Tshesane, Peterson-Waughtal, & Du Preez (2007: 699); pointed out that the process was rather evolutionary. What had started out as the automation of management and forms has evolved from computer systems, software, to providing environments that facilitate broad-based content creation, sharing, re-use and distribution. Open and distance (ODL) learning and the increased use of technology provide flexibility and support to isolated students. Although, much time, money and effort is invested in ODL; success is not guaranteed if students do not want to learn. Experts agree that problems of access and the online delivery problems in a developing country such as ours would still impede a rapid change to e-learning, and good and well-designed paper-based materials would remain another resource for students that are effected by the digital divide, Mitchell *et al.*, (2007: 704).

## 2.6 RESULTS AND DISCUSSION

The results that were obtained from the analysis of the data gathered for the purpose of the study, are presented and discussed below.

### 2.6.1 Demographic information

The first section of the survey questionnaire provides the demographic profile of the sample to act as a frame of reference for the interpretation of the results.

**TABLE 2.1: Results of the demographic variable: Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	55	42.6%
<b>Female</b>	73	56.6%
<b>Total</b>	<b><i>n =128</i></b>	98.2%

Table 2.1 contains the results in terms of males and females who completed the survey questionnaire.  $n =129$ , one respondent did not indicate gender, which corresponds to 0.8%. From the results it is clear that there were more female than male students who participated in this study - 57% were female and 43% were male students.

**TABLE 2.2: Results of the demographic variable: Language**

<b>Language</b>	<b>Frequency</b>	<b>Percentage</b>
<b>English</b>	4	3.1%
<b>Afrikaans</b>	121	93.8%
<b>All Other</b>	4	3.1%
<b>Total</b>	<b><i>n=129</i></b>	100%

Table 2.2 contains the results in terms of home language. However, the majority of students on this campus are Afrikaans-speaking, which is a known fact. They comprised 94% of the group, with equal numbers in English and all other languages of 3% each. The African languages and all other languages were respectively 0.8% and 2.3%

**TABLE 2.3: Results of the demographic variable: Home province**

<b>Province</b>	<b>Frequency</b>	<b>Percentage</b>
<b>North-West</b>	44	34.1%
<b>Free State</b>	12	9.3%
<b>Gauteng</b>	31	24%
<b>KwaZulu-Natal</b>	8	6.2%
<b>Eastern Cape/ Western Cape</b>	6	4.7%
<b>Mpumalanga/ Limpopo</b>	12	9.3%
<b>Northern Cape</b>	10	7.8%
<b>Other</b>	6	4.7%
<b>Total</b>	<b><i>n=129</i></b>	<b>100%</b>

Table 2.3 contains the results in terms of the province from which the students hail. Most students hailed from the North-West province, namely 34%, followed by Gauteng - 24%. The students from the Free State and Mpumalanga /Limpopo all had a similar number of students on campus, namely 9.3%. Northern Cape and KwaZulu-Natal followed with 7.8% and 6.2% respectively. The Eastern and Western Cape student numbers and those from places outside the country were similar, making up the rest of 4.7% each. Obvious reasons for these phenomena are the proximity of students to the university, as can be gleaned from this data.

**TABLE 2.4: Results of the demographic variable: Faculty**

<b>Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Arts or Theology</b>	2	1.6%
<b>Economic &amp; Management Science</b>	68	54%
<b>Law</b>	3	2.4%
<b>Health Science</b>	1	0.8%
<b>Natural science</b>	52	41.3%
<b>Total</b>	<b><i>n=126</i></b>	<b>100%</b>

Table 2.4 contains the results in terms of the faculty in which that the students are registered for their degree. Most of the students that participated in the study are registered in the faculty of Economic & Management Science, namely 54%. The next biggest group (41.3%) was students registered in the faculty of Natural Science. The other faculties are not well represented in this study.

**TABLE 2.5 Results of the demographic variable: Opportunity where internet could be accessed**

<b>Opportunity</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Home</b>	52	40.3%
<b>Place of residence</b>	34	26.2%
<b>University</b>	110	85.3%
<b>Cell phone</b>	58	45%
<b>Place of work</b>	5	3.9%
<b>Other</b>	1	0.8%
<b>Total</b>	<b><i>n=129</i></b>	

Table 2.5 contains the results in terms of opportunities to access the internet. Note that some students had access to the internet via more than one opportunity, although the total opportunities per student were not asked. However, most of the students accessed the internet from the university (85.3%), cellular telephone (45%) or home (40.3%).

**TABLE 2.6: Results of the demographic variable: Electronic media that are regularly accessed**

<b>Electronic media</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Cell phone</b>	129	100%
<b>Computer</b>	126	97.7%%
<b>Radio</b>	104	80.6%%
<b>Car with radio</b>	81	62.8%%
<b>TV</b>	90	69.8%%
<b>iPOD</b>	31	24%%
<b>Total</b>	<b><i>n=129</i></b>	

Table 2.6 contains the results in terms of electronic media that are regularly accessed. Note that some students had access to more than one of the media. All the students who were surveyed had cellular telephones and nearly all of them, 97.7%, a computer, 80% had access to a radio, 62.8% a car with a radio and 70% to a television. Only 24% of the students surveyed had an iPod.

**TABLE 2.7: Results of the demographic variable: how students are financing their studies**

<b>Method of financing</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Bursary from employer</b>	11	8.5%
<b>Bank loan</b>	37	28.7%
<b>Merit bursary/</b>	12	9.3%
<b>Parents</b>	77	59.7%
<b>NSFAS</b>	8	6.2%
<b>Pay self</b>	5	3.9%
<b>Unsure varies</b>	1	0.8%
<b>Other</b>	2	1.6%
<b>Total</b>	<b><i>n=129</i></b>	

Table 2.7 contains the results in terms of how students are financing their studies. Note that some students make use of more than a single method of financing. The highest percentage of students' are sponsored by their parents (59.7%), 28.7% are utilising bank loans, 25.6% are sponsored via bursaries or other types of funding and 3.9% are paying for their own studies; while 0.8% are unsure of the sources of income to afford their studies.

In the next section questions relating to study habits and media usage by students were posed and the results are provided.

**TABLE 2.8: Results of the study habits variables as determined on the Likert scale ranging from strongly disagree(1), disagree (2), neutral (3), agree(4) to strongly agree(5)**

<b>STUDENTS: n=129</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b><math>\bar{x}</math> Mean</b>	<b>Std dev</b>
<b>Do self-preparation</b>	30.20%	28.70%	32.60%	6.20%	0.80%	2.3	1.17
<b>Use study guides</b>	5.40%	19.40%	27.90%	34.10%	12.40%	3.3	1.09
<b>Use prescribed books</b>	2.30%	1.60%	4.70%	38%	53.50%	4.4	0.84
<b>Use other books</b>	23.30%	23.30%	37.20%	13.20%	13.20%	2.5	1.08
<b>Use Internet resources</b>	6.20%	10.10%	24%	35.70%	23.30%	3.6	1.14
<b>Use eFundi</b>	0.80%	2.30%	4.70%	31.80%	59.70%	4.5	0.76
<b>Use the library</b>	14%	16.30%	36.40%	18.60%	14.70%	3	1.23
<b>Take notes in class</b>	3.10%	10.10%	30.20%	32.60%	24%	3.6	1.05
<b>Get additional notes</b>	10.10%	8.50%	18.60%	38.80%	24%	3.6	1.23
<b>Use other sources e.g. supplementary CDs from books</b>	20.90%	32.60%	27.10%	16.30%	2.30%	2.5	1.07
<b>Use selected study guides</b>	16.30%	7%	21.70%	34.90%	20.20%	3.4	1.33
<b>Use selected handbooks</b>	25.60%	24%	14%	20.90%	15.50%	2.8	1.43
<b>Do regular internet searches</b>	7%	12.40%	31.80%	30.20%	18.60%	3.4	1.14

Table 2.8 contains the results pertaining to a variety of study habits. The % of each Likert choice is given as well as the mean and standard deviation for each question. Most of the students disagreed ( $\bar{x}=2.30$ ) with the statement that they do self-preparation for classes, which is in accordance with the observation of both the author and several other lecturers at this university. Students were neutral towards the use of a study guide in their studies ( $\bar{x}=3.30$ ) and the library ( $\bar{x}=3.00$ ). The notes they took in class( $\bar{x}=3.60$ ), the internet ( $\bar{x}=3.60$ ), internet searches ( $\bar{x}=3.40$ ), and notes gathered from their friends or the net ( $\bar{x}=3.60$ ) were rated nearly the same. But prescribed books ( $\bar{x}=4.40$ ). and *eFundi* ( $\bar{x}=4.50$ ) were used a lot more. *eFundi* is a portal on the university website where registered students get access to an interactive realm in which lecturers post their class notes, additional reading material, test results and other activities. Most students are indirectly forced by lecturers to follow up on their studies via this portal in order to keep up with the class. Other books ( $\bar{x}=2.80$ ) and supplementary products such as CDs in prescribed handbooks

were not well utilised ( $\bar{x} = 2.50$ ) with similar results to that of class preparation. Notice that the standard of deviation across all means varied fairly from between 0.76 to 1.43.

In summary, the study methods followed by this sample of students indicate that about 60% of the group did not care to prepare for class beforehand; approximately 34% used their study guides and the library for their studies; 68% indicated that they use the internet and 50% did regular searches, while 64% took notes in class while very little other media were utilised.

A significant number of these results coincide with the general observations of undergraduate lecturers, including those of the author. The under-utilisation of the study guides is a concern, as the university spends a large amount on the production of standardised study guides for all courses. There seems to be a slight trend towards the use of online facilities and the internet, which would coincide with the findings in the literature. As noted, however, the transition has not yet taken place completely.

In the following section, the results of the variety of media preferences that students in this pilot study have, are provided and discussed.

**TABLE 2.9: Results of a variety of media preferences and uses by students including types of advertisements that are of interest to them; as determined on the Likert scale ranging from strongly disagree(1), disagree (2), neutral (3), agree(4) to strongly agree(5)**

<b>Students n=129</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b><math>\bar{x}</math> Mean</b>	<b>Std dev</b>
<b>Read newspapers</b>	4.7	17.8	34.9	34.9	9.3	3.25	1.01
<b>Read adverts in newspapers</b>	9.3	17.8	27.1	42.6	3.1	3.12	1.05
<b>Look at TV ads &amp; Info</b>	10.1	14.7	41.9	27.9	5.4	3.04	1.03
<b>Watch TV for entertainment only</b>	5.4	10.9	31.0	39.5	12.4	3.43	1.02
<b>Like fun /cool ads on TV</b>	3.1	3.9	14.7	38.8	39.5	4.08	0.99
<b>Never watch TV</b>	24.8	20.9	23.3	17.1	14.0	2.74	1.37
<b>Read magazines</b>	6.2	7.8	30.2	41.1	14.0	3.49	1.03
<b>Read adverts in magazines</b>	7.0	14.0	24.0	44.2	10.1	3.37	1.07
<b>Nice adverts in magazines only/ selective viewing</b>	7.0	20.2	30.2	34.1	7.8	3.16	1.06
<b>Read adverts only of products that are needed</b>	10.9	22.5	30.2	29.5	7.0	2.99	1.11
<b>Do own research when shopping around</b>	1.6	14.0	27.1	40.3	16.3	3.56	0.98
<b>Search online for products</b>	4.7	13.2	20.2	46.5	15.5	3.55	1.05
<b>Ask friends for opinions</b>	3.1	10.9	26.4	47.3	12.4	3.55	0.95
<b>Listen to radio adverts</b>	27.1	34.1	28.7	8.5	1.6	2.23	1.00

*This table continues on the next page*

**Table 2.9 (continued)**

<b>Students n=129</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b><math>\bar{x}</math> Mean</b>	<b>Std dev</b>
<b>Only investigate products that are recommended by friends and family</b>	16.3	41.1	24.8	14.0	3.9	2.48	1.05
<b>Are influenced by celebrities and endorsements</b>	28.7	36.4	21.7	12.4	0.8	2.20	1.02
<b>Alternative brands</b>	7.0	8.5	48.8	24.0	10.9	3.23	1.00
<b>Support best brands only</b>	10.9	17.1	36.4	21.7	14.0	3.11	1.17
<b>Buy only well-known products</b>	10.9	18.6	37.2	24.8	8.5	3.02	1.10
<b>Want value for money</b>	.8	0.8	2.3	25.6	69.8	4.64	0.65
<b>Want specials and bargains</b>	.8	1.6	13.2	45.0	39.5	4.21	0.79
<b>Use and like social media</b>	8.5	6.2	24.0	26.4	34.9	3.73	1.24
<b>Click on banners and hyperlinks on internet</b>	45.0	27.9	20.9	4.7	1.6	1.90	0.99
<b>Plan for the future</b>	3.9	7.0	14.0	44.2	31.0	3.91	1.04
<b>Plan up to 2 yrs ahead</b>	10.1	24.0	20.9	27.9	16.3	3.16	1.25
<b>Do financial planning</b>	2.3	6.2	14.7	45.7	30.2	3.96	0.96
<b>Get career information from student structures</b>	22.5	36.4	25.6	12.4	2.3	2.35	1.04
<b>Use DC</b>	11.6	6.2	6.2	27.9	47.3	3.94	1.36
<b>Take note of cell phone (sms) marketing</b>	19.4	29.5	35.7	10.9	3.9	2.50	1.05
<b>Read posters</b>	3.9	2.3	38.0	43.4	11.6	3.57	0.88
<b>Read electronic notice boards</b>	7.0	11.6	33.3	32.6	14.7	3.37	1.09
<b>Read mass email</b>	37.2	18.6	20.2	16.3	7.0	2.37	1.32

Table 2.9 contains the results pertaining to a variety of media preferences and uses by students. There are also some questions relating to their interests in various types of advertisements. The % of each Likert choice is given as well as the mean and

standard deviation for each question. Although this section contains a variety of questions, these can be grouped according to the following categories:

- Which types of advertising is interesting or important to the students;
- If they do planning for their careers and future in the light of utilising financial or other instruments as an opportunity for advertisers,
- The kind of advertising media they utilise and,
- The role of social media aspects that can influence their choices.

The data reflected that the students are interested in value for their money, ( $\bar{x}=4.64$ ), therefore they are on the lookout for specials and bargains, ( $\bar{x}=4.21$ ), undertaking financial planning ( $\bar{x}=3.96$ ) while planning for their future ( $\bar{x}=3.91$ ). They are watching television advertisements that are fun and cool ( $\bar{x}=4.08$ ), but hang-out online, utilising social media ( $\bar{x}=3.73$ ) and an internet exchange portal called DC. ( $\bar{x}=3.94$ ). Most students do still watch television, disagreeing with the statement of not ever watching television ( $\bar{x}=2.74$ ). This displays a trend similar to international findings even though television is starting to lose some ground (Carroll, 2007:19). Nevertheless, the standard media are still moderately utilised by most. This includes reading newspapers ( $\bar{x}=3.25$ ), reading magazines ( $\bar{x}=3.49$ ) and watching television ( $\bar{x}=3.43$ ). Their behaviour in reading posters( $\bar{x}=3.57$ ) and electronic notice boards were similar ( $\bar{x}=3.37$ ).

What is interesting is that the answers with regard to advertising in these media compared to pure entertainment were slightly less enthusiastic. The reading of advertisements ( $\bar{x}=3.12$ ) in newspapers was lower than just reading the newspaper ( $\bar{x}=3.25$ ) or watching television for entertainment value ( $\bar{x}=3.43$ ) vs. television adverts ( $\bar{x}=3.04$ ). Similarly, the same trends are found in their reading of magazines which was ( $\bar{x}=3.49$ ). for entertainment and ( $\bar{x}=3.37$ ). for the advertisements. Few would admit to being influenced by well-known products ( $\bar{x}=3.02$ ), only and best brands ( $\bar{x}=3.11$ ), they tend to think they are rather neutral to the total onslaught of the media. They do not react to mass emails ( $\bar{x}=2.73$ ) and short text messages (sms) as specials ( $\bar{x}=2.50$ ). But on the other hand, recommendations from their friends and family ( $\bar{x}=2.48$ ) or media hype such as celebrity endorsements ( $\bar{x}=2.20$ ). do not make up their minds for them. They prefer to do their own research. Even though they do ask friends ( $\bar{x}=3.55$ ) about recommendations, they do their

own research ( $\bar{x}=3.56$ ) and seem to do so online ( $\bar{x}=3.55$ ). In contrast to this, the strong disagreement to clicking on banners and hyperlinks is surprising ( $\bar{x}=1.90$ ) and should perhaps be explored. Reasons for this is not obvious but a similar statement regarding the listening to radio advertisements that are followed-up elicited a similar response ( $\bar{x}=2.23$ ). Although this might not be easy to deduce from the data available, perhaps it might be due to the fact that this generation does not want to be told what to do and have an increasing resistance to push marketing (Carroll, 2007: 18; Court, 2007: 30). This thinking is also partially substantiated by the response to the question on getting career information from formal student structures ( $\bar{x}=2.35$ ). Notice that the standard of deviation across all means varied fairly from between 0.65 to 1.37.

In conclusion, despite a slight shift towards the electronic media, most of the behaviour and preferences can probably be linked to generational behaviour rather than just a change in media, as students do admit to listening to radio advertisements ( $\bar{x}=2.23$ ), reading and looking at advertisements in conventional media and not only when they are in need of a product or service ( $\bar{x}=2.99$ ).

## **2.6.2 Relationships between the extracted factors and demographical data**

Practical significance can be understood as a *large enough difference to have an effect in practice*. i.e. for the difference between means and for relationships in two-way frequency (contingency) tables. Statistical significance tests have the tendency to yield small p-values (indication of significance  $p<0.05$ , *is significant*) as the size of the data set increases. The effect size, however, is independent of sample size and is a measure of practical significance in the case of these kinds of data sets (Ellis & Steyn, 2003: 51). In this study, effect sizes (d-values) were calculated between the mean values to examine the relationship between all extracted factors, and the selected demographic variables; namely gender; the two faculties that were most representative of the group namely Faculty of Economic and Management Sciences and Faculty of Natural Sciences; the media they regularly access (excluding cellular telephones as 100% of the group had cellular telephones); places from which they have access to the internet and methods of financing their studies (refer to Table 2.9). The major effect sizes (d) are shown in Tables: 2.10 -2.13. For convenience, a

compilation table of the main components of practical effect factors for the demographics gender and faculty that had a medium and high effect is provided in Table 2.10 below with the complete data set provided in addendum B (Tables 2.14 - 2.19).

**TABLE 2.10: Medium-effect factors-sizes of demographic: Gender and Faculty**

Variable Item	Gender					Faculty				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Take notes in class	55	3.22	1.15							
	73	3.97	.85	0.66	0.00					
Get additional notes	55	3.18	1.29							
	73	3.92	1.05	0.57	0.00					
Never watch TV						68	2.43	1.27		
						52	3.19	1.39	0.55	0.00
Read magazines	54	3.22	1.04			68	3.69	.90		
	73	3.73	.95	0.48	0.01	51	3.22	1.06	0.45	0.01
Read adverts in magazines						68	3.62	.93		
						51	3.06	1.08	0.52	0.00
Take note of cell phone marketing	54	2.19	.97							
	73	2.75	1.04	0.55	0.00					

From the findings reported in Table 2.10; there were more female (n=73) than male students (n=54) in the group that participated in this study. No significant differences ( $p < 0.05$ , *is significant*) were found between the genders and the two faculties students' in any of the relationships that were investigated. A natural way to comment on practical significance is to use the standardised difference between the means of two populations, i.e. the difference between the two means divided by the estimate for standard deviation. This caused a conservative effect-size in the sense that a practically significant result will not be concluded, we distinguished between (a) small effect:  $d = 0.2$ , (b) medium effect:  $d = 0.5$  and (c) large effect:  $d = 0.8$ , indicating that there are in fact some differences between the demographic that is investigated and the variable in question. Effectors that exhibited a small effect between means ( $d = 0.2 - 0.5$ ) in the study habits section; were the use of the use of study guides and prescribed books, their use of additional supplementary resources such as CDs in prescribed books, the internet and *eFundi*. In all of these cases, the practical

significance was negligible and therefore no differences could be reported between genders on these aspects. A *medium effect* ( $d=0.5 - 0.8$ ) was observed only for the taking of notes in class and getting additional notes. Here females would normally be more proactive in keeping good study notes.

In the use of media, small effects were found between the genders in reading newspapers, looking at television advertisements, watching television and watching television for entertainment only. Other factors that exhibited small effects were the reading of newspaper advertisements, searching for products online, the drawing on of recommendations from friends and family, the use of social media and the reading of posters by the respondents. From a deductive viewpoint, these effects were negligible. A *medium effect* in the differences between genders and noticing cellular phone marketing was reported with females indicating that they do respond to this form of marketing.

The majority of these effects are logical if one looks at the differences in behaviour between genders, and we know from experience that female students do take better notes in class than male students. The differences between the genders in taking note of cell phone marketing and use of social media is important, especially in the light of permission marketing.

Most of the respondents were from either the Faculty of Economics and Business Management or the Faculty of Natural Sciences. A comparison between the different faculties and responses to the study habits and the usage of media established that small effects existed between the faculties and the use of handbooks and additional notes for their studies, using the library and additional resources. These also included a small effect with regards to the students noticing celebrity endorsements of products; their financial planning; their planning for careers by making use of formal university student structures; and the reading of electronic notice boards. In practical terms, the differences are so small, they can be ignored.

Only two *medium effects* were found in the different faculties with regards to the Economics students, indicating that they do not care to watch television ( $d= 0.55$ ) or read advertisements in magazines ( $d= 0.52$ ). By comparison, the *medium effect*

between the reading of magazines in the two groups indicated that Natural Science students claim that they read more magazines ( $d= 0.45$ ), but do not look at the advertisements. It is possible that the Natural Sciences students have a fuller undergraduate schedule, which contributes to less free time and therefore fewer opportunities to watch television. In both groups the samples sizes were similar. A distribution factor would therefore not have influenced the results disproportionately.

**TABLE: 2. 11. Medium-effect factor-sizes of demographic: Owners of radios and car radios**

Variable Item	Radio					Car radio				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Nice adverts in magazines /selective viewing						48	2.79	.99		
						80	3.38	1.05	0.56	0.00
Listen to radio adverts	25	1.76	.88							
	104	2.35	.99	0.59	0.01					

In Table 2.11 the effect-size factors between the demographic owners with a radio and car radio are reported. When comparing the demographic of students who listened to radios or their car radios, few small effects were found as seen in Table 2.12. Practically in both cases radio owners vs. non-radio owners did not really differ with regards to study habits. In the media section, small effect differences were exhibited where radio owners read newspapers or looked at TV advertisements, while selective viewing of magazine advertisements was practised by non-radio owners. Other small effects were observed for the buying of best brands, the need to get value for money, the interest in specials or bargains, the use of social media, using the DC portal and cellular phone marketing. As these effects were negligible, it was concluded that radio owners and car radio owners did not differ in their preferences to study habits, media uses and advertisement preferences. Only one *medium* effect was observed and that was that the owners of radios actually did listen to radio advertisements. The results seem to indicate that the owners of radios tended to listen to radio advertisements, rather than reading or looking at television. The population of owners with a radio was, however, considerably smaller ( $n = 25$ )

than students without a radio (n=105) which could have contributed to the medium effects reported. A *medium* effect was reported for car radio owners in selective viewing of advertisements in magazines.

In Table 2.12 below, the effect factors between variable items in the questionnaire and the means of the demographics students who own a computer was determined. When comparing the variables with the demographic on students who owned a computer, small effect factors were reported for use of prescribed books, and supplementary materials such as usage of additional CDs in handbooks. Data indicated that there were small effect factors for students who owned computers, did their own online research, were interested in specials and bargains, participated in social media, did financial planning, and read electronic notice boards.

The *medium* effect factors that were found included the use of study guides by students, conducting internet searches, reading newspaper adverts, watching television advertisements, searching online for products, wanting value for their money and reading mass e-mail.

**TABLE: 2. 12. Medium and high effect factor-sizes of demographic: Computers and internet access at university**

Variable Item	Computers					Internet access at university				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Use study guides	7	2.43	1.62							
	121	3.34	1.04	0.56	0.03					
Use Internet resources	7	3.00	1.00							
	121	3.64	1.14	0.56	0.15					
Use selected study guides only	7	2.14	1.21							
	122	3.43	1.30	0.98	0.01					
Read adverts in newspapers	7	2.43	1.27							
	122	3.16	1.02	0.58	0.07					
Look at TV ads & Info	7	2.43	1.13							
	122	3.07	1.01	0.57	0.11					
Nice adverts in magazines /selective viewing	7	2.14	1.07							
	121	3.21	1.03	1.00	0.01					
Search online for products	7	2.86	1.35							
	122	3.59	1.03	0.54	0.07					
Ask friends for opinions	7	4.29	.76							
	122	3.51	.95	0.82	0.04					
Want value for money	7	4.29	.76							
	121	4.66	.64	0.50	0.14					
Use DC	7	2.14	1.95							
	121	4.04	1.25	0.97	0.00					
Read mass email	7	1.29	.76			19	2.95	1.27		
	121	2.43	1.32	0.87	0.03	109	2.27	1.31	0.52	0.04

*High* effect factors were determined between the computer owners and non-owners and the variables of only using selected study guides for their studies, and selective viewing of only nice advertisements in magazines. The effects factor for asking their friends for opinions was really high and the use of the DC portal which entails the sharing of electronic materials and media and reading mass e-mails. A possible explanation for these high effect factors could be that computer owners would be able to access the internet more easily and utilise their computer in their studies rather than printed media, which is in line with the reported literature. The influence of spam could play a role in the resistance to advertisements, as well as access to social media when consulting friends online, exchanging material on the portal DC, and reading mass e-mail.

Effect-size factors for the demographic students with access to internet at university versus all the other variables exhibited small effects. These differences were mostly negligible. The only *medium* effect  $d=0.52$  was determined for students that read mass e-mail because of their access to internet at university. The cost of reading and sending mass e-mail could be based on a budget effect, as the cost to send and receive electronic mail would then be the problem of the university and not the individual.

The results of the demographics of students with computers at home and at the residences reported that only small-effect factors existed in relation to the variables. These effects were negligible. No other effect-factors sizes were observed in this data set.

For students with internet at their residence, small effects ( $d=0.2$ ), between means were found for using other books, reading adverts for products they needed, asking their friends for their opinions, supporting best brands and well-known brands, wanting specials and bargains, clicking on banners, reading posters and planning for the future.

No effect factors were found between iPod owners and the variables and as most effects were small demographic of owning an iPod did not seem to have any practical or statistical implications.

Small-effect sizes for the demographic students that are financing their own studies were reported on the following, namely: their use of study guides, prescribed books, getting additional notes, using supplementary materials and doing regular internet searches. This behaviour could possibly be ascribed to the students having to focus on passing their courses and the fact that this is affecting their own finances. In the media usage category, small effects were found for searching on-line for products, watching TV for entertainment only, and looking at selected adverts in magazines of products they need. They only investigated products recommended by friends and family, are interested in alternative brands, support best brands only, buy well-known products and want value for money. They plan up to two years ahead and do financial planning. They get career information via student structures and use DC.

**TABLE: 2.13. Medium and high effect factors for demographic: students that are self-financing their studies and using a bank loan**

Variable Item	Self-financing					Bank loan				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Use selected handbooks	116	2.65	1.39			118	2.66	1.39		
	12	3.75	1.42	0.78	0.01	11	3.91	1.45	0.86	0.01
Read newspapers	116	3.19	1.01							
	12	3.75	.87	0.55	0.07					
Ask friends for opinions	116	3.49	.96							
	12	4.08	.67	0.61	0.04					
Want value for money						117	4.68	.63		
						11	4.27	.79	0.51	0.05

From table 2.13 it is clear that a *medium* effect was exhibited by students who are doing self-financing in that they read newspapers, ask their friends for their opinions on products to buy, and only buy selected handbooks. This could be that these students are interested in opportunities relating to their long-term planning and the fact they have to manage their budgets more responsibly. They are therefore on the look-out for bargains and specials and not just brands, but are considering other alternatives.

In looking at the effects of the demographic of other forms of financing (parents and a bank loan) it was found that with parental financing of studies only small effects occurred between variables. The small effect-size factors for students with a bank loan were the following: the taking of notes in class, using selected study guides, liking fun or cool adverts on TV, reading of magazines, reading advertisements of products that are needed, searching online for products, asking friends for opinions, being influenced by celebrities and endorsements, wanting specials and bargains, and taking note of cell phone marketing.

A *medium* effect was found with regards to the need to obtain value for money. Here the effect of responsible financial management seems to be pronounced. A *high* effect factor was found for these students, who tended to buy only selected handbooks for their studies.

## 2.7 CONCLUSIONS

Very little can be concluded from this study, which was conducted as a pilot study,. It seems that students differed marginally between the demographic groupings that were investigated. Essentially, the second-year students from the North-West University Potchefstroom Campus are very similar and this can also be observed in reality. The stratification exhibited in the results was expected as we compared students of similar ages and only in effect students from two faculties.

The demographics of the sample of students that was interviewed in this study revealed that the group consisted mostly of females that were predominantly Afrikaans-speaking, hailed from the North-West Province, and were studying either Economics and Business Management or Natural Sciences. Their studies were mostly financed by their parents. As far as study habits are concerned, more than two-thirds did not prepare for class beforehand, approximately the same number of students used the internet and did regular internet searches and took notes in class, while only about a third of the group used study guides and handbooks for their studies. The e-platform *eFundi* was utilised by 90% of the respondents, as most students had access to internet at the university.

The media preferences were more difficult to distinguish as it varied a lot, It seems possible that a tendency towards using Web 2.0 media, specifically the internet, is emerging as students become more connected. All students had cellular telephones and from responses it seemed that female students did indeed take notice of offers they received via text marketing. Another observation was that radio owners actually listened to the radio advertisements. This is very interesting and perhaps useful to explore. The payment of their studies did dictate the selection of handbooks and use of study guides by students who are obviously price-sensitive.

- It was concluded that the research methodology was acceptable for a pilot study.
- The reliability of the data is, however, limited due to the stratification of the sample and the sample size.

- An issue that should be addressed is whether the questionnaire as research instrument was suitable to provide the answers that were sought.
- The research objectives for this study was only partially addressed; study preferences were indicated, but no distinctive differences found except for a tendency to use the internet, provided the students had computers and could access the internet. Media usage tended to be towards using Web 2.0 but this was not conclusively established. A relationship between the preferences for specific types of advertisements could not be deduced.

No conclusive correlations could be established regarding the preferences for advertisements. It is therefore not possible to provide any recommendations on the types of advertisements students would prefer to be exposed to.

## **2.8 RECOMMENDATIONS**

In order to find a solution to the problem statement, future research should be conducted that focuses on evaluating a larger, more differentiated sample. The study could be repeated across the three campuses of the NWU and across all undergraduate groups. The questionnaire should be refined and data reduction methods should be applied, such as a factor analysis and a construct statistical analysis, such as the Cronbach alpha test. This test should be conducted to ensure better factor grouping.

## **2.9 SUMMARY**

This chapter serves as the backbone of the study. The literature review was analysed, and from this research flowed the design of the empirical research. In this article a pilot study was conducted to describe the preferences of a second-year group of students from the NWU. A questionnaire was used to determine their study habits, media usage and preferences for advertisements. Results were presented and discussed. Very little differences were found between genders or students studying in different faculties. No significant differences were established between media preferences or preferences for advertisements. It was concluded that the study was conducted on a too homogenous group and that this factor should be addressed in addition to redesigning the measuring instrument and enlarging the

population sample. The next chapter, Chapter 3, concludes the research project. The chapter offers, apart from the final conclusions and recommendations, insight into the acceptance or rejection of the research propositions. Finally it, provides a summary of the research.

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# CHAPTER 3

## CONCLUSIONS AND RECOMMENDATIONS

### 3.1 INTRODUCTION

This chapter outlines the conclusions and recommendations relating to the findings of Chapter 2. Conclusions are made, based on the findings of the descriptive statistics and effect-factors sizes that form part of the research results. The recommendations offered is a result of the conclusions drawn in the research. The chapter aims to provide recommendations in light of the results reported in chapter 2. The recommendations for future research can be applied to formulate a new strategy to find answers to the research questions.

### 3.2 CONCLUSIONS

Very little can be concluded from the study, which was conducted as a pilot study, as reported in chapter 2,. It seems that students differed marginally between the demographic groupings that were investigated. Essentially the second-year students from the North-West University, Potchefstroom Campus are very similar and this can also be observed on the campus in reality. The stratification exhibited in the results was expected and identified as a potential problem in chapter1. This is the case because students are of similar ages and only students from two faculties formed part of the sample population that was evaluated.

The demographics of the sample of students that was interviewed in this study revealed that the group consisted of slightly more females who were predominantly Afrikaans-speaking, hailed from the North-West Province, and were studying either Economics and Business Management or Natural Sciences. Their studies were mostly financed by their parents. As far as study habits are concerned, more than two thirds did not prepare for class beforehand, approximately the same number of students used the internet and did regular internet searches and took notes in class,

while only about a third of the group used study guides and handbooks for their studies. The e-platform *eFundi* was utilised by 90% of the respondents, as most students had access to internet at the university. The aspect of using social networks were only lightly touched upon in this study. However, according to *KNOWLEDGE @ WHARTON* (2008), the role of media-generated content online is becoming the biggest future challenge in advertising. A tug-of-war between professional and user-generated content is going to change business practices of media companies and the internet.

Essentially, the results reflected the literature reported in chapter 1 in that this generation of young people have a different focus in life than previous generations (Godin, 2008; Bernoff, 2008; Temkin, 2008a; Johnson, 2006: 14). They have less tolerance towards spam and other items that are not deemed important to them, such as study guides and handbooks that are expensive. The degree of filtering sophistication of the youth is also emphasised by Marland (2008) and claims to be a new challenge in classic brand development.

The media preferences were more difficult to establish, as they varied a lot. It seems possible that a tendency towards using Web 2.0 media, specifically the internet, is emerging as students become more connected. All students had cellular telephones and from responses it seemed that female students did indeed take note of offers they received via text marketing. Another observation was that radio owners actually listened to the radio advertisements. This is very interesting and perhaps useful to explore. They did, however, all use the traditional media to some degree or another, which coincides with reported literature (Temkin, 2008b). The payment of their studies did dictate the selection of handbooks and use of study guides by students. Saunders and Bauer (1998: 15) concluded that students regardless of their subgroup were characterised by limited time, multiple demands, and a desire to improve economically. This, although not significantly proven, does seem to be indicated by the results of this study, but requires confirmation.

Finally, it was established that the research methodology was acceptable for a pilot study. The reliability of the data is, however, limited due to the stratification of the sample and the sample size. An issue that should be addressed is whether the

questionnaire was suitable to provide the answers we were looking for. The research objectives for this study was only partially addressed and not conclusively attended to, as the types of questions that were asked might not have been relevant to the sample group. Study preferences were indicated, but no distinctive differences found except for a tendency to use the internet, provided the students had computers and could access the internet. A relationship between the preferences for specific types of advertisements could not conclusively be deduced. No conclusive correlations could be established regarding the preferences for advertisements.

### **3.3 RECOMMENDATIONS**

It is therefore not possible to provide any recommendations on the types of advertisements students would prefer to be exposed to. However, a new study would be recommended to explore the answer to the research question.

#### **Recommendation 1**

This study should be refined and extended. In order to find a solution to the problem statement, future research should be conducted that focuses on evaluating a larger, less homogenous group of students. The study could be repeated across the three campuses of the NWU and across all undergraduate groups.

#### **Recommendation 2**

Supplementary research on the use of the questionnaire is also necessary to refine its norms. The questionnaire should be refined and data reduction methods should be applied such as an exploratory factor analysis and internal consistency analysis between items in the questionnaire, so that the Cronbach alpha coefficients can be determined. The Cronbach alpha coefficient is based on the average correlation of variables within a test (SAS Institute, Inc., 2005: 295). The greater the Cronbach alpha coefficient is, the more reliable the scale. It is recommended that more advanced statistical procedures for scale validation, such as structural equation modelling and even multivariate analysis should be utilised in further development of the questionnaire.

### **3.4 AREAS FOR FUTURE RESEARCH**

Additional and more specific questions relating to the following:

- The use of the internet,
- The influence of cell phone marketing,
- The use of social media and its influence and the role of the new developing, Web3.0 technology, and
- The *eFundi* platform should be integrated into the reworked questionnaire.
- It could be useful to investigate the personal, career and academic needs of undergraduates more fully.
- The future time perceptions of students could also play a role in how they plan and conduct their everyday day lives as mentioned in the literature review of chapter 2.

These are core issues that would determine the behaviour in the areas we are investigating.

### **3.5 SUMMARY**

In this chapter, the findings of this study, which was designed as a pilot study to investigate the opportunities and potential of matching study behaviours and preferences relating to academic media utilised, with avenues for targeted advertising, were discussed .

The demographics of the sample of students that was interviewed in this study revealed that the group consisted of slightly more females who were predominantly Afrikaans-speaking, hailed from the North-West Province, and were studying either Economics and Business Management or Natural Sciences. Their studies were mostly financed by their parents. As far as study habits are concerned, more than two thirds did not prepare for class beforehand, approximately the same number of students used the internet and did regular internet searches and took notes in class, while only about a third of the group used study guides and handbooks for their studies. The e-platform *eFundi* was utilised by 90% of the respondents, as most students had access to internet at the university.

It was indicated that very few conclusions could be made about the study habits of students and how they apply media. Although some trends may be present, correlations were not significant and further exploration and refinement of this study was recommended, particularly with regard to the questionnaire and the homogeneity of the sample, and the application of deductive statistical analysis, such as factor analysis. The role of the students' needs and how they view the use of new future Web 3.0 would be important to keep in mind in future research.

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**ADDENDUM A**

<b>TABLE: 2. 14. Effect-factors sizes of demographic: gender and faculty compared to all questions asked</b>										
<b>Variable Item</b>	<b>n</b>	<b>Gender</b>				<b>n</b>	<b>Faculty</b>			
		$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>		$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Do self-preparation	55	2.15	1.28			68	2.34	0.94		
	73	2.33	1.08	0.14	0.38	52	2.15	1.45	0.13	0.4
Use study guides	55	3.02	1.19			67	3.28	1.01		
	72	3.49	0.96	0.39	0.02	52	3.17	1.18	0.09	0.58
Use prescribed books	55	4.25	1.06			68	4.43	0.87		
	73	4.48	0.63	0.21	0.14	52	4.4	0.69	0.03	0.88
Use other books	55	2.47	1.09			68	2.56	1.03		
	73	2.48	1.06	0.01	0.97	52	2.46	1.2	0.08	0.63
Use Internet resources	55	3.38	1.22			67	3.55	1.18		
	72	3.75	1.04	0.3	0.07	52	3.75	1.12	0.17	0.36
Use eFundi	55	4.22	0.98			67	4.67	0.68		
	72	4.69	0.46	0.49	0	52	4.29	0.78	0.49	0.01
Use the library	55	3	1.25			68	3.25	1.18		
	73	3.07	1.23	0.05	0.76	52	2.65	1.27	0.47	0.01
Take notes in class	55	3.22	1.15			68	3.68	0.98		
	73	3.97	0.85	0.66	0	52	3.6	1.18	0.07	0.68
Get additional notes	55	3.18	1.29			68	3.74	1.17		
	73	3.92	1.05	0.57	0	52	3.37	1.34	0.28	0.11
Use other sources : supplementary CDs from books	54	2.31	1.02			67	2.31	0.94		
	73	2.56	1.11	0.22	0.2	52	2.71	1.18	0.34	0.04
Use selected study guides	55	3.27	1.38			68	3.4	1.31		
	73	3.4	1.29	0.09	0.6	52	3.48	1.29	0.06	0.73
<i>Table 2.14 continues...</i>										

<i>Table 2.14 continued</i>	<b>Gender</b>					<b>Faculty</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	55	3.02	1.42			68	2.60	1.45		
	73	2.55	1.40	0.33	0.06	52	2.98	1.43	0.26	0.16
Do regular Internet searches	55	3.60	1.06			68	3.32	1.09		
	73	3.25	1.16	0.30	0.08	52	3.50	1.21	0.15	0.40
Read newspapers	55	3.36	.87			68	3.34	1.02		
	73	3.14	1.08	0.21	0.21	52	3.21	1.04	0.12	0.50
Read adverts in newspapers	55	3.36	.97			68	3.21	1.02		
	73	2.95	1.08	0.39	0.03	52	3.02	1.08	0.17	0.33
Look at TV ads & Info	55	2.93	1.05			68	3.22	.90		
	73	3.15	.98	0.21	0.22	52	2.79	1.14	0.38	0.02
Watch TV for entertainment only	55	3.25	1.00			68	3.41	1.00		
	72	3.54	1.02	0.28	0.12	51	3.55	1.06	0.13	0.47
Like fun /cool ads on TV	55	4.09	.97			68	4.07	1.07		
	73	4.05	1.01	0.04	0.84	52	4.04	.95	0.03	0.85
Never watch TV	55	2.75	1.38			68	2.43	1.27		
	73	2.71	1.36	0.02	0.89	52	3.19	1.39	0.55	0.00
Read magazines	54	3.22	1.04			68	3.69	.90		
	73	3.73	.95	0.48	0.01	51	3.22	1.06	0.45	0.01
Read adverts in magazines	55	3.18	1.09			68	3.62	.93		
	72	3.54	1.01	0.33	0.06	51	3.06	1.08	0.52	0.00
Nice adverts in magazines /selective viewing	55	3.07	1.18			67	3.19	1.03		
	72	3.19	.94	0.10	0.52	52	3.17	1.08	0.02	0.91
<i>Table 2.14 continues...</i>										

<i>Table 2.14 continued</i>	<b>Gender</b>					<b>Faculty</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	55	3.11	1.15			68	2.93	1.08		
	73	2.88	1.07	0.20	0.24	52	3.08	1.12	0.13	0.46
Do own research	54	3.74	.91			68	3.41	.97		
	73	3.41	1.00	0.33	0.06	52	3.73	1.01	0.32	0.08
Search online for products	55	3.71	.99			68	3.34	1.09		
	73	3.41	1.08	0.28	0.11	52	3.83	.98	0.45	0.01
Ask friends for opinions	55	3.56	1.01			68	3.51	.94		
	73	3.52	.90	0.04	0.80	52	3.63	.93	0.13	0.49
Listen to radio adverts	55	2.27	1.11			68	2.32	.92		
	73	2.22	.90	0.05	0.76	52	2.02	1.00	0.30	0.09
Only investigate products recommended by friends & family	55	2.36	1.11			68	2.56	1.06		
	73	2.59	.98	0.20	0.23	52	2.44	1.02	0.11	0.54
Influenced by celebrities & endorsements	55	1.98	.97			68	2.38	1.05		
	73	2.38	1.02	0.39	0.03	52	2.08	.99	0.29	0.11
Alternative brands	55	3.31	1.12			67	3.28	1.01		
	72	3.18	.91	0.11	0.48	52	3.21	1.02	0.07	0.70
Support best brands only	55	3.25	1.21			68	3.21	1.19		
	73	2.97	1.13	0.23	0.18	52	3.10	1.12	0.09	0.61
Buy only well-known products	55	3.05	1.11			68	3.16	1.05		
	73	3.01	1.09	0.04	0.84	52	2.81	1.17	0.30	0.08
<i>Table 2.14 continues...</i>										

<i>Table 2.14 continued</i>	<b>Gender</b>					<b>Faculty</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	55	4.67	.72			67	4.63	.67		
	72	4.61	.59	0.09	0.60	52	4.67	.55	0.07	0.69
Want specials bargains	55	4.16	.94			68	4.21	.78		
	73	4.23	.66	0.07	0.62	52	4.21	.80	0.01	0.97
Use and like social media	55	3.55	1.29			68	3.90	1.19		
	73	3.85	1.20	0.24	0.17	52	3.65	1.28	0.19	0.28
Click on banners and hyperlinks on internet	55	1.96	1.02			68	2.06	1.03		
	73	1.86	.98	0.10	0.57	52	1.63	.89	0.41	0.02
Plan for the future	55	3.91	1.08			68	3.78	1.06		
	73	3.90	1.02	0.00	0.98	52	4.12	.96	0.32	0.08
Plan up to 2 yrs ahead	54	3.17	1.37			68	3.13	1.21		
	73	3.14	1.16	0.02	0.90	52	3.23	1.34	0.07	0.67
Do financial planning	54	3.91	1.01			68	3.88	.97		
	73	3.99	.92	0.08	0.65	52	4.13	.86	0.26	0.14
Get career information via student structures	54	2.15	.96			68	2.47	.98		
	73	2.52	1.07	0.35	0.04	52	2.21	1.13	0.23	0.18
Use DC	54	4.06	1.28			68	3.94	1.33		
	73	3.84	1.42	0.15	0.37	52	3.98	1.41	0.03	0.87
Take note of cell phone marketing	54	2.19	.97			68	2.69	1.05		
	73	2.75	1.04	0.55	0.00	52	2.25	.99	0.42	0.02
Read posters	54	3.44	.79			68	3.62	.86		
	73	3.70	.88	0.29	0.10	52	3.54	.87	0.09	0.62
Read electronic notice boards	54	3.15	1.14			68	3.46	1.04		
	73	3.56	1.00	0.36	0.03	52	3.23	1.13	0.20	0.26
Read mass email	54	2.31	1.41			68	2.50	1.32		
	73	2.38	1.25	0.05	0.77	52	2.27	1.37	0.17	0.35

**TABLE: 2. 15. Effect factor-sizes of demographic: owners of radios and car radios compared to all questions asked**

Variable Item	Radio					Car Radio				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Do self-preparation	25	2.12	.97			48	2.38	1.18		
	104	2.29	1.21	0.14	0.52	81	2.19	1.16	0.16	0.37
Use study guides	25	3.08	1.12			48	3.33	1.24		
	103	3.34	1.08	0.23	0.29	80	3.26	.99	0.06	0.72
Use prescribed books	25	4.28	1.02			48	4.25	.98		
	104	4.41	.80	0.13	0.48	81	4.47	.74	0.22	0.15
Use other books	25	2.32	.95			48	2.42	1.11		
	104	2.54	1.11	0.20	0.37	81	2.54	1.07	0.11	0.52
Use Internet resources	25	3.60	1.00			48	3.58	.99		
	103	3.60	1.17	0.00	0.99	80	3.61	1.23	0.02	0.89
Use eFundi	25	4.60	.58			48	4.54	.74		
	103	4.46	.80	0.18	0.40	80	4.45	.78	0.12	0.51
Use the library	25	3.08	1.26			48	3.23	1.37		
	104	3.03	1.23	0.04	0.85	81	2.93	1.13	0.22	0.18
Take notes in class	25	3.84	1.31			48	3.88	1.10		
	104	3.60	.98	0.19	0.30	81	3.51	1.00	0.33	0.05
Get additional notes	25	3.52	1.45			48	3.56	1.25		
	104	3.60	1.18	0.05	0.78	81	3.59	1.22	0.02	0.89
Use other sources : supplementary CDs from books	25	2.52	1.23			48	2.52	1.15		
	103	2.45	1.04	0.06	0.76	80	2.43	1.03	0.08	0.63
Use selected study guides	25	3.20	1.32			48	3.10	1.43		
	104	3.39	1.33	0.15	0.51	81	3.51	1.25	0.28	0.10
Table 2.15 continues...										

<i>Table 2.15 continued</i>	<b>Radio</b>					<b>Car Radio</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	25	2.64	1.32			48	2.75	1.39		
	104	2.80	1.46	0.11	0.62	81	2.78	1.47	0.02	0.92
Do regular internet searches	25	3.24	1.05			48	3.42	.92		
	104	3.45	1.16	0.18	0.40	81	3.41	1.25	0.01	0.96
Read newspapers	25	2.88	1.17			48	3.10	1.10		
	104	3.34	.95	0.39	0.04	81	3.33	.95	0.21	0.21
Read adverts in newspapers	25	3.04	1.10			48	2.94	1.16		
	104	3.14	1.04	0.09	0.66	81	3.23	.97	0.26	0.12
Look at TV ads & Info	25	2.80	1.19			48	2.85	1.03		
	104	3.10	.98	0.25	0.20	81	3.15	1.01	0.29	0.12
Watch TV for entertainment only	24	3.58	1.25			47	3.47	1.00		
	104	3.39	.97	0.15	0.42	81	3.41	1.05	0.06	0.75
Like fun /cool ads on TV	25	3.92	1.22			48	4.08	1.03		
	104	4.12	.93	0.16	0.38	81	4.07	.97	0.01	0.96
Never watch TV	25	2.96	1.67			48	2.92	1.50		
	104	2.69	1.29	0.16	0.38	81	2.64	1.29	0.18	0.27
Read magazines	25	3.48	1.00			48	3.52	.97		
	103	3.50	1.05	0.01	0.95	80	3.48	1.08	0.04	0.81
Read adverts in magazines	25	3.56	.96			48	3.33	1.02		
	103	3.32	1.10	0.22	0.32	80	3.39	1.11	0.05	0.78
Nice adverts in magazines /selective viewing	25	2.96	1.06			48	2.79	.99		
	103	3.20	1.06	0.23	0.30	80	3.38	1.05	0.56	0.00
<i>Table 2.15 continues...</i>										

<i>Table 2.15 continued</i>	<b>Radio</b>					<b>Car Radio</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	25	2.96	.89			48	2.98	1.16		
	104	3.00	1.17	0.03	0.87	81	3.00	1.10	0.02	0.92
Do own research	25	3.84	.85			47	3.70	.88		
	103	3.50	1.00	0.35	0.11	81	3.48	1.03	0.22	0.22
Search online for products	25	3.48	1.12			48	3.65	1.14		
	104	3.57	1.04	0.08	0.71	81	3.49	1.00	0.13	0.43
Ask friends for opinions	25	3.48	.96			48	3.52	.90		
	104	3.57	.95	0.09	0.68	81	3.57	.99	0.05	0.79
Listen to radio adverts	25	1.76	.88			48	2.04	.92		
	104	2.35	.99	0.59	0.01	81	2.35	1.03	0.30	0.09
Only investigate products recommended by friends & family	25	2.76	1.05			48	2.58	1.09		
	104	2.41	1.04	0.33	0.14	81	2.42	1.02	0.15	0.39
Influenced by celebrities & endorsements	25	2.12	1.09			48	2.15	1.01		
	104	2.22	1.00	0.09	0.66	81	2.23	1.03	0.09	0.63
Alternative brands	24	3.25	.99			47	3.21	1.04		
	104	3.23	1.01	0.02	0.93	81	3.25	.98	0.03	0.85
Support best brands only	25	2.92	1.08			48	2.79	1.24		
	104	3.15	1.20	0.20	0.37	81	3.30	1.10	0.41	0.02
Buy only well-known products	25	2.96	1.14			48	2.83	1.15		
	104	3.03	1.10	0.06	0.78	81	3.12	1.07	0.25	0.15
<i>Table 2.15 continues...</i>										

<i>Table 2.15 continued</i>	<b>Radio</b>					<b>Car Radio</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	24	4.79	.41			47	4.70	.51		
	104	4.61	.69	0.27	0.21	81	4.60	.72	0.14	0.42
Want specials bargains	25	4.00	.96			48	4.31	.78		
	104	4.26	.74	0.27	0.14	81	4.15	.79	0.21	0.25
Use and like social media	25	3.44	1.26			48	3.50	1.37		
	104	3.80	1.23	0.28	0.20	81	3.86	1.15	0.27	0.11
Click on banners and hyperlinks on internet	25	1.84	1.11			48	2.02	1.18		
	104	1.91	.97	0.07	0.74	81	1.83	.86	0.16	0.29
Plan for the future	25	3.96	1.06			48	3.88	1.12		
	104	3.90	1.04	0.05	0.81	81	3.94	.99	0.06	0.74
Plan up to 2 yrs ahead	25	2.84	1.31			48	3.15	1.22		
	103	3.24	1.23	0.31	0.15	80	3.18	1.28	0.02	0.90
Do financial planning	25	3.96	1.06			48	4.02	1.02		
	103	3.96	.94	0.00	1.00	80	3.93	.92	0.09	0.59
Get career information via student structures	25	2.20	1.04			48	2.31	1.09		
	103	2.39	1.04	0.18	0.42	80	2.38	1.01	0.06	0.74
Use DC	25	3.60	1.73			48	3.79	1.54		
	103	4.02	1.25	0.24	0.17	80	4.03	1.24	0.15	0.35
Take note of cell phone marketing	25	2.24	1.13			48	2.63	1.18		
	103	2.56	1.03	0.29	0.17	80	2.43	.96	0.17	0.30
Read posters	25	3.48	.92			48	3.58	1.01		
	103	3.59	.87	0.12	0.57	80	3.56	.79	0.02	0.90
Read electronic notice boards	25	3.24	1.09			48	3.48	1.05		
	103	3.40	1.10	0.14	0.52	80	3.30	1.12	0.16	0.37
Read mass email	25	2.04	1.10			48	2.46	1.32		
	103	2.45	1.36	0.30	0.17	80	2.31	1.33	0.11	0.55

**TABLE: 2. 16. Effect factor-sizes of demographic: owners of iPods and Computers**

Variable Item	iPod					Computer				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Do self-preparation	98	2.23	1.05			7	1.86	.69		
	31	2.32	1.49	0.06	0.72	122	2.28	1.19	0.36	0.36
Use study guides	98	3.21	1.11			7	2.43	1.62		
	30	3.53	.97	0.29	0.16	121	3.34	1.04	0.56	0.03
Use prescribed books	98	4.35	.84			7	4.14	1.07		
	31	4.52	.85	0.20	0.33	122	4.40	.83	0.24	0.43
Use other books	98	2.43	1.12			7	2.00	1.29		
	31	2.71	.94	0.25	0.21	122	2.52	1.07	0.41	0.21
Use Internet resources	97	3.63	1.09			7	3.00	1.00		
	31	3.52	1.29	0.09	0.63	121	3.64	1.14	0.56	0.15
Use eFundi	97	4.43	.79			7	4.14	.90		
	31	4.65	.66	0.27	0.18	121	4.50	.75	0.40	0.22
Use the library	98	3.17	1.23			7	2.43	1.40		
	31	2.61	1.15	0.46	0.03	122	3.07	1.21	0.46	0.18
Take notes in class	98	3.67	1.06			7	3.43	1.81		
	31	3.55	1.03	0.12	0.57	122	3.66	1.00	0.13	0.58
Get additional notes	98	3.65	1.24			7	3.71	1.38		
	31	3.35	1.20	0.24	0.24	122	3.57	1.23	0.10	0.77
Use other sources : supplementary CDs from books	97	2.54	1.14			7	2.14	1.21		
	31	2.23	.80	0.27	0.16	121	2.48	1.07	0.28	0.42
Use selected study guides	98	3.27	1.38			7	2.14	1.21		
	31	3.65	1.11	0.27	0.17	122	3.43	1.30	0.98	0.01
Table 2.16 continues...										

<i>Table 2.16 continued</i>	<b>iPod</b>					<b>Computer</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	98	2.82	1.46			7	2.86	1.68		
	31	2.61	1.36	0.14	0.49	122	2.76	1.43	0.06	0.87
Do regular internet searches	98	3.49	1.12			7	2.71	.76		
	31	3.16	1.16	0.28	0.16	122	3.45	1.14	0.64	0.10
Read newspapers	98	3.28	1.01			7	3.29	.76		
	31	3.16	1.00	0.11	0.58	122	3.25	1.02	0.04	0.92
Read adverts in newspapers	98	3.10	1.12			7	2.43	1.27		
	31	3.19	.79	0.08	0.67	122	3.16	1.02	0.58	0.07
Look at TV ads & Info	98	2.99	1.04			7	2.43	1.13		
	31	3.19	.98	0.20	0.34	122	3.07	1.01	0.57	0.11
Watch TV for entertainment only	97	3.44	1.06			6	3.00	1.26		
	31	3.39	.92	0.05	0.79	122	3.45	1.01	0.36	0.29
Like fun /cool ads on TV	98	4.02	1.07			7	4.29	1.25		
	31	4.26	.63	0.22	0.25	122	4.07	.98	0.18	0.57
Never watch TV	98	2.76	1.46			7	2.43	1.81		
	31	2.71	1.07	0.03	0.87	122	2.76	1.35	0.18	0.53
Read magazines	98	3.43	1.06			7	3.57	1.62		
	30	3.70	.92	0.25	0.21	121	3.49	1.00	0.05	0.84
Read adverts in magazines	97	3.37	1.07			7	3.14	1.77		
	31	3.35	1.08	0.02	0.94	121	3.38	1.03	0.13	0.57
Nice adverts in magazines /selective viewing	98	3.07	1.08			7	2.14	1.07		
	30	3.43	.97	0.34	0.10	121	3.21	1.03	1.00	0.01
<i>Table 2.16 continues..</i>										

<i>Table 2.16 continued</i>	<b>iPod</b>					<b>Computer</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	98	2.97	1.13			7	2.29	1.25		
	31	3.06	1.06	0.08	0.68	122	3.03	1.10	0.60	0.08
Do own research	97	3.53	.99			7	3.29	.49		
	31	3.68	.94	0.15	0.45	121	3.58	1.00	0.29	0.44
Search online for products	98	3.59	1.08			7	2.86	1.35		
	31	3.42	.96	0.16	0.43	122	3.59	1.03	0.54	0.07
Ask friends for opinions	98	3.53	.98			7	4.29	.76		
	31	3.61	.88	0.08	0.68	122	3.51	.95	0.82	0.04
Listen to radio adverts	98	2.14	.99			7	1.57	.79		
	31	2.52	.96	0.38	0.07	122	2.27	1.00	0.70	0.07
Only investigate products recommended by friends & family	98	2.52	1.07			7	3.00	1.29		
	31	2.35	.98	0.16	0.44	122	2.45	1.03	0.43	0.18
Influenced by celebrities & endorsements	98	2.13	1.01			7	1.86	.90		
	31	2.42	1.03	0.28	0.17	122	2.22	1.02	0.36	0.36
Alternative brands	97	3.18	1.04			7	2.71	1.80		
	31	3.42	.85	0.23	0.24	121	3.26	.94	0.31	0.16
Support best brands only	98	3.06	1.23			7	2.86	2.04		
	31	3.26	1.00	0.16	0.42	122	3.12	1.12	0.13	0.56
Buy only well-known products	98	3.01	1.14			7	2.86	1.86		
	31	3.03	.98	0.02	0.92	122	3.02	1.06	0.09	0.70
<i>Table 2.16 continues...</i>										

<i>Table 2.16 continued</i>	<b>iPod</b>					<b>Computer</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	97	4.66	.63			7	4.29	.76		
	31	4.58	.72	0.11	0.56	121	4.66	.64	0.50	0.14
Want specials bargains	98	4.24	.77			7	4.43	.53		
	31	4.10	.83	0.18	0.36	122	4.20	.80	0.29	0.45
Use and like social media	98	3.66	1.31			7	3.29	1.80		
	31	3.94	1.00	0.21	0.29	122	3.75	1.21	0.26	0.33
Click on banners and hyperlinks on internet	98	1.92	1.05			7	2.43	1.51		
	31	1.84	.78	0.08	0.70	122	1.87	.95	0.37	0.15
Plan for the future	98	3.94	1.07			7	3.86	1.95		
	31	3.84	.93	0.09	0.64	122	3.92	.98	0.03	0.88
Plan up to 2 yrs ahead	97	3.16	1.34			7	3.00	1.41		
	31	3.16	.97	0.00	0.99	121	3.17	1.25	0.12	0.72
Do financial planning	97	3.94	.99			7	3.57	1.51		
	31	4.03	.87	0.10	0.64	121	3.98	.92	0.27	0.27
Get career information via student structures	97	2.30	1.08			7	2.14	1.46		
	31	2.52	.89	0.20	0.31	121	2.36	1.02	0.15	0.59
Use DC	97	3.90	1.41			7	2.14	1.95		
	31	4.06	1.21	0.12	0.55	121	4.04	1.25	0.97	0.00
Take note of cell phone marketing	97	2.51	1.10			7	1.86	.90		
	31	2.48	.89	0.02	0.92	121	2.54	1.05	0.65	0.10
Read posters	97	3.56	.97			7	3.14	1.21		
	31	3.61	.50	0.06	0.76	121	3.60	.85	0.37	0.19
Read electronic notice boards	97	3.30	1.15			7	3.14	.90		
	31	3.58	.89	0.25	0.21	121	3.38	1.10	0.21	0.58
Read mass email	97	2.33	1.34			7	1.29	.76		
	31	2.48	1.29	0.12	0.57	121	2.43	1.32	0.87	0.03

<b>TABLE: 2. 17. Effect factor-sizes of demographic: students with internet access at home and at their residence compared</b>										
<b>Variable Item</b>	<b>Internet access at home</b>					<b>Internet access at residence</b>				
	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Do self-preparation	77	2.22	1.17			34	2.21	1.27		
	52	2.31	1.18	0.07	0.68	95	2.27	1.13	0.05	0.77
Use study guides	76	3.37	1.11			34	3.26	1.08		
	52	3.17	1.06	0.18	0.32	94	3.30	1.10	0.03	0.88
Use prescribed books	77	4.34	.85			34	4.59	.56		
	52	4.46	.83	0.15	0.41	95	4.32	.91	0.30	0.11
Use other books	77	2.45	1.11			34	2.32	.94		
	52	2.56	1.06	0.09	0.60	95	2.56	1.13	0.21	0.28
Use Internet resources	76	3.59	1.11			34	4.06	.95		
	52	3.62	1.19	0.02	0.91	94	3.44	1.16	0.54	0.01
Use <i>eFundi</i>	77	4.44	.82			34	4.59	.78		
	51	4.55	.67	0.13	0.44	94	4.45	.76	0.18	0.36
Use the library	77	3.12	1.22			34	2.97	1.09		
	52	2.92	1.23	0.16	0.38	95	3.06	1.28	0.07	0.71
Take notes in class	77	3.66	1.03			34	3.74	1.08		
	52	3.62	1.09	0.04	0.80	95	3.61	1.04	0.12	0.55
Get additional notes	77	3.64	1.27			34	3.68	1.25		
	52	3.50	1.18	0.11	0.54	95	3.55	1.23	0.10	0.60
Use other sources : supplementary CDs from books	76	2.53	1.04			34	2.44	1.11		
	52	2.37	1.12	0.14	0.41	94	2.47	1.06	0.02	0.90
Use selected study guides	77	3.31	1.28			34	3.53	1.28		
	52	3.42	1.41	0.08	0.64	95	3.29	1.34	0.17	0.38
<i>Table 2.17 continues...</i>										

<i>Table 2.17 continued</i>	<b>Internet access at home</b>					<b>Internet access at residence</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	77	2.73	1.36			34	2.65	1.45		
	52	2.83	1.54	0.06	0.70	95	2.81	1.43	0.11	0.57
Do regular internet searches	77	3.39	1.11			34	3.24	1.23		
	52	3.44	1.18	0.04	0.80	95	3.47	1.10	0.19	0.30
Read newspapers	77	3.18	1.05			34	3.12	1.01		
	52	3.35	.95	0.16	0.37	95	3.29	1.01	0.18	0.38
Read adverts in newspapers	77	3.12	1.04			34	2.82	1.19		
	52	3.13	1.07	0.02	0.93	95	3.23	.97	0.34	0.05
Look at TV ads & Info	77	3.04	1.12			34	3.03	1.11		
	52	3.04	.88	0.00	1.00	95	3.04	1.00	0.01	0.95
Watch TV for entertainment only	76	3.43	.97			34	3.44	1.19		
	52	3.42	1.11	0.01	0.95	94	3.43	.97	0.01	0.94
Like fun /cool ads on TV	77	4.13	.94			34	4.09	.97		
	52	4.00	1.07	0.12	0.47	95	4.07	1.00	0.01	0.94
Never watch TV	77	2.75	1.40			34	2.74	1.29		
	52	2.73	1.34	0.02	0.93	95	2.75	1.41	0.01	0.97
Read magazines	76	3.37	1.07			34	3.74	.93		
	52	3.67	.96	0.29	0.10	94	3.40	1.06	0.31	0.11
Read adverts in magazines	76	3.32	1.11			34	3.38	1.13		
	52	3.44	1.02	0.11	0.51	94	3.36	1.06	0.02	0.92
Nice adverts in magazines /selective viewing	76	3.17	1.06			33	3.12	1.19		
	52	3.13	1.07	0.03	0.85	95	3.17	1.02	0.04	0.83
<i>Table 2.17 continues...</i>										

<i>Table 2.17 continued</i>	<b>Internet access at home</b>					<b>Internet access at residence</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	77	2.99	1.08			34	3.21	1.09		
	52	3.00	1.17	0.01	0.95	95	2.92	1.12	0.26	0.19
Do own research	76	3.61	.92			33	3.61	1.00		
	52	3.50	1.06	0.10	0.55	95	3.55	.98	0.06	0.77
Search online for products	77	3.52	1.07			34	3.62	1.04		
	52	3.60	1.03	0.07	0.69	95	3.53	1.06	0.09	0.67
Ask friends for opinions	77	3.53	.98			34	3.32	1.12		
	52	3.58	.91	0.05	0.80	95	3.63	.88	0.27	0.11
Listen to radio adverts	77	2.19	1.04			34	2.32	.88		
	52	2.29	.94	0.09	0.60	95	2.20	1.04	0.12	0.54
Only investigate products recommended by friends & family	77	2.56	1.06			34	2.56	.96		
	52	2.37	1.03	0.18	0.31	95	2.45	1.08	0.10	0.61
Influenced by celebrities & endorsements	77	2.21	1.03			34	2.24	1.02		
	52	2.19	1.01	0.02	0.93	95	2.19	1.02	0.04	0.82
Alternative brands	76	3.16	.98			34	3.24	.96		
	52	3.35	1.03	0.18	0.30	94	3.23	1.02	0.00	1.00
Support best brands only	77	2.97	1.17			34	2.88	1.20		
	52	3.31	1.16	0.29	0.11	95	3.19	1.16	0.26	0.19
Buy only well-known products	77	2.90	1.11			34	3.21	1.12		
	52	3.19	1.09	0.27	0.14	95	2.95	1.10	0.23	0.24
<i>Table 2.17 continues...</i>										

<i>Table 2.17 continued</i>	<b>Internet access at home</b>					<b>Internet access at residence</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	76	4.61	.61			34	4.68	.77		
	52	4.69	.70	0.12	0.46	94	4.63	.60	0.06	0.71
Want specials bargains	77	4.22	.82			34	4.35	.69		
	52	4.19	.74	0.03	0.84	95	4.16	.82	0.24	0.22
Use and like social media	77	3.73	1.22			34	3.65	1.47		
	52	3.73	1.29	0.00	0.99	95	3.76	1.16	0.08	0.66
Click on banners and hyperlinks on internet	77	2.10	1.08			34	1.71	.91		
	52	1.60	.75	0.47	0.00	95	1.97	1.02	0.26	0.19
Plan for the future	77	3.79	1.10			34	4.06	1.01		
	52	4.10	.91	0.28	0.10	95	3.86	1.05	0.19	0.35
Plan up to 2 yrs ahead	76	3.18	1.27			34	3.38	1.33		
	52	3.13	1.24	0.04	0.83	94	3.09	1.22	0.22	0.24
Do financial planning	76	4.01	1.03			34	4.03	1.00		
	52	3.88	.86	0.13	0.46	94	3.94	.95	0.09	0.63
Get career information via student structures	76	2.43	1.06			34	2.62	1.07		
	52	2.23	1.00	0.19	0.28	94	2.26	1.02	0.34	0.08
Use DC	76	3.87	1.41			34	4.03	1.19		
	52	4.04	1.30	0.12	0.49	94	3.90	1.42	0.09	0.65
Take note of cell phone marketing	76	2.53	1.04			34	2.68	1.09		
	52	2.46	1.07	0.06	0.73	94	2.44	1.03	0.22	0.25
Read posters	76	3.43	.94			34	3.74	.86		
	52	3.77	.73	0.36	0.03	94	3.51	.88	0.26	0.20
Read electronic notice boards	76	3.33	1.04			34	3.44	1.26		
	52	3.42	1.18	0.08	0.63	94	3.34	1.03	0.08	0.65
Read mass email	76	2.37	1.38			34	2.26	1.21		
	52	2.37	1.24	0.00	0.99	94	2.40	1.36	0.10	0.60

**TABLE: 2. 18. Effect factor-sizes of demographic: students with internet access at university and self-financing of their studies**

Variable Item	Internet access at university					Self-financing of studies				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Do self-preparation	19	2.21	.98			116	2.26	1.20		
	110	2.26	1.20	0.04	0.86	12	2.33	.78	0.06	0.83
Use study guides	19	3.11	1.05			115	3.28	1.07		
	109	3.32	1.10	0.20	0.43	12	3.58	1.08	0.28	0.35
Use prescribed books	19	4.37	.60			116	4.35	.87		
	110	4.39	.88	0.03	0.91	12	4.67	.49	0.36	0.22
Use other books	19	2.74	.87			116	2.49	1.08		
	110	2.45	1.11	0.25	0.30	12	2.58	1.24	0.07	0.78
Use internet resources	19	3.68	1.06			116	3.60	1.13		
	109	3.59	1.16	0.08	0.73	11	3.55	1.29	0.04	0.87
Use <i>eFundi</i>	18	4.61	.78			115	4.51	.75		
	110	4.46	.76	0.19	0.45	12	4.42	.51	0.13	0.67
Use the library	19	3.32	1.16			116	3.05	1.24		
	110	2.99	1.24	0.26	0.29	12	3.00	1.13	0.04	0.89
Take notes in class	19	3.95	.91			116	3.61	1.06		
	110	3.59	1.07	0.33	0.17	12	4.08	.79	0.44	0.14
Get additional notes	19	3.47	1.22			116	3.64	1.15		
	110	3.60	1.24	0.10	0.68	12	3.25	1.71	0.23	0.29
Use other sources: supplementary CDs from books	19	2.37	1.07			115	2.43	1.03		
	109	2.48	1.08	0.10	0.69	12	2.92	1.38	0.36	0.13
Use selected study guides	19	3.00	1.37			116	3.33	1.30		
	110	3.42	1.32	0.30	0.21	12	3.50	1.62	0.11	0.67
Table 2.18 continues...										

<i>Table 2.18 continued</i>	<b>Internet access at university</b>					<b>Self-financing of studies</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	19	2.63	1.21			116	2.65	1.39		
	110	2.79	1.47	0.11	0.66	12	3.75	1.42	0.78	0.01
Do regular internet searches	19	3.21	1.03			116	3.45	1.11		
	110	3.45	1.15	0.20	0.41	12	3.25	1.29	0.15	0.56
Read newspapers	19	3.11	.88			116	3.19	1.01		
	110	3.27	1.03	0.16	0.51	12	3.75	.87	0.55	0.07
Read adverts in newspapers	19	2.68	1.11			116	3.11	1.07		
	110	3.20	1.02	0.47	0.05	12	3.17	.83	0.05	0.86
Look at TV ads & Info	19	3.11	1.29			116	3.03	1.03		
	110	3.03	.98	0.06	0.76	12	3.08	1.08	0.05	0.88
Watch TV for entertainment only	19	3.32	1.20			115	3.41	1.02		
	109	3.45	1.00	0.11	0.60	12	3.75	1.06	0.32	0.27
Like fun /cool ads on TV	19	4.32	.75			116	4.08	1.02		
	110	4.04	1.02	0.27	0.26	12	4.17	.58	0.09	0.77
Never watch TV	19	2.68	1.42			116	2.71	1.34		
	110	2.75	1.37	0.05	0.84	12	2.92	1.56	0.13	0.61
Read magazines	19	3.68	1.11			115	3.51	1.04		
	109	3.46	1.02	0.20	0.38	12	3.42	1.00	0.09	0.76
Read adverts in magazines	19	3.47	1.17			115	3.36	1.09		
	109	3.35	1.06	0.11	0.64	12	3.50	1.00	0.13	0.66
Nice adverts in magazines /selective viewing	18	2.94	1.16			115	3.11	1.07		
	110	3.19	1.04	0.21	0.36	12	3.50	1.00	0.36	0.23
<i>Table 2.18 continues...</i>										

<i>Table 2.18 continued</i>	<b>Internet access at university</b>					<b>Self-financing of studies</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	19	2.95	1.31			116	2.96	1.11		
	110	3.00	1.08	0.04	0.85	12	3.42	1.08	0.41	0.18
Do own research	18	3.50	.92			115	3.59	.96		
	110	3.57	.99	0.07	0.77	12	3.25	1.14	0.30	0.25
Search online for products	19	3.42	1.17			116	3.57	1.06		
	110	3.57	1.04	0.13	0.56	12	3.33	1.07	0.22	0.46
Ask friends for opinions	19	3.37	1.21			116	3.49	.96		
	110	3.58	.90	0.18	0.37	12	4.08	.67	0.61	0.04
Listen to radio adverts	19	2.21	1.13			116	2.24	1.01		
	110	2.24	.98	0.02	0.92	12	2.17	.94	0.07	0.81
Only investigate products recommended by friends & family	19	2.74	1.19			116	2.45	1.06		
	110	2.44	1.02	0.25	0.25	12	2.67	.89	0.21	0.49
Influenced by celebrities & endorsements	19	2.32	1.11			116	2.21	1.03		
	110	2.18	1.01	0.12	0.60	12	2.08	.90	0.12	0.69
Alternative brands	19	3.53	.84			115	3.24	1.04		
	109	3.18	1.02	0.34	0.17	12	3.00	.00	0.23	0.42
Support best brands only	19	3.00	1.05			116	3.07	1.19		
	110	3.13	1.20	0.11	0.66	12	3.33	.89	0.22	0.46
Buy only well-known products	19	3.05	1.08			116	3.03	1.11		
	110	3.01	1.11	0.04	0.87	12	2.75	.97	0.25	0.41
<i>Table 2.18 continues...</i>										

<i>Table 2.18 continued</i>	<b>Internet access at university</b>					<b>Self-financing of studies</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	19	4.74	.45			115	4.65	.65		
	109	4.62	.68	0.17	0.49	12	4.50	.67	0.23	0.44
Want specials bargains	19	4.32	.75			116	4.22	.78		
	110	4.19	.80	0.16	0.53	12	4.08	.90	0.15	0.58
Use and like social media	19	3.84	1.34			116	3.76	1.22		
	110	3.71	1.23	0.10	0.67	12	3.33	1.44	0.30	0.26
Click on banners and hyperlinks on internet	19	1.84	.96			116	1.92	1.00		
	110	1.91	1.00	0.07	0.79	12	1.75	.97	0.17	0.57
Plan for the future	19	3.74	1.15			116	3.91	1.02		
	110	3.95	1.02	0.18	0.42	12	4.00	1.28	0.07	0.79
Plan up to 2 yrs ahead	19	3.37	1.42			115	3.15	1.24		
	109	3.13	1.23	0.17	0.44	12	3.50	1.24	0.28	0.35
Do financial planning	19	3.79	1.18			115	3.94	.97		
	109	3.99	.92	0.17	0.40	12	4.17	.94	0.24	0.44
Get career information via student structures	19	2.58	1.02			115	2.33	1.03		
	109	2.31	1.04	0.26	0.30	12	2.58	1.16	0.22	0.43
Use DC	19	4.00	1.25			115	3.90	1.38		
	109	3.93	1.39	0.05	0.83	12	4.33	1.15	0.31	0.30
Take note of cell phone marketing	19	2.63	1.07			115	2.50	1.03		
	109	2.48	1.05	0.15	0.56	12	2.50	1.31	0.00	0.99
Read posters	19	3.53	.90			115	3.57	.86		
	109	3.58	.87	0.06	0.81	12	3.58	1.08	0.02	0.95
Read electronic notice boards	19	3.37	1.01			115	3.39	1.05		
	109	3.37	1.11	0.00	1.00	12	3.33	1.37	0.04	0.86
Read mass email	19	2.95	1.27			115	2.36	1.33		
	109	2.27	1.31	0.52	0.04	12	2.58	1.31	0.17	0.57

**TABLE: 2. 19. Effect factor-sizes of demographic: students with parental financing of studies and using a bank loan**

Variable Item	Parental financing					Bank loan				
	n	$\bar{x}$	s	d	p	n	$\bar{x}$	s	d	p
Do self-preparation	92	2.26	1.26			118	2.24	1.20		
	37	2.24	.93	0.01	0.94	11	2.45	.69	0.18	0.56
Use study guides	92	3.33	1.11			117	3.25	1.07		
	36	3.19	1.04	0.12	0.54	11	3.73	1.27	0.38	0.16
Use prescribed books	92	4.45	.84			118	4.38	.84		
	37	4.24	.83	0.24	0.22	11	4.45	.93	0.08	0.78
Use other books	92	2.58	1.11			118	2.48	1.06		
	37	2.30	1.00	0.25	0.19	11	2.64	1.36	0.11	0.66
Use internet resources	91	3.69	1.10			118	3.61	1.14		
	37	3.38	1.21	0.26	0.16	10	3.50	1.18	0.09	0.77
Use <i>eFundi</i>	92	4.54	.73			117	4.50	.76		
	36	4.33	.83	0.25	0.16	11	4.36	.81	0.16	0.59
Use the library	92	3.10	1.20			118	3.05	1.23		
	37	2.89	1.31	0.16	0.39	11	2.91	1.30	0.11	0.72
Take notes in class	92	3.67	1.08			118	3.62	1.04		
	37	3.57	.99	0.10	0.61	11	3.91	1.22	0.24	0.38
Get additional notes	92	3.57	1.23			118	3.57	1.25		
	37	3.62	1.26	0.04	0.81	11	3.73	1.01	0.13	0.68
Use other sources : supplementary CDs from books	91	2.58	1.09			117	2.44	1.07		
	37	2.16	.99	0.39	0.04	11	2.64	1.12	0.17	0.57
Use selected study guides	92	3.25	1.37			118	3.38	1.32		
	37	3.62	1.19	0.27	0.15	11	3.09	1.45	0.20	0.49
Table 2.19 continues...										

<i>Table 2.19 continued</i>	<b>Parental financing</b>					<b>Bank loan</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Use selected handbooks	92	2.66	1.41			118	2.66	1.39		
	37	3.03	1.48	0.25	0.19	11	3.91	1.45	0.86	0.01
Do regular internet searches	92	3.48	1.10			118	3.37	1.14		
	37	3.24	1.21	0.19	0.29	11	3.82	1.08	0.39	0.22
Read newspapers	92	3.18	1.06			118	3.28	1.00		
	37	3.41	.86	0.21	0.26	11	2.91	1.04	0.35	0.25
Read adverts in newspapers	92	3.07	1.08			118	3.17	1.02		
	37	3.27	.96	0.19	0.32	11	2.64	1.21	0.44	0.11
Look at TV ads & Info	92	3.01	1.03			118	3.05	1.02		
	37	3.11	1.02	0.09	0.63	11	2.91	1.14	0.12	0.66
Watch TV for entertainment only	91	3.44	1.02			117	3.44	1.03		
	37	3.41	1.04	0.03	0.87	11	3.36	1.03	0.07	0.82
Like fun /cool ads on TV	92	4.04	1.03			118	4.10	.97		
	37	4.16	.90	0.12	0.54	11	3.82	1.17	0.24	0.37
Never watch TV	92	2.68	1.40			118	2.82	1.37		
	37	2.89	1.31	0.15	0.44	11	1.91	1.14	0.67	0.03
Read magazines	91	3.51	1.09			117	3.47	1.03		
	37	3.46	.90	0.04	0.82	11	3.73	1.10	0.23	0.43
Read adverts in magazines	92	3.35	1.07			117	3.38	1.07		
	36	3.42	1.08	0.06	0.75	11	3.18	1.08	0.19	0.55
Nice adverts in magazines /selective viewing	91	3.16	1.11			117	3.15	1.05		
	37	3.14	.95	0.03	0.89	11	3.27	1.19	0.11	0.70
<i>Table 2.19 continues...</i>										

<i>Table 2.19 continued</i>	<b>Parental financing</b>					<b>Bank loan</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Read adverts of products needed	92	3.08	1.13			118	2.96	1.08		
	37	2.78	1.06	0.26	0.18	11	3.36	1.43	0.28	0.25
Do own research	91	3.48	1.02			117	3.57	.98		
	37	3.76	.86	0.27	0.15	11	3.45	1.04	0.11	0.70
Search online for products	92	3.42	1.05			118	3.53	1.06		
	37	3.86	1.00	0.42	0.03	11	3.82	.98	0.28	0.38
Ask friends for opinions	92	3.51	.97			118	3.53	.97		
	37	3.65	.92	0.14	0.46	11	3.73	.79	0.20	0.52
Listen to radio adverts	92	2.24	1.00			118	2.25	1.02		
	37	2.22	1.00	0.02	0.91	11	2.09	.70	0.15	0.62
Only investigate products recommended by friends & family	92	2.52	1.09			118	2.48	1.05		
	37	2.38	.92	0.13	0.48	11	2.45	1.04	0.03	0.93
Influenced by celebrities & endorsements	92	2.15	1.02			118	2.18	1.01		
	37	2.32	1.03	0.17	0.39	11	2.45	1.13	0.25	0.39
Alternative brands	91	3.30	.96			117	3.25	1.00		
	37	3.08	1.09	0.20	0.27	11	3.09	1.04	0.15	0.62
Support best brands only	92	3.15	1.18			118	3.10	1.19		
	37	3.00	1.18	0.13	0.51	11	3.18	1.08	0.07	0.83
Buy only well-known products	92	2.99	1.05			118	3.03	1.12		
	37	3.08	1.23	0.07	0.67	11	2.82	.87	0.19	0.54
<i>Table 2.19 continues...</i>										

<i>Table 2.19 continued</i>	<b>Parental financing</b>					<b>Bank loan</b>				
<b>Variable Item</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>	<b>n</b>	$\bar{x}$	<b>s</b>	<b>d</b>	<b>p</b>
Want value for money	91	4.62	.70			117	4.68	.63		
	37	4.70	.52	0.13	0.49	11	4.27	.79	0.51	0.05
Want specials bargains	92	4.16	.80			118	4.19	.79		
	37	4.32	.75	0.20	0.29	11	4.36	.81	0.21	0.50
Use and like social media	92	3.70	1.26			118	3.72	1.23		
	37	3.81	1.22	0.09	0.64	11	3.82	1.40	0.07	0.80
Click on banners and hyperlinks on internet	92	2.00	1.04			118	1.89	1.00		
	37	1.65	.82	0.34	0.07	11	2.00	.89	0.11	0.73
Plan for the future	92	3.84	1.07			118	3.91	1.05		
	37	4.11	.94	0.25	0.18	11	4.00	1.00	0.09	0.78
Plan up to 2 yrs ahead	92	3.22	1.27			117	3.16	1.28		
	36	3.03	1.21	0.15	0.44	11	3.18	.98	0.02	0.96
Do financial planning	92	3.97	1.00			117	3.93	.97		
	36	3.94	.86	0.02	0.90	11	4.27	.79	0.35	0.26
Get career information via student structures	92	2.41	1.03			117	2.33	1.03		
	36	2.19	1.06	0.21	0.29	11	2.55	1.21	0.17	0.52
Use DC	92	3.76	1.46			117	3.91	1.38		
	36	4.39	.93	0.43	0.02	11	4.18	1.17	0.19	0.54
Take note of cell phone marketing	92	2.49	1.05			117	2.48	1.03		
	36	2.53	1.06	0.04	0.85	11	2.73	1.27	0.20	0.45
Read posters	92	3.49	.93			117	3.56	.89		
	36	3.78	.68	0.31	0.09	11	3.64	.67	0.08	0.79
Read electronic notice boards	92	3.34	1.12			117	3.37	1.10		
	36	3.44	1.03	0.10	0.62	11	3.36	1.12	0.00	0.99
Read mass email	92	2.49	1.38			117	2.32	1.31		
	36	2.06	1.12	0.31	0.10	11	2.82	1.40	0.35	0.24

***ADDENDUM B***

Dear Student/Geagte Student,

This research project wants to determine to which extent the NWU can comply with the needs of the market and what products are important to you and how to add value for you. Your honest opinion is required and you are requested to complete the questionnaire to the best of your ability.

Hierdie navorsingsprojek wil vasstel tot watter mate die NWU aan spesifieke advertensie behoeftes van die mark sal kan voldoen en watter produkte vir u belangrik is en vir u waarde sal toevoeg. U eerlike opinie word verlang en u word versoek om dit na die beste van u vermoëns te voltooi.

Thank you very much! /Baie dankie!

Your cooperation is appreciated. / U samewerking word baie waardeer.

*Please mark your corresponding answer to a question by colouring or marking the box with a cross. This survey is anonymous and your name is not required. We do however, need your biographical information.*

*U moet asb. die gekose antwoord by die ooreenstemmende nommer van 'n spesifieke vraag inkleur of merk met 'n kruisie. Die opname is anoniem en u hoef nie u naam te verskaf nie. Maar ons sal egter die biografiese inligting benodig.*

<b>SECTION 1/AFDELING 1- BIOGRAPHICAL INFORMATION / BIOGRAFIESE INLIGTING</b>			
1. My sex is:/ My geslag is:	Male/ Manlik	1 Female/Vroulik	2
2. My mother tongue is:/ My moedertaal is:	English/Engels	1 Afrikaans	2
	Other African/ Ander Afrika	3 Other/Ander	4
3. I live in the following province(home) / Ek is woonagtig in die volgende provinsie ( woonhuis)	North West/Noordwes	1 Freestate/Vrystaat	2
	Gauteng	3 Kwazulu Natal	4
	Eastern Cape/ Ooskaap/ Western Cape/ Weskaap	5 Mpumalanga/ Limpopo	6
	Northern Caper/ Noordkaap	7 Other/ Ander	8
4. I am a student in the following faculty / Ek is 'n student in die volgende fakulteit:	Arts or Theology/ Lettere Wysbegeerte of Teologie	1 Economic & Management Science/Ekonomiese & Bestuurswetenskappe	2
	Educational science/Opvoedingswetenskappe	3 Engineering/Ingenieurswese	4
	Law/Regte	5 Health Science/ Gesondheidswetenskappe	6
	Natural science/ Natuurwetenskappe	7 Other/ Ander	8
5. Places that I have access to Internet / Plekke waar ek Internet toegang het:	Home/Tuis	1 Place of residence/ Woonplek	2
	University/ Universiteit	3 Cellphone/Selfoon	4
	Place of work/ Werkplek	5 Other/ Ander	6
6. I have access to the following items on a regular basis (mark all) / Ek het toegang tot die volgende items op 'n gereelde basis (maw. daaglik merk alles van toepassing):	Cell phone/Selfoon	1 Computer/Rekenaar	2
	Radio	3 Car with radio/ Motor met radio	4
	TV	5 iPOD	6

7. How do you finance your studies? / Hoe word jou studies gefinansier?

Bursary from employer/Beurs van werkgewer

1 Bankloan/Banklening 2

Merit bursary/Meriete beurse

3 Parents/Ouers 4

NSFAS

5 Pay self/Betaal self 6

Unsure varies/Onseker kan varieer

7 Other/ Ander 8

Please turn over for next section / Blaai asb. om vir die volgende afdeling

<b>SECTION 2/ AFDELING 2 – STUDY HABITS / STUDIE GEWOONTES</b>					
<b>Answer all the questions as related to yourself / Antwoord al die vrae deur aan te dui wat die beste van toepassing op jouself is:</b>					
	<b>Completely disagree/ Stem glad nie saam nie</b>	<b>Disagree/ Stem nie saam nie</b>	<b>Neutral/ Neutraal</b>	<b>Agree/ Stem saam</b>	<b>Strongly agree/ Stem sterk saam</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. I always prepare for classes / Ek berei altyd vir my klasse voor					
9. I regularly make use of my studyguide / Ek gebruik my studiegids gereeld					
10. I make use of my prescribed books / Ek gebruik my voorgeskrewe handboeke					
11. I use other books / Ek gebruik ander handboeke					
12. I use resources on the Internet / Ek gebruik hulpbronne op die Internet					
13. I use eFundi / Ek gebruik eFundi					
14. I regularly use the library / Ek gebruik die biblioteek gereeld					
15. I take many notes in class / Ek neem baie notas in die klas af					
16. I get additional notes from searches and other students / Ek kry addisionele notas deur soektogte en medestudente					
17. I have other resources such as study CD's in prescribed books / Ek het ander bronne soos studie CD's in handboeke					
18. I only use the study guides of certain subjects / Ek gebruik slegs die studiegids van sekere vakke					
19. I only use the prescribed books of certain subjects / Ek gebruik slegs handboeke van sekere vakke					
20. I regularly do searches on Internet / Ek doen gereeld soektogte op die Internet					

<b>SECTION 3 / AFDELING 3/-Media usage/ Media gebruike.</b>					
<b>What forms of media do students use and how do you feel about advertisements? Mark the most relevant answer to yourself / Watter vorme van media word deur studente die meeste gebruik en hoe voel julle oor advertensies Dui asb.aan wat die beste op jouself van toepassing is.</b>					
	<b>Completely disagree/ Stem glad nie saam nie</b>	<b>Disagree/ Stem nie saam nie</b>	<b>Neutral/ Neutraal</b>	<b>Agree/ Stem saam</b>	<b>Strongly agree/ Stem sterk saam</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21. I read printed media (newspapers) for information / Ek lees gedrukte media (koerante) vir inligting.					
22. I look at advertisements in newspapers for specials / Ek kyk na die advertensies in koerante vir spesiale aanbiedinge					
23. I prefer to get information from TV / Ek verkies om inligting op televisie te kry					
24. I watch TV for entertainment only / Ek kyk televisie bloot net vir vermaak					
25. I like funny and cool advertisements on TV / Ek hou van snaakse en koel advertensies op TV					
26. I never watch TV / Ek kyk amper nooit TV nie					
27. I like to read periodicals (magazines) / Ek lees graag tydskrifte					
28. I look at the advertisements in magazines / Ek kyk na die advertensies wat in tydskrifte is					
29. I only look a nice advertisements / Ek kyk slegs na advertensies wat mooi is					
30. I look at advertisements of items and products that I require / Ek kyk slegs na advertensies van items of produkte wat ek benodig					
31. I prefer to do my research for something that I want / Ek verkies om my eie navorsing te doen as ek iets soek					
32. I do searches online / Ek doen my soektogte 'online' op die Internet					

	1	2	3	4	5
	<b>Completely disagree/ Stem glad nie saam nie</b>	<b>Disagree/ Stem nie saam nie</b>	<b>Neutral/ Neutraal</b>	<b>Agree/ Stem saam</b>	<b>Strongly agree/ Stem sterk saam</b>
34. I listen to radio advertisements and follow-up on them / Ek luister na die radio se advertensies en volg dit op					
35. I only investigate products that are recommended by family and friends / Ek ondersoek slegs produkte wat my vriende en familie aanbeveel					
36. I am influenced by the recommendations from well-known personalities and stars / Ek word beïnvloed deur die aanbevelings van bekende persoonlikhede en sterre.					
37. I like alternative brands / Ek hou van alternatiewe handelsmerke (branding)					
38. I prefer to support the best brands / Ek verkies om die beste brands te ondersteun					
39. I only choose well-known products / Ek kies slegs bekende produkte					
40. I want value for my money / Ek soek waarde vir my geld					
41. I want specials and discount / Ek soek spesiale aanbiedinge en afslag					
42. I like social media ( such as Facebook, YouTube, del*icoise, laaikit & Twitter) / Ek hou van sosiale media (soos Facebook, YouTube, del*icoise, laaikit & Twitter)					
43. I like to click on 'Banners', 'hyperlinks' and advertisements on the Internet/ Ek kliek graag op die 'Banners', 'hyperlinks' en advertensies op die Internet					
44. I plan for my future/ Ek beplan vooruit vir my toekoms					
45. My planning is at least for more than 2 years in the future / My beplanning is vir langer as 2 jaar vooruit					
46. It is important to me to do financial planning / Vir my is dit belangrik om finansiele beplanning en voorsiening te doen					
47. I get information about career planning from formal student structures such as the HC and SRC / Ek kry my inligting ivm loopbaan beplanning en studies via formele studente strukture soos die HK en SR					
48. I make use of 'DC' / Ek maak gebruik van 'DC'					

	1	2	3	4	5
	<i>Completely disagree/ Stem glad nie saam nie</i>	<i>Disagree/ Stem nie saam nie</i>	<i>Neutral/ Neutraal</i>	<i>Agree/ Stem saam</i>	<i>Strongly agree/ Stem sterk saam</i>
49. I make use of the specials that are advertised by sms / Ek maak gebruik van die spesiale aanbiedinge wat ek per sms ontvang					
50. I read posters / Ek lees plakkate.					
51. I read electronic notice boards on the campus / Ek lees elektroniese kennisgewings borde op die kampus					
52. I read mass email / Ek lees massa e-pos					

**SECTION 1/AFDELING 1- BIOGRAPHICAL INFORMATION / BIOGRAFIESE INLIGTING**

1. My sex is:/ My geslag is:	Male/ Manlik	1	Female/Vroulik	2
2. My mother tongue is:/ My moedertaal is:	English/Engels	1	Afrikaans	2
	Other African/ Ander Afrika	3	Other/Ander	4
3. I live in the following province(home) / Ek is woonagtig in die volgende provinsie ( woonhuis)	North West/Noordwes	1	Freestate/Vrystaat	2
	Gauteng	3	Kwazulu Natal	4
	Eastern Cape/ Ooskaap/ Western Cape/ Weskaap	5	Mpumalanga/ Limpopo	6
	Northern Caper/ Noordkaap	7	Other/ Ander	8
4. I am a student in the following faculty / Ek is 'n student in die volgende fakulteit:	Arts or Theology/ Lettere Wysbegeerte of Teologie	1	Economic & Management Science/Ekonomiese & Bestuurswetenskappe	2
	Educational science/Opvoedingswetenskappe	3	Engineering/Ingenieurswese	4
	Law/Regte	5	Health Science/ Gesondheidswetenskappe	6
	Natural science/ Natuurwetenskappe	7	Other/ Ander	8
5. Places that I have access to Internet / Plekke waar ek Internet toegang het:	Home/Tuis	1	Place of residence/ Woonplek	2
	University/ Universiteit	3	Cellphone/Selfoon	4
	Place of work/ Werkplek	5	Other/ Ander	6
6. I have access to the following items on a regular basis (mark all) / Ek het toegang tot die volgende items op 'n gereelde basis (maw. daaglik merk alles van toepassing):	Cell phone/Selfoon	1	Computer/Rekenaar	2
	Radio	3	Car with radio/ Motor met radio	4
	TV	5	iPOD	6

7. How do you finance your studies? / Hoe word jou studies gefinansier?

Bursary from employer/Beurs van  
werkgever

1 Bankloan/Banklening

2

Merit bursary/Meriete beurse

3 Parents/Ouers

4

NSFAS

5 Pay self/Betaal self

6

Unsure varies/Onseker kan varieer

7 Other/ Ander

8

Please turn over for next section / Blaai asb. om vir die volgende afdeling

<b>SECTION 2/ AFDELING 2 – STUDY HABITS / STUDIE GEWOONTES</b>					
<b>Answer all the questions as related to yourself / Antwoord al die vrae deur aan te dui wat die beste van toepassing op jouself is:</b>					
	<b>Completely disagree/ Stem glad nie saam nie</b>	<b>Disagree/ Stem nie saam nie</b>	<b>Neutral/ Neutraal</b>	<b>Agree/ Stem saam</b>	<b>Strongly agree/ Stem sterk saam</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. I always prepare for classes / Ek berei altyd vir my klasse voor					
9. I regularly make use of my studyguide / Ek gebruik my studiegids gereeld					
10. I make use of my prescribed books / Ek gebruik my voorgeskrewe handboeke					
11. I use or books / Ek gebruik ander handboeke					
12. I use resources on the Internet / Ek gebruik hulpbronne op die Internet					
13. I use eFundi / Ek gebruik eFundi					
14. I regularly use the library / Ek gebruik die biblioteek gereeld					
15. I take many notes in class / Ek neem baie notas in die klas af					
16. I get additional notes from searches and other students / Ek kry addisionele notas deur soektogte en medestudente					
17. I have other resources such as study CD's in prescribed books / Ek het ander bronne soos studie CD's in handboeke					
18. I only use the study guides of certain subjects / Ek gebruik slegs die studiegidse van sekere vakke					
19. I only use the prescribed books of certain subjects / Ek gebruik slegs handboeke van sekere vakke					
20. I regularly do searches on Internet / Ek doen gereeld soektogte op die Internet					

<b>SECTION 3 / AFDELING 3/-Media usage/ Media gebruike.</b>					
<b>What forms of media do students use and how do you feel about advertisements? Mark the most relevant answer to yourself / Watter vorme van media word deur studente die meeste gebruik en hoe voel julle oor advertensies Dui asb.aan wat die beste op jouself van toepassing is.</b>					
	<b>Completely disagree/ Stem glad nie saam nie</b>	<b>Disagree/ Stem nie saam nie</b>	<b>Neutral/ Neutraal</b>	<b>Agree/ Stem saam</b>	<b>Strongly agree/ Stem sterk saam</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21. I read printed media (newspapers) for information / Ek lees gedrukte media (koerante) vir inligting.					
22. I look at advertisements in newspapers for specials / Ek kyk na die advertensies in koerante vir spesiale aanbiedinge					
23. I prefer to get information from TV / Ek verkies om inligting op televisie te kry					
24. I watch TV for entertainment only / Ek kyk televisie bloot net vir vermaak					
25. I like funny and cool advertisements on TV / Ek hou van snaakse en koel advertensies op TV					
26. I never watch TV / Ek kyk amper nooit TV nie					
27. I like to read periodicals (magazines) / Ek lees graag tydskrifte					
28. I look at the advertisements in magazines / Ek kyk na die advertensies wat in tydskrifte is					
29. I only look a nice advertisements / Ek kyk slegs na advertensies wat mooi is					
30. I look at advertisements of items and products that I require / Ek kyk slegs na advertensies van items of produkte wat ek benodig					
31. I prefer to do my research for something that I want / Ek verkies om my eie navorsing te doen as ek iets soek					
32. I do searches online / Ek doen my soektogte 'online' op die Internet					

	1	2	3	4	5
	<i>Completely disagree/ Stem glad nie saam nie</i>	<i>Disagree/ Stem nie saam nie</i>	<i>Neutral/ Neutraal</i>	<i>Agree/ Stem saam</i>	<i>Strongly agree/ Stem sterk saam</i>
34. I listen to radio advertisements and follow-up on them / Ek luister na die radio se advertensies en volg dit op					
35. I only investigate products that are recommended by family and friends / Ek ondersoek slegs produkte wat my vriende en familie aanbeveel					
36. I am influenced by the recommendations from well-known personalities and stars / Ek word beïnvloed deur die aanbevelings van bekende persoonlikhede en sterre.					
37. I like alternative brands / Ek hou van alternatiewe handelsmerke (branding)					
38. I prefer to support the best brands / Ek verkies om die beste brands te ondersteun					
39. I only choose well-known products / Ek kies slegs bekende produkte					
40. I want value for my money / Ek soek waarde vir my geld					
41. I want specials and discount / Ek soek spesiale aanbiedinge en afslag					
42. I like social media ( such as Facebook, YouTube, del*icoise, laaikit & Twitter) / Ek hou van sosiale media (soos Facebook, YouTube, del*icoise, laaikit & Twitter)					
43. I like to click on 'Banners', 'hyperlinks' and advertisements on the Internet/ Ek kliek graag op die 'Banners', 'hyperlinks' en advertensies op die Internet					
44. I plan for my future/ Ek beplan vooruit vir my toekoms					
45. My planning is at least for more than 2 years in the future / My beplanning is vir langer as 2 jaar vooruit					
46. It is important to me to do financial planning / Vir my is dit belangrik om finansiële beplanning en voorsiening te doen					
47. I get information about career planning from formal student structures such as the HC and SRC / Ek kry my inligting ivm loopbaan beplanning en studies via formele studente strukture soos die HK en SR					
48. I make use of 'DC' / Ek maak gebruik van 'DC'					

	1	2	3	4	5
	<i>Completely disagree/ Stem glad nie saam nie</i>	<i>Disagree/ Stem nie saam nie</i>	<i>Neutral/ Neutraal</i>	<i>Agree/ Stem saam</i>	<i>Strongly agree/ Stem sterk saam</i>
49. I make use of the specials that are advertised by sms / Ek maak gebruik van die spesiale aanbiedinge wat ek per sms ontvang					
50. I read posters / Ek lees plakkate.					
51. I read electronic notice boards on the campus / Ek lees elektroniese kennisgewings borde op die kampus					
52. I read mass email / Ek lees massa e-pos					