

**A comparison between social media and print  
advertisements: Generation Y students'  
perceptions**

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North-West University

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## DECLARATION

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I declare that:

“A comparison between social media and print advertisements: Generation Y students’ perception.”

Is my own work and that all the sources I have used or quoted have been indicated and acknowledge by means of complete references and that this dissertation has not previously been submitted by me at any other university.



25/11/2019

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**SIGNATURE**

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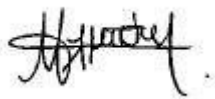
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To whom it may concern

This is to confirm that I, the undersigned, have language edited the completed research of Marcelle F Saraiva for the Master of Education thesis entitled: *A comparison between social media and print advertisements: Generation Y students' perceptions*.

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

Yours truly,



Angeliki Albanis

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*This dissertation is dedicated to my belated grandmother, Ina Maritz,  
and grandfather, Carlos Saraiva.*

*Philippians 4:13: I can do all things through Christ who strengthens me.*

Marcelle Saraiva  
Vanderbijlpark  
2019

## ABSTRACT

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**Keywords:** Generation Y, South Africa, print media advertising, social media advertising, entertainment, irritation, informativeness, credibility, advertising value.

In a highly competitive marketplace, advertising is essential for business success. This is because advertising creates awareness of a business's product or service and conveys important business information which influences the consumers' purchase decision making. The value of advertising is influenced by factors such as the informativeness, entertainment, irritation and credibility of the advertisement. The marketer is tasked to ensure that the most appropriate advertising media for the particular target audience are used, since it influences the success of the advertisement. In South Africa, businesses spend an average of 45 billion South African rand per annum on advertising across various advertising media and sponsorships. Although there is a shift towards advertising on social media, print media remains as a frequently used traditional advertising media in South Africa.

Generation Y consumers, who are individuals born between 1986 and 2005, represent 35 percent of the total South African population. These individuals actively seek information prior to making purchase decisions or trusting a business, product, or service. This information is obtained from different digital and traditional advertising media. Regardless of the advertising media, this cohort is interested in advertising messages that are honest, ethical, humorous and include timely and relevant information. Most Generation Y consumers pursuing a higher education qualification have a higher future earning potential and once these individuals enter the work force after obtaining a qualification, they are likely to have more disposable income, which makes them a target population of interest.

The importance of advertising for business success and the flood of advertisements to consumers on a daily basis, coupled with Generation Y consumers' need to search for information prior to decision making and their higher future earnings potential, emphasise the need to determine this cohort's perceived value of advertisements on the different advertising media. As such, the purpose of this study was to determine the influence of informativeness, irritation, entertainment and credibility on Generation Y students' perceived value of print and social media advertisements and to compare their perceptions of social media advertisements with print media advertisements.

For this study, the target population consist of Generation Y students registered at the 26 South African registered public Higher Education Institutions (HEIs). From the sampling frame, a non-probability judgment sample of two HEI campuses situated in Gauteng was selected. Of these, one was a traditional university and the other a university of technology. Subsequently, a single

cross-sectional non-probability convenience sampling technique was used to select 500 participants aged between 18 and 24 years. Self-administered, structured questionnaires were used to gather the necessary data and were distributed using the mall-intercept method. The students' perceptions were recorded on a six-point Likert-type scale that comprised 23 items concerning advertising value of print and social media. In addition, each questionnaire included a section aimed at gathering the participants' demographic information as well as information on their print and social media usage behaviour. The data was analysed using the Statistical Package for Social Sciences (IBM SPSS) and included confirmatory factor analysis, descriptive statistical analysis, correlation analysis, collinearity diagnostics, regression analysis and a paired samples t-test.

The findings of this study indicate that Generation Y students have different perceptions about the advertising value of print and social media, with social media advertisements being perceived as most valuable. Furthermore, the findings indicate that social media advertisements are more entertaining than print media. However, print media advertisements are perceived as being more credible than social media advertisements and also less irritating. The findings also suggest that advertisements on both media are informative, with social media advertisements being slightly more informative than print media advertisements.

Insights gained from this study will assist marketers and business owners to understand Generation Y consumers' perceived value of print media and social media advertisements, as well as how informativeness, irritation, entertainment and credibility influence the perceived value of advertisements on these media. By understanding these findings, marketers and business owners can choose the most appropriate advertising media when targeting these consumers and can develop appropriate advertisements that will be valuable to this target audience.

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# CHAPTER 1

## INTRODUCTION AND BACKGROUND TO THE STUDY

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### 1.1 INTRODUCTION

In a highly competitive marketplace, advertising is essential for business success. This is because advertising creates awareness of a business' product or service (Patel, 2010) and conveys important business information such as its location (Olawale, 2017). Businesses realised the importance of advertising as early as the 1700s, when the first print advertisement was placed in a newspaper in an attempt to connect the business' brand with potential consumers (Cheetham, 2014). It was with the introduction of television advertisements in the 1940s and its success in establishing a connection between a business' brand and potential customers that businesses realised the importance of advertising for their survival and growth (Gallegos, 2016). The expected growth in advertising expenditure from 35.3 billion South African rand in 2017 to 41.5 billion South African rand in 2022 testifies to the importance which businesses place on advertising (Statista, 2019).

Advertising refers to any paid form of communication about a business and its products or services (Belch & Belch, 2015:17). This communication can take place via different advertising media, namely, traditional media and social media. Advertising via traditional media includes radio and television, as well as print advertising (Clow, 2016:22, 218). Print advertising includes a broad form of advertising that appears in newspapers, magazines, billboards, as well as brochures or fliers (Homemakersfair, 2016; Linton, 2018); and is the preferred advertising media for a large number of consumers (Forbes Agency Council, 2018). One of South Africa's largest media owners, Media 24, have a newspaper readership of 7.7 million people and more than 8.7 million people read their range of magazines (Alexander, 2018).

According to Becker (2015), print advertisements are particularly effective when more detailed or complex information should be provided. This is because the brain processes information from different platforms in different ways (Bruce, 2015). The information on print advertisements is easily absorbed and more likely to be recalled (Becker, 2015). A benefit of print advertisements is that they are usually shared with other individuals (Nelson, 2018) and kept in a house or an office for a longer period of time than digital advertisements. Moreover, MarketingSherpa (2017) found that consumers have more trust in print advertisements than in digital advertisements. This could be because advertisements in a newspaper or magazine add credibility to a product or service, while digital pop-up advertisements tend to reduce the credibility. Bruce (2017) points out that since print media is perceived as more trustworthy it has a greater influence on purchasing decisions. Although advertising through traditional media remains important, Clow

(2016:274) postulates that there is a shift towards advertising on social media, given the increase in the number of internet and social media users.

Social media refers to electronic, web-based communication platforms through which information is broadcasted to users (McMillan, 2011). Social networking sites are also web-based communication platforms with the advantage of allowing for two-way communication between their users (Boyd & Ellison, 2008:211). For this reason, social networking sites are mostly used to maintain personal or business relationships (McMillan, 2011). Social media advertising, which is a type of digital marketing, involves advertising on any social media or social networking site such as Facebook, YouTube, Instagram, Twitter, Pinterest and LinkedIn (Clow, 2016:218). Several of these platforms have characteristics of both social media and social networking sites. For example, Facebook users connect with one another by communicating through the site; however, businesses also use Facebook to broadcast information about their brand, product or service (McMillan, 2011).

Worldwide, social media has become one of the most powerful communication and marketing tools (Corbett, 2014). This is because social media users not only go online to socialise and have fun, but also to learn (Cabral, 2011:6; Smith & Chaffey, 2013:218) and gather information about products, services, and businesses (Devaney & Stein, 2018). As such, businesses have identified social media platforms and the different social networking sites as an opportunity to market their brands (Smith & Chaffey, 2013:64).

In July 2019, a staggering 81 percent of all internet users worldwide were active on social media (Kemp, 2019b). Statistics show that amongst the various social media platforms, the use of YouTube, Facebook, Instagram, Twitter, LinkedIn and Pinterest rank the highest in South Africa in 2019, with a total of 84 percent of social media users being active on YouTube (Kemp, 2019a) followed by 82 percent being active on Facebook (Kemp, 2019b). With 1 billion active users in 2018 (Southern, 2018), Instagram is currently the fastest growing social media site (Zoukelman, 2018). In 2019, Twitter had an advertising audience of 1.67 million South African users. Furthermore, 38 percent of social media users are active on LinkedIn and 37 percent on Pinterest (Kemp, 2019a). Irrespective of whether a business makes use of traditional advertising or social media advertising, the purpose of both advertising media is to attract customers and to build brand awareness (Alkeni, 2018). In addition, any advertising media should provide quality information, credibility, entertain consumers, offer consumer value and avoid consumer irritation (Ducoffe, 1995).

Customers' perception of a business can easily be influenced by the quality of the information presented in an advertisement (Kaasinen, 2003:74; Siau & Shen, 2003:93). Consequently, the information in an advertisement could influence the consumer purchasing process (Varshney,

2003). Therefore, it is important that the information provided in an advertisement is applicable, relevant and useful to consumers (Milne & Gordon, 1993; Siau & Shen, 2003:93). Various studies verified the importance of the quality of information in an advertisement. Several studies conducted on traditional media advertising and web advertising found that the informativeness of an advertisement strongly influences consumers' attitudes towards a product or service, as the consumer relies on these advertisements to receive important information about a product or service. (Ducoffe, 1995:6; Chowdhury *et al.*, 2006:37; Jung *et al.*, 2016:206; Papacharissi & Rubin, 2000:189). Furthermore, it was discovered that advertising provides regularly updated information about products (Pollay & Mittal, 1993:111; Van-Tien Dao *et al.*, 2014:286). In the study conducted by Freiden *et al.* (1998:218-219), it was reported that information about a product, service, or business makes a positive significant contribution towards the purchase decision of a consumer.

The increasing number of advertising platforms that communicate different marketing messages to consumers can be an obstacle for a marketer. This is because consumers receive several marketing messages daily and this can cause them irritation (Aydin, 2016:3). In studies conducted on web advertising, it was discovered that web advertisements can be perceived as disturbing (Taylor *et al.*, 2011:269), since it interrupts consumer activities on the web (Bevan-Dye 2013:162). A study on advertising on social networking sites and television found that irritation has a negative relationship with attitude towards advertising on these media (Logan *et al.*, 2012:175). Several other studies report that irritation could reduce the value of the advertisement and could result in a negative attitude towards the advertisement (Aydin, 2016:3; Luna & Royo Vela, 2013:114; Tsang *et al.*, 2004:75).

Mckenzie *et al.* (1989:61-62) and Van-Tien Dao *et al.* (2014:273) describe credibility as "the extent to which the consumer perceives claims made about the brand in the advertisement to be truthful and believable". Credibility can also be defined as "a consumer's perception of truthfulness and believability of advertising" (Brackett & Carr, 2001:24-25). The advertising media used by a business can influence the credibility of the advertisement (Ducoffe, 1995:7). In a study on print media advertising and internet advertising, it was found that advertisements on the internet are less credible than print advertisements (Yang, 2003:60). Therefore, it is not only the claims made in the advertisement that are important, but also the media that are being used to convey the claims. Bart *et al.* (2005:141-142) propose that by making use of a credible media platform, one could enhance the credibility of the information in the advertisement. As such, when the credibility for an advertisement is high, the consumer's attitude towards that advertisement is likely to be positive (Martín-Santana & Beerli-Palacio, 2013:158; Van-Tien Dao *et al.*, 2014:286).

Entertainment can be described as an activity that provides pleasure in consumers' leisure time. As soon as consumers' experience is pleasurable, they will feel the enjoyment of the activity

(Bates & Ferri, 2010:13; Vorderer *et al.*, 2004:389; Van-Tien Dao *et al.*, 2014:286). The enjoyment that consumers experience when they interact with an advertisement has a positive influence on the entertainment value of that advertisement (McQuail 2005:554; Wang & Sun, 2010:342). In previous studies, it was reported that when a consumer feels entertained, it can increase customer loyalty (Dickinger *et al.*, 2004:5; McQuail, 2005:293). According to Logan *et al.* (2012:175) and Jung *et al.* (2016:206), it is for this reason that entertainment serves as a basis for the perceived value of an advertisement. Findings of several studies indicate that the entertainment of digital advertisements has the strongest influence on consumers' attitudes towards these advertisements (Aydin & Karamehmet, 2017:530; Ducoffe, 1996:29-30; Tsang *et al.*, 2004:75).

Value refers to the actions, judgements and attitudes towards advertising and other aspects in life (Beatty *et al.*, 1985). Ducoffe (1995:7) defines advertising value as the consumer's subjective evaluation of the value of an advertisement. Advertising value can be used to measure the effectiveness of advertising and may serve as a guide to customer satisfaction regarding the communication about products or information about a business (Ducoffe, 1995:9, Jung *et al.*, 2016:206). The advertising value can be derived from the expectations created by the product or service offering and the experience associated with the purchase transaction (Houston & Gassenheimer, 1987:16). Ducoffe (1995:9) established that there are various factors that influence the value of advertisements; namely, the entertainment, informativeness and irritation of an advertisement.

The Generation Y market is a puzzle that marketers could not yet complete in terms of how to reach this market through advertising (Culclasure, 2016). Generation Y consumers are those individuals born between 1986 and 2005 (Markert, 2004:21-22), which, in 2019, puts them in an age range of 14 to 33 years. Generation Y grew up in a digital environment (Autry & Berge, 2011:461; Cabral, 2011:6), therefore they significantly influence the design of the internet and other technological tools like mobile devices (Nicholas *et al.*, 2011:29). According to Palfrey and Gasser (2008:3), an essential part of Generation Y consumers' lives is interacting and communicating on social media. Therefore, it is no surprise that 60 percent of the social media users in South Africa are between the ages of 18 to 34 years (Kemp, 2019a). This high proportion of Generation Y consumers can be attributed to them being born in the same era in which social media originated; as such, technology is an integral component of their lives (Bolton *et al.*, 2013).

These individuals also value the opinion of their friends or family members that are shared on social media and therefore, social media plays a key role in their decision-making (Powell, 2015). Jörg (2017) agrees that Generation Y consumers actively seek product or service information online before making purchase decisions. In contrast, Hagen (2017) found that the youth are more open to outdoor advertisements and traditional advertising, such as TV advertisements and

print advertisements, than to digital advertisements. Zikalala (2017) confirms that nearly half of the print media users are Generation Y consumers. Generation Y consumers are known to spend money easily, especially on products like clothing, electronic gadgets, dining, and events like sports or live music concerts (Elkins, 2017). The Generation Y consumers that are pursuing a higher education qualification are likely to have a higher future earning potential and disposable income and, as a result, are likely to spend more money in the future (Josephson, 2018; Jörg, 2017).

## **1.2 PROBLEM STATEMENT**

Facebook, YouTube, Instagram, Twitter, LinkedIn and Pinterest are among the highest ranked social media networking sites to consider for advertising (Kemp, 2019a; Qwerty, 2018). These platforms are already used by businesses to advertise and interact with their consumers (Langdon, 2018). Given Generation Y consumers' social media usage, the use of social media as an advertising tool is becoming particularly important for this target market. However, literature suggest that even though Generation Y consumers spend a lot of time on social media, they are receptive to print advertisements (Hagen, 2017) due to their associated credibility (Bruce, 2017); therefore, these consumers tend to pay more attention to print advertisements than to digital advertisements (BusinessTown, 2016). As such, in order to ensure advertising effectiveness, it is essential to determine South African Generation Y consumers' perceptions of social media advertising and print media advertising.

Various studies have been conducted to determine the value of advertising and consumers' attitude towards advertising. These studies focused on different advertising platforms; namely, World Wide Web (Ducoffe, 1996; Wilon & Korgaonkar, 2003), SMS (Aslam *et al.*, 2016; Zabadi *et al.*, 2012), mobile (Koo *et al.*, 2012) and traditional media such as radio, newspaper, magazine and television (Wilon & Korgaonkar, 2003). Although previous studies were also done on Facebook advertising in particular (Ferreira & Barbosa, 2017; Lukka & James, 2010), none of the studies focused on a comparison between social media and print media advertising based on the South African Generation Y students' perceptions. As such, this gap in the literature was addressed by this study and it focused on determining Generation Y students' perceived value of social media advertising and print media advertising.

## **1.3 OBJECTIVES OF THE STUDY**

The objectives that were formulated for the study are as follows.

### **1.3.1 Primary objective**

The primary objective of the study was to compare the perceived advertising value of print media and social media amongst Generation Y students.

### **1.3.2 Theoretical objectives**

The following theoretical objectives were formulated in order to achieve the primary objective:

- Conduct a literature review on marketing and advertising as part of marketing communication.
- Review the literature on the history of advertising and the advertising landscape in South Africa.
- Outline the various advertising decisions.
- Outline the different advertising media.
- Review the literature on print media.
- Review the literature on social media.
- Conduct a literature review on Generation Y and the characteristics of its members.
- Gain an understanding of the value of advertisements and the factors that influence that value; namely, informativeness, entertainment, irritation and credibility.

### **1.3.3 Empirical objectives**

The following empirical objectives were formulated in accordance with the primary objective:

- Determine Generation Y students' print media and social media usage and advertising awareness.
- Determine Generation Y students' perceptions of the informativeness of print/social media advertisements.
- Determine Generation Y students' perceived entertainment value of print/social media advertisements.
- Determine Generation Y students' perceived irritation with print/social media advertisements.
- Determine Generation Y students' perceived credibility of print/social media advertisements.
- Determine Generation Y students' perceived value of print/social media advertisements.
- Determine the influence of informativeness, entertainment, irritation and credibility on Generation Y students' perceived value of print/social media advertisements.
- Determine whether Generation Y students differ in their perceived value, informativeness, entertainment, irritation and credibility of print/social media advertisements.

## **1.4 HYPOTHESES**

The following three hypotheses were formulated:

- H<sub>o</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of print advertisements.
- H<sub>a</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of print advertisements.
- H<sub>o</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of social media advertisements.
- H<sub>a</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of social media advertisements.
- H<sub>o</sub>3: There is no significant difference between Generation Y students' perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.
- H<sub>a</sub>3: There is a significant difference between Generation Y students' perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

The study comprises a literature review and an empirical study. A quantitative research approach was undertaken for the empirical part of the study. The study followed a descriptive research design by using a single cross-sectional design.

### **1.5.1 Literature review**

The literature review was conducted by making use of secondary data sources that included relevant textbooks, journal articles, newspaper articles, the internet and online academic databases including Google Scholar and Emerald Insight.

### **1.5.2 Empirical study**

The following methodology dimensions formed part of the empirical section of the study.

#### **1.5.2.1 Target population**

The target population included both female and male Generation Y individuals. The individuals were full-time undergraduate students registered at South African, higher education institutions

(HEIs) located in the Gauteng province. These individuals were between the ages of 18 and 24 years.

- Element: Generation Y full-time undergraduate students aged between 18 and 24 years
- Sampling Unit: South African public HEIs
- Extent: Gauteng, South Africa
- Time: 2019

#### **1.5.2.2 Sampling frame**

The sampling frame consisted of the 26 public registered HEIs in South Africa (Universities South Africa, 2017). A non-probability judgment sample of two HEIs situated in Gauteng was selected. Of these, one was a traditional university and the other a university of technology. The Gauteng province was selected as it is South Africa's most populated province (Statistics South Africa, 2018).

#### **1.5.2.3 Sample method**

A single cross-sectional non-probability convenience sampling technique was used to select the participants for this study. After permission from the participating HEIs was obtained, a total of 500 students, 250 from each campus, formed part of the study.

#### **1.5.2.4 Sample size**

A sample size of 500 full-time undergraduate Generation Y students was selected. This sample size was in line with similar studies such as Bevan-Dye (2013) (sample size of 400), Koo *et al.* (2012) (sample size of 430), Aydin (2016) (sample size of 500) and Brackette and Carr (2001) (Sample size 500).

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

A self-administered, structured questionnaire was used to gather data on Generation Y students' perceptions of the informativeness, entertainment, credibility, irritation and value of print/social media advertisements. The participating students were requested to complete a questionnaire that consisted of four sections.

Section A of the questionnaire collected the students' demographic information. Sections B and C gathered information on the students' social media and print media usage and advertising awareness. In Section D, the students' perceptions of social and print media as advertising platforms were measured. This section comprised five constructs: entertainment (five items), informativeness (seven items), irritation (five items) and value (three items) which were adopted from a scale developed by Ducoffe (1995:4) and credibility (three items) which was adopted from a scale developed by Brackett and Carr (2001:24). The students' perceptions were recorded on

a six-point Likert-type scale which ranged from (1) strongly disagree to (6) strongly agree. In addition, the questionnaire included a cover letter explaining the purpose of the study.

Prior to distributing the questionnaires to Generation Y students registered at the two HEIs, the questionnaire was debriefed by three experienced researchers and three administrative staff members, followed by a pilot test on 60 students that were not included in the sample of the main study. The pilot test was completed to ensure the reliability of the scale used. The data were analysed and considered for the final questionnaire.

The self-administered questionnaire was distributed by making use of the mall-intercept method. The students were approached by fieldworkers at the respective campuses and asked to complete the questionnaire.

### **1.5.3 Statistical analysis**

The collected data were analysed using Microsoft Excel and the Statistical Package of Social Sciences (IBM SPSS), Version 26. The statistical methods that were used included:

- Frequency analysis
- Factor analysis
- Reliability and construct validity analysis
- Descriptive statistical analysis
- Correlation analysis
- Collinearity diagnostics
- Regression analysis
- Paired samples t-test

### **1.6 ETHICAL CONSIDERATION**

The study followed the ethical standards of academic research. The confidentiality of the participants and their information was ensured. The participants were asked to participate in the research on a voluntary basis and no participant was forced to take part. Any participant was free to withdraw from the research process at any time. The required permission was obtained from the participating institutions to distribute the questionnaires.

The North-West University's research ethics committee assessed the measuring instrument and the outline of the research methodology of the study. This assessment ensured that the target population and sampling frame of interest to this study excluded any respondent that were classified as vulnerable. Furthermore, the assessment confirmed that the measuring instrument used in this study did not request any sensitive information. This study received the following ethical clearance number: **NWU-0095-19-A4**.

## **1.7 CHAPTER CLASSIFICATION**

Chapter 2 included a literature review on marketing and advertising as an integral part of marketing communication. A comprehensive definition of advertising was provided. The history of advertising as well as the advertising landscape in South Africa was also outlined in this chapter. A discussion on the different advertising media with specific focus on social media and print media was included. In addition, this chapter provided insight on the informativeness, irritation, entertainment, credibility and value of advertisements. The Generation Y cohort was also described in this chapter.

In Chapter 3 the research paradigm, research approach and design, sampling strategy, namely, the target population, sampling frame, sample method and size of this study were discussed. A discussion on the data collection method, pre-testing of the questionnaire and administration of the questionnaire were also included. Furthermore, the data analysis and statistical techniques were discussed.

Chapter 4 focused on the research methods for the empirical section of the study, as well as the sample procedures and data collection methods. The data analysis, interpretation and evaluation were also provided in this chapter.

Chapter 5 presented a conclusion on the study as well as recommendations. In addition, Chapter 5 provided the limitations of the study and suggestions for future research.

## **1.8 SYNOPSIS OF CHAPTER**

Social media as an advertising platform is of particular interest to businesses and marketers that target the Generation Y consumer market, as these individuals grew up in the era of social media and the internet. However, literature proves that print advertisements are still popular amongst some consumers and are often perceived as more trustworthy. As such, this study aimed to compare Generation Y students' perceptions of print and social media advertisements. The results will guide businesses and marketers to adjust their marketing strategies in order to target this consumer group more effectively.

In this chapter an introduction and background was provided about this study. A literature review was conducted for Chapter 2 which comprises the theory about marketing, marketing communication mix tools, advertising and advertising decisions. In the following chapter, a history of advertising will be provided. In addition, an explanation which details social media and print media will be conveyed. Furthermore, a discussion on the South African landscape of advertising and Generation Y will be given. Lastly, the determinants of advertising value will also be discussed.

## **CHAPTER 2**

### **ADVERTISING**

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#### **2.1 INTRODUCTION**

In a highly competitive marketplace, marketing is essential for business success. Marketing is an effective communication tool used to inform and engage with customers. In addition, marketing assists the growth of businesses through promoting sales (Gross, 2016). As such, the marketing communication mix plays an important role in communicating with customers. Advertising is one of the most popular marketing communication mix tools (Kotler & Armstrong, 2018:28). Statistics show that advertising expenditure is expected to reach 41.5 billion South African rand in 2022 (Statista, 2019). This advertising expenditure is allocated to various advertising media, from traditional media such as print advertisements to social media.

Print advertisements remain an effective advertising media due to its efficiency in communicating complex information (Becker, 2015), as well as the trustworthiness associated with this media (Bruce, 2017). One of South Africa's largest media owners, Media 24, has a newspaper readership of 7.7 million people and more than 8.7 million people read their range of magazines (Alexander, 2018). Although advertising through traditional media remains important, Clow (2016:274) postulates that there is a shift towards advertising on social media. This shift may be attributed to the increase in the number of internet and social media users. Therefore, businesses identified the opportunity to communicate with consumers on these platforms. In July 2019, a staggering 81 percent of all internet users worldwide were active on social media (Kemp, 2019b) and this figure is expected to grow in the future (Ortiz-Ospina, 2019). Given the role that advertising media play in the success of an advertising campaign, it is essential to keep in mind the intended target audience and to understand the factors that influence the value of an advertisement in order to select the most appropriate advertising media.

In accordance with the theoretical objectives outlined in Chapter 1, this chapter provides a discussion on advertising in general, as well as on print and social networks as advertising media. Section 2.2 provides an overview of marketing and the marketing communication mix. Section 2.3 explains the role, benefits and limitations of advertising; while Section 2.4 outlines the history of advertising. The various advertising decisions are explained in Section 2.5 and Section 2.6 includes a discussion on the different advertising media. Section 2.7 provides a discussion of the advertising landscape in South Africa and it is followed by a description of the target market for this study (Generation Y) in Section 2.8. The value and effects of advertising are addressed in Section 2.9, which leads to Section 2.10 where a proposed model of the factors that influence print media and social media advertising is provided.

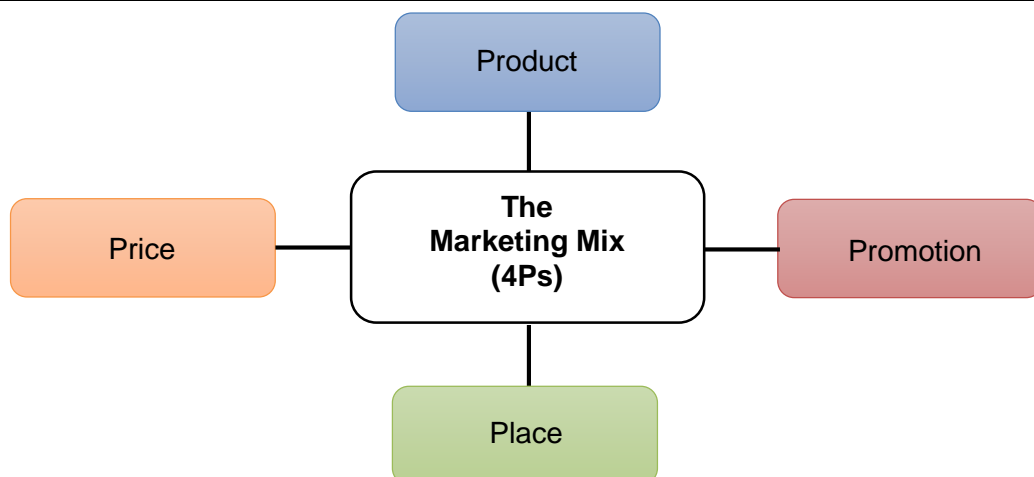
## 2.2 MARKETING

Advertising is a key component of marketing strategy which, in turn, is a subtopic of marketing. In order to gain a better understanding of advertising, which is the main focus of this study, it is necessary to begin with an explanation of marketing.

### 2.2.1 Marketing defined

The term marketing is often misunderstood or misinterpreted. Marketing does not only refer to a department in a business, but also to the interaction between businesses and their customers (Kotler & Armstrong, 2018:29). Moreover, sales or advertising is not only a synonym for marketing but form part of marketing (Lamb *et al.*, 2012:3). Kotler and Armstrong (2018:34) define marketing as a philosophy in which organisational goals can be achieved by understanding the needs and wants of customers and subsequently, satisfying those needs and wants by creating and building customer value and relationships. Furthermore, Lamb *et al.* (2012:3) define marketing as the activity, process and communication to deliver value and products to the consumer.

Marketing encompasses philosophy, attitude, perspective and a management orientation (Lamb *et al.*, 2012:5; Cant & van Heerden, 2017:4). As such, marketing focuses on customer satisfaction and the development of customer and stakeholder relationships. In order to satisfy a customer, the business has to ensure that it creates, communicates and delivers value to the customer through the goods and services it provides (Bennet, 2010:3; Cant & van Heerden, 2017:4). Therefore, a certain set of activities should be implemented (Lamb *et al.*, 2012:5). These activities are known as the marketing mix and they comprise a combination of specific elements used to achieve a business's objectives. These elements are often referred to as the 4Ps: product, price, place, and promotion also known as marketing communication (Cant & van Heerden, 2017:4; Luenendonk, 2014). While the literature also refers to the 7Ps of the services marketing mix, this study focusses on the traditional elements of the marketing mix, namely the 4Ps. Figure 2-1 presents the marketing mix.



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Figure 2-1: Marketing mix (4Ps) (Cohen, H., 2019)

The product includes all the features of the physical product as well as the brand, packaging and guarantee. The aim of a product is to fulfil the needs and wants of a consumer, therefore it is important to create a product that is needed by consumers (Twin, 2019). The price refers to the value or amount of money that a consumer needs to offer in exchange for the product or service. Since the price of a product will influence a consumer's purchase intention, the price of products should be determined carefully (Cant & van Heerden, 2017:4). In the marketing mix, the place relates to the distribution channels used to make the product or service available to consumers; this is of utmost importance because consumers are only able to purchase a product or service if they can access it (Strydom, 2014:5). The promotion element of marketing relates to informing consumers about the product or service through marketing communication. It is therefore essential to choose the correct marketing communication mix tool (Kotler & Armstrong, 2018:53).

The core aim of the marketing mix is to offer the right products or services at the right place and price (Strydom, 2014:2), in order to satisfy consumers' wants and needs (Cant & van Heerden, 2014:4). In addition, businesses are required to implement strategies to connect, communicate with, and help customers to understand the product offerings and services (Ernest-Jones, 2019). These strategies are important as businesses will benefit from creating awareness among consumers about products or services that meet their wants and needs.

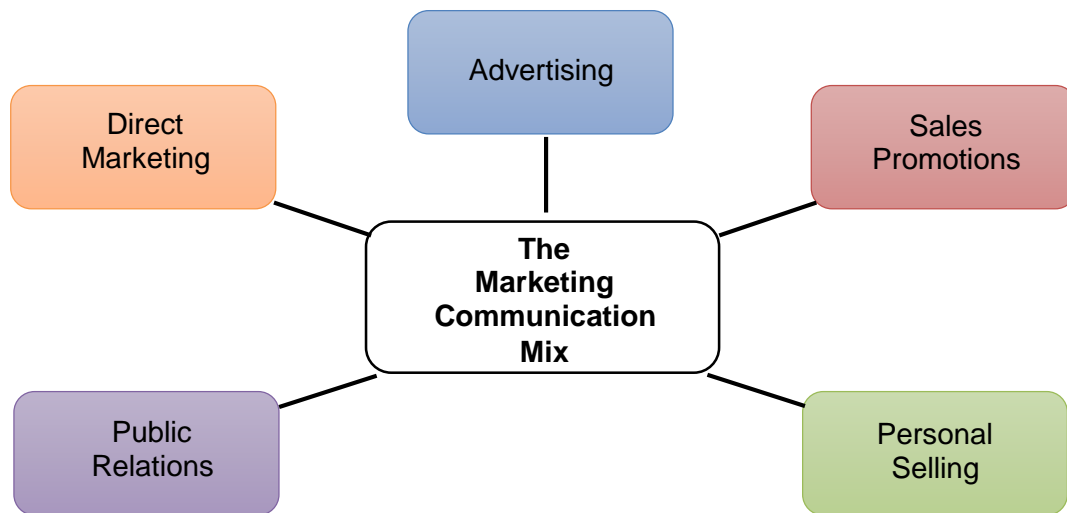
### **2.2.2 Marketing communication defined**

A priority for any business is the communication with existing and potential customers about available products and services to create product awareness (Potluri, 2008:60). Marketing communication is defined as communication with a target audience through various media with the intention to inform, persuade and remind consumers about a product or service (Bhasin, 2018a).

The first aim of marketing communication is to inform a customer about a product or service in order to enable the development of new consumer needs or make consumers aware of new products or services that are available on the market. As such, marketing communication is used to inform consumer about price changes, availability, and how the product works (Lamb *et al.*, 2015:396-397). The next aim of marketing communication is twofold: to persuade a consumer to such an extent that they perceive the business as their preferred brand and to influence a consumer to purchase a product or service immediately (Bhasin, 2018a). The last aim of marketing communication is to remind consumers about the business, product or service to ensure that consumers remain aware of the business and its product or service offerings (Lamb *et al.*, 2015:398). These aims can be accomplished by making use of the marketing communication mix tools.

### 2.2.3 Classification of marketing communication mix

The marketing communication mix tools assists marketers to achieve marketing objectives. Each of these tools has its strengths and weaknesses which make it suitable for certain situations, target markets and industries (Ingram, 2017). According to Kotler and Armstrong (2018:439), the marketing communication mix consists of five tools: personal selling, sales promotions, direct marketing, public relations and advertising; as illustrated in Figure 2-2.



**Figure 2-2: Marketing communication mix (Kotler & Armstrong, 2018:427)**

Personal selling is when a salesperson and prospective customer communicate face-to-face, where the aim of the salesperson is to influence the prospective customer to purchase a product or service (Lamb *et al.*, 2015:390). As such, personal selling starts with approaching a small number of customers (Cant & van Heerden, 2017:365). According to Koekemoer and Bird (2004:13), personal selling offers the opportunity to approach each customer in a unique way to gain a better understanding of the customer's unique needs. That is, a one-on-one encounter that will result in direct and immediate feedback. While this marketing communication tool is effective for selling complex or technical products, it remains an expensive marketing communication tool.

Sales promotions include various activities and materials used to spike the demand for a particular product or service. Some of the sales promotion tools include free samples, contests, premiums, tradeshows, giveaways and incentives (Lamb *et al.*, 2015:264). A free sample is given to consumers as a way for them to try out a particular product on a risk-free basis, and to determine if they have a want or need for that specific product. Contests are competitions run by a business in which consumers compete to win a prize. A premium is described as an additional item offered to consumers when purchasing other products (Koekemoer, 2014a:6). Tradeshows refer to exhibitions where businesses promote themselves and giveaways refer to when a business gives a product or service to a random consumer free of charge (Kotler & Armstrong, 2018:439). Lastly, an incentive refers to coupons or trade-offs that are offered to customers (Lamb *et al.*, 2012:264)

and are typically valid for a limited time period to encourage consumers to purchase the product or service. Sales promotions not only convince consumers to purchase the product, they can also persuade channel members to stock and sell a specific product or brand (Botha et al., 2004:154).

Direct marketing involves communicating a message to a target audience through various media such as, door-to-door, telephone, radio, television, mail or the internet. One of the main objectives of direct marketing is to build and maintain consumer-business relationships (Clow, 2016:340-341). As such, a direct connection is formed to obtain an immediate response and to build a lasting customer relationship (Kotler & Armstrong, 2018:440). Direct marketing also allows a business to reach a selective target market (van Rensburg & De Meyer 2007:107). According to Cant and van Heerden (2017:365), direct marketing is a tool that enables the marketer to measure the effectiveness of promotions with reasonable accuracy.

Public relations are the efforts made to build sustainable relationships through positive publicity and to obtain a favourable corporate image (Cant & van Heerden, 2017:365). In addition, Kotler and Armstrong (2018:439) indicate that public relations involve dealing with negative publicity such as rumours. When the public relations function is well-executed, negative publicity can be changed into positive publicity. Furthermore, public relations serve as a tool to educate customers about a product or service and the goals of the business, to sustain the sales force and to create brand awareness (Lamb *et al.* 2015:388). There are several public relations techniques that can be used, namely speeches, events, social media and audio (Kotler & Armstrong, 2018:472).

Advertising includes any visual or verbal message that can be delivered through a variety of different advertising media including print, television, radio, cinema, outdoor and digital media (Cant & van Heerden, 2017:365). Advertising is considered the central and most popular element of the marketing communication mix (Bhasin, 2019; Kotler & Keller, 2012:512). Given its importance, advertising was chosen as a focal point for this study. As such, in the next section, an in-depth discussion on advertising will follow.

## **2.3 ADVERTISING**

According to Du Plessis *et al.* (2010:39), advertising is traditionally the most recognisable form of marketing communication due to its visibility. Global advertising revenue has been growing by more than 5.5 percent each year, since 2010 (Odell, 2018). The increase in advertising over the years is partially due to cyclical events, such as the FIFA World Cup and the Olympics (Magna, 2018).

### **2.3.1 Defining advertising**

Advertising is any form of non-personal communication, such as magazines, newspapers, television advertisements or radio broadcasts, that is paid for by a business or sponsor for the

purpose of promoting a product, service or idea (Belch & Belch, 2015:17; Kotler & Armstrong, 2018: 439; Lamb *et al.*, 2015:263). Advertising through non-personal communication involves mass media, where the advertising message reaches a large target audience all at once (Hirst, 2018). An advertisement represents the voice of a product, service or idea and conveys a specific message that is communicated by the business. Advertising campaigns include a sequence of advertisements created around a specific theme about a brand, product or service (Koekemoer, 2014b:123).

### **2.3.2 Role of advertising**

The role of advertising is to communicate the value of a product or service to a specific target audience (Koekemoer, 2014b:133). Advertising is the most cost-effective method, given its usefulness in reaching a large customer base. In addition, advertising is effective in introducing or building a business's reputation and brand, providing information, influencing customers' perceptions, differentiating products or services from those of competitors and building brand loyalty (Belch & Belch, 2015:19). According to Semenik *et al.* (2012:28), advertising also assists with segmentation, differentiation and positioning, as the message of the advertisement is delivered to a specific target audience.

### **2.3.3 Benefits of advertising**

A single advertisement can reach and inform a great number of consumers (Chowdhury, 2011). This benefit is of great value to a business, given that market and consumer preferences change regularly, which means that new products are developed or new target markets are formed, continually (Hobbs, 2016). Advertising can be used to reach and inform these new markets as well as existing consumers about new product developments (Mansoor, 2019). Furthermore, existing consumers are reminded to make repeat purchases (Hessinger, 2018). As a result, the sales and profits of a business will increase (Amjed, 2018). Moreover, the increase in sales could lead to a lower selling price due to economies of scale, which could increase a business' competitiveness (Chowdhury, 2011).

Since advertisements provide information (Hobbs, 2016) that educate consumers about products and services, consumers are in a position to make informed purchase decisions (Amjed, 2018). Furthermore, advertising saves consumers time as they do not have to search for information, as it is readily available (Mansoor, 2019). In addition, advertising can be used to communicate information regarding other marketing communication tools such as promotions or special offers (Hessinger, 2018). By advertising a brand continuously, brand awareness is created, which can lead to brand loyalty (Hobbs, 2016). Moreover, when advertising is used to inform consumers of new innovations, it helps a business to build customer relationships, which could also lead to increased brand loyalty among consumers (Chowdhury, 2011). Although there are various benefits of advertising, there are several limitations that marketers should also consider.

### **2.3.4 Limitations of advertising**

Owing to the large variety of advertising media available, consumers can easily get distracted or irritated with advertisements (Olenski, 2011). Notwithstanding the number of advertising platforms available, many brands and businesses that are in the same kind of market are known to compete for recognition, which results in a bombardment of advertisements to the consumers (Suggett, 2019a). As there are so many advertisements aimed at consumers, it is easy for some of those advertisements to go unseen, which results in consumers being uninformed about new products or services (Chowdhury, 2011). Advertisements could easily be unclear or confusing if they are not composed with care. This is because the content provided in an advertisement is inherently limited (Amjed, 2018). Furthermore, advertisers want to present a business, product or service in the best possible way but it often leads to misrepresentation of a brand if this is not well-executed (Ashely, 2017); that is, dramatised advertisements that falsely represent a product or service. The false representation of a business, product or service creates certain perceptions, feelings and unrealistic expectations amongst consumers (Ashely, 2017). That is, consumers expect certain product functionalities after reading or seeing an advertisement but their experience of those in reality is subpar. As such, false advertising can negatively affect a business, especially in terms of revenue, as consumers search for better products or services and switch to different brands (Chowdhury, 2011). According to Ashely (2017), advertising is also criticised for being perceived as manipulative, as it persuades consumers to spend money on products and services which they may not have budgeted for.

This section defined advertising and explained the role, benefits and limitations of advertising. The following section provides an outline of the history of advertising.

## **2.4 ADVERTISING HISTORY**

Advertising can be traced back in history to the 1600s, when Romans painted on walls and Phoenicians painted on rocks to promote fights or parade routes (Kotler & Armstrong, 2018:452). The first paid newspaper advertisement debuted in the 1700s (Lodge, 2011): a single sheet of paper, known as broadsheet, was distributed with news and advertisements. In the 1730s, another print media, the magazine, was released. It was called The Gentleman's magazine (McGinley, 2017).

As technology improved, so did advertising campaigns. With the development of radio and televisions in the 1900s, advertisements were also displayed on these platforms (Bhattacharyya, 2018). Broadcast media was introduced when the first radio commercial was broadcasted in the 1920s (Taylor, 2018). Radio was used to transfer messages to families about family fighting in World War II, due to the messages being communicated much faster compared to newspaper. Nevertheless, newspapers were still used for communicating other news and advertisements (Montenegro, 2017). When television was introduced in the 1950s, radio and newspaper faced

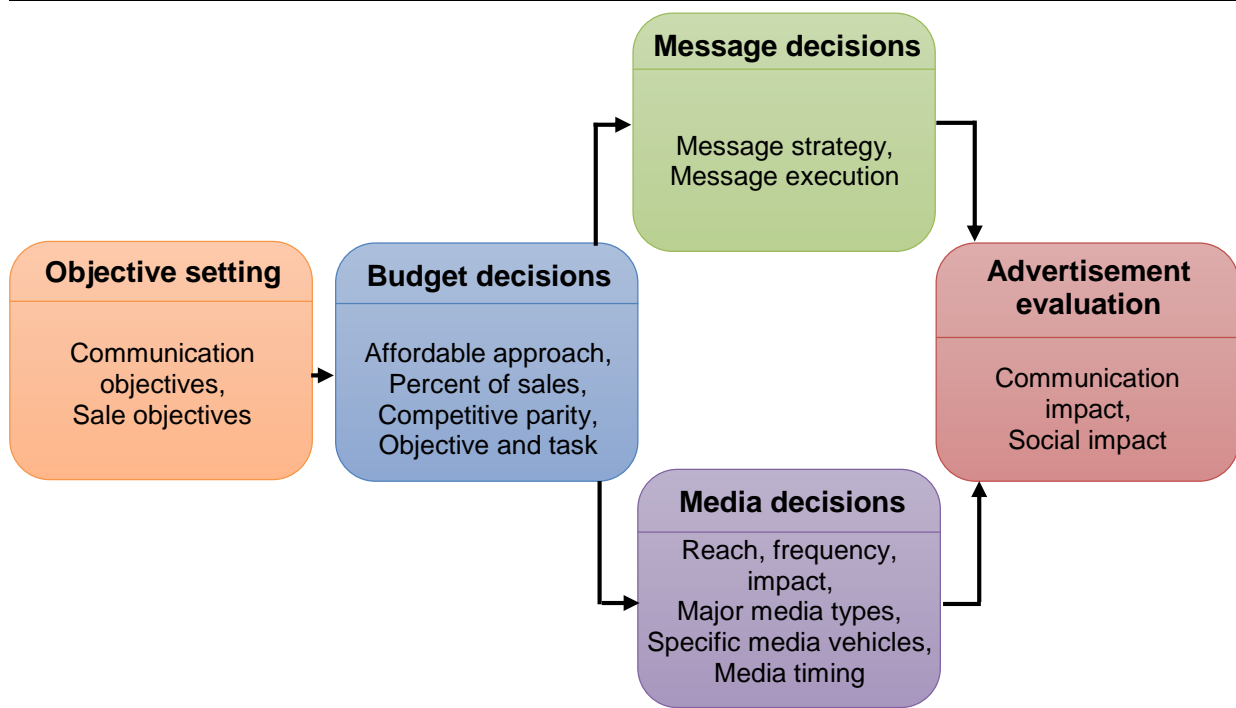
stringent competition in the media sector (Bhattacharyya, 2018). This was because television could present visuals and sound simultaneously (Quick, 2019). The first televised advertising campaign was launched in 1952. The introduction of the first colour television in the 1960s made it even easier to capture the attention of viewers with advertisements (Bhattacharyya, 2018). Thereafter, scientists started experimenting with electronic signals to display pictures on other electronic devices (Quick, 2019).

At the end of the twentieth century the internet was invented. Chat space and electronic publications provided new platforms to transmit advertising messages (Bhattacharyya, 2018). The first digital advertisement was displayed in 1994 as a web banner (Gil, 2019a). Over the years, web advertising improved significantly as pop-up advertisements were created (Bhattacharyya, 2018). The social media platform, Facebook, surfaced in 2004; though the first advertisement on Facebook was only posted in 2006 (Gil, 2019a). Following Facebook, the first advertisements were placed on YouTube and Twitter in 2007 and 2010, respectively (Sweney, 2007). With the launch of the smartphone in 2007, advertising possibilities advanced to such a level that applications were created which allowed users access to information at any time or place (Rouse, 2018). As a result, social media sites have all created an application for smartphones that allows users to have access to these sites, literally at the tip of their fingers. Ever since, social media advertising increased in popularity and became a significant competitor for traditional advertising media like newspapers, radio and television (Gil, 2019a).

Owing to technological advancements, marketers have a number of platforms at their disposal to place an advertisement. As part of choosing the most effective platform to communicate with customers, a marketer has a few other advertising decisions to make. These decisions are discussed in the following section.

## **2.5 ADVERTISING DECISIONS**

When planning and developing an advertising campaign, various decisions should be made. These decisions are depicted in Figure 2-3.



**Figure 2-3: Advertising decisions (Kotler & Armstrong, 2018:453)**

It is essential for a business to determine advertising objectives, set an advertising budget, develop advertising strategies and evaluate the advertisement. In the following subsections, these advertising decisions are explained.

### 2.5.1 Advertising objective settings

Advertising is classified into two main types namely, institutional and product advertising (Lamb *et al.*, 2012:276-277). The goals of these two types of advertising differ in that institutional advertising is used to improve the image of a business, whereas product advertising is used to inform customers about the uses, features and benefits of a product or service (Hult *et al.*, 2014:562-563). Once the type of advertising that a business wants to use has been established, Kotler and Armstrong (2018:455) advise that specific advertising objectives should be set. Generally, the SMART criteria are used to set objectives; those are, to ensure that the objectives are specific, measurable, attainable, realistic and time-bound. However, Shimp (2007:162-163) suggests that for advertising objectives, one specific criterion should be used: each objective should be precise, measurable, realistic, internally consistent, clear, specify the amount of change and all in writing.

Similar to the marketing objectives, the three most common advertising objectives include informational, attitudinal and reminding objectives. Informational objectives aim to create awareness about a business and a new product or service (Koekemoer, 2014b:141). In addition, this objective provides knowledge about new uses, price changes and how the product functions (Lamb *et al.*, 2015:397). The goal of an attitudinal objective, also known as the persuading

objective, is to create brand attitudes and preferences towards a brand and, ultimately, to create loyalty (Koekemoer, 2014:141b; Lamb *et al.*, 2015:397). The purpose of reminding objectives is to remind the customers about a business, product or service and to encourage repeat purchases from these customers (Kotler & Armstrong, 2018:454).

Subsequent to the formulation of advertising objectives, it is important to decide on an advertising budget.

## **2.5.2 Advertising budget decisions**

In any business, budgets are set for each department (Shacklett, 2016). The marketing budget is allocated to the various marketing activities which means that only a percentage of this budget will be assigned to the different marketing communication elements, such as advertising (Todorova, 2015:370). The percentage or amount that is allocated to each element is indicative of the importance of the particular element to the business (Koekemoer, 2014:193b; Todorova, 2015:370). Koekemoer (2014b:193) advises that when deciding on an advertising budget, marketers should consider the advertising objectives, market share objectives, economies of scale, competitive advertising market potential, finance availability and advertising strategy.

The two main budgeting approaches that marketers can follow are the top-down approach or the bottom-up approach (Braun, 2017). In the top-down approach, there is a predetermined budget where management determines the figures and spending limits by making use of methods such as the affordability method, arbitrary allocation, percentage-of-sales, competitive parity and return on investment (Koekemoer, 2014a:90). The affordable method refers to when the same amount is allocated as the previous year or when the remaining amount, after all the other departments received their portion of the budget, is directed towards advertising (Jobber, 2010:473). Arbitrary allocation is based on the subjective estimate of what is needed for advertising (Braun, 2017). The percentage-of-sale is the most commonly used method. This method makes use of a percentage of past sales or predicted sales, or involves multiplying the sales by the units sold (Jobber, 2010:473; Koekemoer, 2014b:197). Competitive parity focuses on the competitors' percentage-of-sales, while the return on investment method views advertising as an investment and a tool to increase sales (Lim, 2019). Budgets are set much faster using the top-down approach, as lower-level employees are not involved in the process (Braun, 2017).

The bottom-up approach is an interactive process that requires the objectives and strategies of advertising to be set first and the budget is determined accordingly (Koekemoer, 2014b:197). The budgets are determined by using the objective-and-task method, pay-out planning method or quantitative models (Koekemoer, 2014a:94). The objective-and-task method focuses on the role that advertising is going to play for a business and then a budget is set accordingly (Machado & Cassim, 2002:230). The pay-out planning method refers to when new products will receive

approximately double the budget than those of an existing product (Koekemoer, 2014a:94). Lastly, quantitative models rely on statistical techniques to determine the contribution towards advertising (Koekemoer, 2014b:197). Contrary to the top-down approach, the bottom-up approach allows employees to be more informed and have a better understanding of the business' budget (Braun, 2017).

Once the advertising objectives are developed and an advertising budget has been allocated, the next step is to design an advertising strategy that will achieve the defined objectives and can be successfully executed within the given budget.

### **2.5.3 Advertising strategies**

An advertising strategy is a plan used to create advertisements or advertising campaigns which will persuade consumers to purchase a specific product or service (Patrick, 2014). Advertising strategies are designed while keeping the advertising objectives in mind. During the development of advertising strategies, marketers need to decide on two key elements: what the advertising message will be and which advertising media will be selected to convey the advertising message (Kotler & Armstrong, 2018:454).

#### **2.5.3.1 Advertising message decisions**

The advertising message refers to the statement made in the advertisement that is being communicated to the target audience (Bhasin, 2018b). Prior to the development of the advertising message, the marketer needs to determine the purpose of the advertisement or the general message (McKenna, 2019). Since the purpose of an advertisement in general is to encourage the customer to take action such as using or buying a product or service (Du Plessis *et al.*, 2010:37), it is essential that the advertising message is structured in a way that increases the probability of the customer purchasing the product or service (Koekemoer & Bird, 2004:66).

Lamb *et al.* (2012:287) highlight that, owing to the advertising environment being cluttered and advertisements being costly, it is imperative that the advertising message captures the customers' attention and communicates with them. Solomon and Rabolt (2009:339) advise that less written information and more visuals should be provided, as this will allow consumers to experience the brand. Kotler and Armstrong (2018:458) suggest that marketers need to provide good content advertisements to increase the likelihood of the advertisement being noticed by the audience. Furthermore, the advertisement should be believable (Kotler & Armstrong, 2018:454) and as distinctive as the business itself (Buil *et al.*, 2013:119; Törn & Dahlén 2008:234). As soon as the message strategy has been established, a memorable idea of the product needs to be created (McKenna, 2019), which involves the selection and implementation of the most appropriate advertising appeal (Clow, 2016:179).

Different advertising appeals can be used to communicate a message and capture the attention of consumers (Kotler & Armstrong, 2018:455). According to Clow (2016:180) there are seven advertising appeals: fear, humour, sex, music, rationality, emotions and scarcity. When the fear appeal is used, the focus is on the consequences of a particular deed, whereas humour involves using a joke. With the sex appeal, nudity or other sexual approaches are used to grab the attention of the consumer, while a music appeal involves using musical features. A rationality appeal refers to when the hierarchy of effects model and message strategies are used. The hierarchy of effects model and message strategies comprise several factors: awareness, knowledge, liking, preference, conviction and purchase. The emotional appeal is used to evoke emotions to satisfy the emotional desire of consumers (Grewal & Levy, 2008:496-497). The scarcity appeal is used to highlight that a limited number of products are available.

Once an advertising appeal has been chosen, the message should be executed using a style that relates to the chosen advertising appeal (Clow, 2016:189). The message execution can be presented in different styles, such as slice of life, lifestyle, fantasy, mood or image, musical, personality symbol, technical expertise, scientific evidence and testimonial evidence or endorsement (Lamb *et al.*, 2012:281). Slice of life refers to typical people using a product or service in a normal setting, whereas lifestyle presents a product in an exclusive lifestyle. The fantasy style creates a fantasy around a product (Clow, 2016:192), while a mood or image can be created around a product or service. An advertisement can also be designed as a musical, by means of a song about the product or service. The personality symbol refers to when an individual with similar characteristics to the product or service is used in the advertisement (Kotler & Armstrong, 2018:454). When businesses present the way a product is produced, the technical expertise style is used. The scientific evidence style is used when a survey or scientific evidence is presented to demonstrate that one brand is better than its competitors (Lamb *et al.*, 2012:281). The last style is to present testimonial evidence or endorsements that highlight the features of a product using a source or endorsement (Kotler & Armstrong, 2018:454).

In this section the advertising message and the importance thereof was explained. The next step is to identify the advertising media that will be used to present the advertisement.

### **2.5.3.2 Advertising media decisions**

The advertising media is the platform on which the advertising message will be displayed (Du Plessis, 2010:118). As with the advertising message, the advertising media significantly influences the success of an advertisement (Kotler & Armstrong, 2018:464). The first step in selecting an advertising media is to determine the frequency, reach and impact of the available media. The frequency refers to the amount of times an average person could be exposed to the advertising campaign (Lamb *et al.*, 2012:288), while the reach refers to the percentage of consumers that will be exposed to the advertising campaign (Du Plessis, 2010:370). Lastly, the

impact should be determined, which refers to the qualitative value of the advertising campaign (Kotler & Armstrong, 2018:456).

The second step in the selection process is to choose the main advertising media. Cant and van Heerden (2017:370) classify advertising media into two major categories namely, traditional media (above-the-line media) and digital media (below-the-line media). Traditional media include broadcast, out-of-home, and print media (Cant & van Heerden, 2017:370; Koekemoer & Bird, 2004:196), while digital media include the internet, mobile media, e-mail, and social media (Du Plessis, 2010:370). The selection of an advertising media can be influenced by the cost of the media and the proposed time period in which the advertisement should be released (Kotler & Armstrong, 2018:456). Nti-yeboah (2011) advises that it is essential to keep the target market in mind when deciding on the advertising media, as certain generations prefer certain media.

After deciding on a main advertising media, the third step is to choose a specific media vehicle or channel over which to deliver the advertising message. Examples of traditional media vehicles include the different television channels, radio stations, as well as the different newspapers and magazines that are sold (Cant & van Heerden, 2017:370; Kotler & Armstrong, 2018:465). For digital media, media vehicles include websites, SMS or other messaging; and all the social media platforms such as, Facebook, Instagram, Twitter, YouTube, Pinterest and LinkedIn (Du Plessis, 2010:370; Koekemoer & Bird, 2004: 196). The selection of the most appropriate advertising vehicle is important for the success of an advertisement (Kotler & Armstrong, 2018:467). Given the topic of this study, the different types of advertising media and vehicles will be discussed in detail in Section 2.6.

The final step is to decide on the timing of the advertisement. The timing involves setting up a schedule that indicates how the advertisement will be released over a period of a year (Kotler & Armstrong, 2018:466). Advertisements can be presented in a continuity pattern, which means that they are evenly spread across the time period (Lamb *et al.*, 2012:288); or in a pulsing pattern, which refers to sporadic bursts of advertisements at irregular time intervals (Du Plessis, 2010:370). Together with the advertising media and channel, the timing of an advertisement plays an important role in the success of the advertising campaign.

#### **2.5.4 Evaluation of advertising**

Once an advertisement or advertising campaign has been created or executed, it is essential to evaluate the advertisement (Lamb *et al.*, 2012:281). Kotler and Armstrong (2018:467) advise that a company should evaluate the communication effect, which is measured prior to releasing the advertisement, as well as the sales and profit effect of an advertisement, which is measured after the advertisement has been published. When evaluating the communication effect, marketers will determine if the advertising message is communicated in such a way that the details are clear to

the consumer (Wright & Lynch, 1995:708). This can be measured by asking consumers what they understand about the advertisement and if they like the advertisement. Furthermore, the attitude towards an advertisement and the recollection thereof can be determined through marketing research (Lamb *et al.*, 2012:282). The sales and profit effect is difficult to measure, since sales and profit can be affected by factors other than advertising. Advertisers need to monitor the impact of the advertisements on the business to determine if the advertisement had a positive or negative effect on the sales or profit of the business.

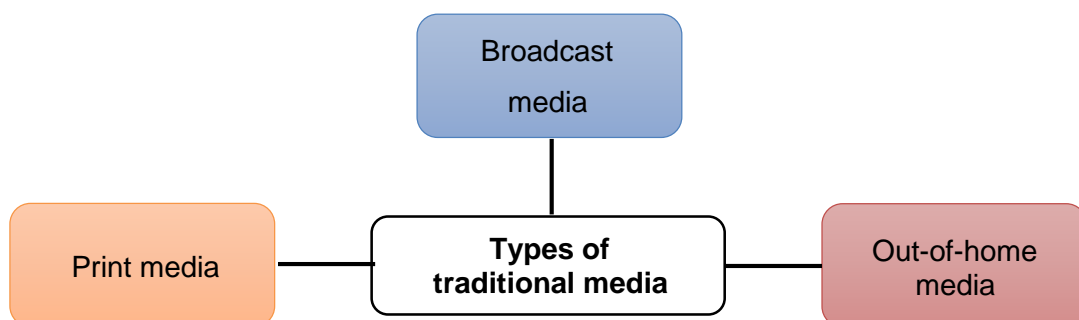
## 2.6 ADVERTISING MEDIA

Owing to the influence of advertising media on the success of advertising campaigns, careful consideration should be given to the selection of advertising media (Lamb *et al.*, 2012:282). As stated in Section 2.5.3.2, advertising media can be classified into two major categories namely, traditional media and digital media. Traditional media consist of broadcast, out-of-home, and print media (Cant & van Heerden, 2017:370; Koekemoer & Bird, 2004:196); whereas, digital media includes the internet, mobile media, e-mail and social media (Du Plessis, 2010:370). These main advertising media can further be classified into more specific advertising vehicles (Kotler & Armstrong, 2018:467). After deciding on the main type of advertising media, a specific type of advertising vehicle should be selected based on the need and circumstances of the business.

The various advertising media will be discussed in the following sub-sections, with a specific focus on print and social media, which is the focus of this study.

### 2.6.1 Traditional media

Above-the-line media, also known as traditional media, refers to any form of mass communication other than an online or digital media. Most customers are familiar with traditional media, thus, marketers are able to reach the local audience easily by using this type of media. These traditional media types have been tested and proven to provide a high success rate (Mahalingam, 2014). The three main types of traditional media are broadcast media, out-of-home media, and print media as presented in Figure 2-4 (Cant & van Heerden, 2017:370).



**Figure 2-4: Types of traditional media**

The following sub-sections will explain the main types of traditional media.

### **2.6.1.1 Broadcast media**

Broadcast media refers to any news or series presented via television or radio (Suggett, 2019b). Therefore, broadcast media advertising refers to any advertising message that is captured on video or audio and that is distributed through these media (Hirst, 2018). These types of advertising media are used to reach a large audience. According to Schneider-Levy (2019), it is not possible for one advertising media to reach the entire target audience at once, however, television is a powerful media to use to reach a significant-size target audience all at once. Since most adults watch television and listen radio on a daily basis (Schneider-Levy, 2019), television and radio have the advantage of low cost per exposure. However, the advertisements are exposed in a short period of time (Kotler & Armstrong, 2018:466). Clow (2016:219) advises that marketers need to stay up-to-date with the platforms through which the customers access these advertisements. This is because customers could access television or radio shows through laptops or mobile phones which, in some cases, would limit the broadcast of advertisements on those platforms.

### **2.6.1.2 Out-of-home (OOH) media**

Out-of-home advertising is any visual advertisement that consumers notice outside of their homes (Cote, 2018). Billboards are the most common out-of-home advertising media type (Clow,2016:225) but posters, signs and cinema advertisements are also classified as such (Cant & van Heerden, 2017:372). Signs and posters are used in various ways such as on busses, fences, street poles, sport stadiums, scoreboards and even public waste bins (Cant & van Heerden, 2017:372; Clow, 2016:225); while cinema advertising is presented in video format at the beginning of each movie (Matsau, 2017). Although expensive to produce (Cant & van Heerden, 2017:373), one advantage of out-of-home advertisements is that it provides repeat exposure (Kotler & Armstrong, 2018:466). Technological advances are clouding the traditional-media advertising sphere; notably, global OOH advertising is the only traditional media that grew by 4.6 percent in 2018 (Magna, 2018). However, new innovations regarding traditional advertising media are still required, such as using digital billboards which allow marketers to change the advertisement regularly and easily (Du Plessis *et al.*, 2010:108).

### **2.6.1.3 Print media**

Print media refers to communication through any printed platforms, such as magazines, books, newspapers and flyers (Wands, 2016). It has been argued that the advertising landscape changed over the last few years, with companies shifting to digital marketing (Clow 2016:274), however, Dobbs (2017) found that 80 percent of print mail including newspapers, flyers and other adverts are read, while only 20 percent of electronic mail is opened. Dobbs (2017) further explains that this is due to consumers being flooded with marketing emails. Medina (2019) opines that

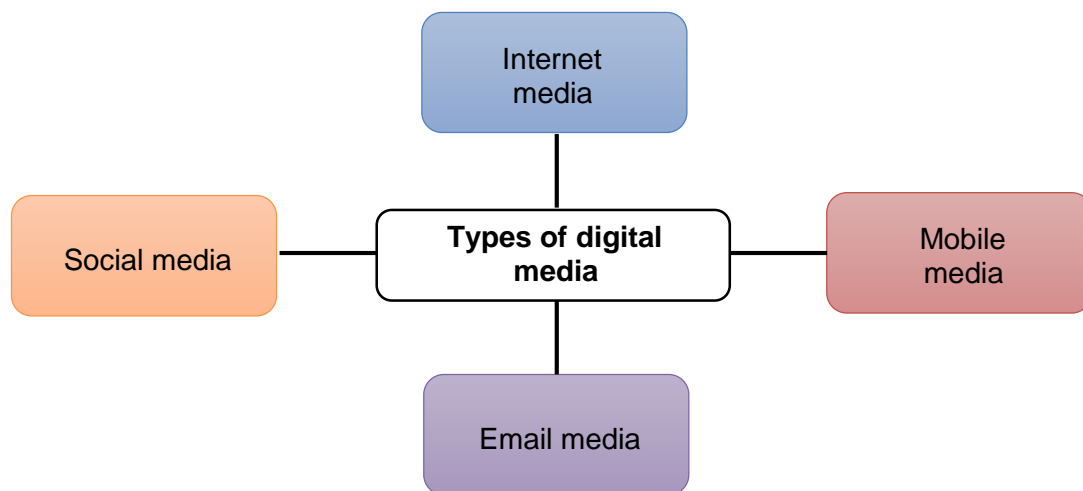
print advertising can reach younger and older generations and that it increases loyalty and establishes trust. While it is often difficult for consumers to trust advertisements, due to fake or misleading advertisements surfacing over a period of time, Dobbs (2017) reports that print media is considered the most trustworthy media platform to use for advertising. As a result, the trust in print advertisements influence consumers' purchase decisions (Medina, 2019). A print advertisement can be kept for longer and therefore the consumer can grasp more information over a longer time period than a video or audio advertisement (Cant & van Heerden, 2017:370; Medina, 2019). The most popular print media are newspapers and magazines (Koekemoer, 2014b:20-21). Both these media generate revenue for businesses that place an advertisement within a particular newspaper or magazine (Cant & van Heerden, 2017:370).

Magazines are a type of targeted media that is aimed at a specific consumer group. The target audience could be broad or specific. For example, the Women's Health magazine is aimed at female readers, whereas the YOU magazine has a more general target audience (Tapia, 2018). Consumers that purchase a magazine or newspaper tend to repurchase the same print media regularly (Koekemoer, 2014a:99). As such, loyalty is created amongst the readers (Cant & van Heerden, 2017:370). To increase their effectiveness, advertisements are placed in specific sections of the magazine and to fit the content of the magazine, to make it more memorable (Sims, 2014). In 2011, the average ratio of advertisements to editorial content in any given magazine was 54.8 percent for advertising and 45.2 percent for editorial content. Although magazine advertising is durable and provides national, sometimes international, coverage such as the Women's health or Vogue (Cant & van Heerden, 2017:370), Koekemoer (2014b:203) explains that the lead time of magazines is long and that it is not a flexible advertising media, since the advertisements cannot be changed on a daily or weekly basis.

Due to technological advancements, newspapers can be printed in colour just like magazines (Tabitha, 2019). As opposed to magazine advertising, newspaper advertising can be used to target a specific city or suburban area (Klein, 2015). According to Cant and van Heerden (2017:370), more local newspapers are distributed daily than national newspapers. Using a local newspaper, the advertisement can be changed weekly or even daily (Klein, 2015). Furthermore, because most newspaper advertisements provide prices and specific dates of special offers, it creates a sense of urgency amongst consumers. Ashe-Edmunds (2019) further explain that newspapers include different sections, for example, sport and finance; therefore an advertisement can be placed in a section most relevant to the business, product or service. Myburgh (2015) indicates that the circulation of newspapers and the exposure of advertisements in the newspapers generated 6.65 million South African rand in revenue, in 2013. In addition, revenue of 7.15 million South African rand is expected for 2019.

## 2.6.2 Digital media

Digital media, also referred to as below-the-line-media, comprise all the online activities that involve interaction with users. As such, digital marketing refers to any online activity that promotes a business, product, or service on digital media such as the internet, e-mail, mobile media, and social media. The digital media are used to gain customer insight, provide direct feedback to customers and socially interact with customers (Cant & van Heerden, 21017:397). Therefore, the opportunity to personalise advertisements through digital marketing allows the business to provide more direct marketing and feedback (Du Plessis, 2010:370). Digital marketing is considered a powerful tool because approximately 53 percent of the revenue generated by the entertainment and media industry worldwide originates from digital media advertisements (Kemp, 2019a). The four main types of digital advertising media are the internet media, mobile media, e-mail media and social media as presented in Figure 2-5.



**Figure 2-5: Types of digital media**

In the following sub-sections, these main types of digital media will be discussed.

### 2.6.2.1 Internet marketing

Internet marketing involves promoting a business, product or service using an internet tool such as websites, search engine marketing, online advertising and public relations (McCoy, 2018). The internet provides the opportunity to reach a customer easily and quickly, to create and provide personalised content and to build international relationships between a business and their customers (Forsey, 2018). Consumers can be reached through platforms such as websites, social media platforms and other internet-related platforms. A business' website serves as its online face (Harris, 2017) and can be used by consumers to gather information about the business and its product or service (Cant & van Heerden, 2017:397). Therefore, it is important to ensure that the information displayed on the website is up-to-date and interesting.

Search engine marketing refers to the visibility of your website in the search engine results page and is one of the most important tools for the visibility of a business' website. To increase traffic to a business's website, the keywords linked to that website should be carefully selected to ensure that customers would find the website easily (Koekemoer, 2014b:439). Online advertising and public relations include advertisements such as banners, buttons, and pop-ups. Banners and buttons are usually links to the advertiser's webpage (Clow, 2016:261-262). More specifically, banners are graphics displayed at the top of a webpage, while buttons are smaller and appear on the left or right side of a webpage (Koekemoer, 2014b:442). Pop-up advertisements are small browser windows that pop-up as a webpage loads (Clow, 2016:262). According to Cant and van Heerden (2017:399), banners are the most common form of online marketing. A major benefit of internet marketing is that it provides new channels of communication and interaction with customers (Koekemoer, 2014b:210).

### **2.6.2.2 Mobile marketing**

Mobile marketing provides the opportunity to promote a product or service to a target audience through communication and interaction via any mobile device or network (Koekemoer, 2014b:449). Mobile devices allow marketers to reach customers in different ways and provide a platform for easier and quicker interaction (Hoffman & Novak, 1996) to ultimately build customer relationships (Pavlou & Stewart, 2000). Short message service (SMS) and Multimedia Messaging Service (MMS) were the first types of mobile marketing. However, given the digital era, mobile applications are developed to convey messages to customers (Cant & van Heerden, 2017:403). Over the last few years, mobile marketing has proven to be less effective than other digital media due to the flood of messages that consumers receive from companies that they are unfamiliar with and are of no interest to them. Therefore, when companies decide to use this media, it is important to have permission from the phone owners to do so and the timing of the message should be appropriate (Clow, 2016:251).

### **2.6.2.3 E-mail marketing**

E-mail marketing is conducted by an individual or a business that communicates by sending commercial messages to a group of consumers via a computer, smartphone or tablet (Ward, S., 2019). In order to use the e-mail platform for advertising, the person or business is required to create an e-mail account. A single e-mail can reach a large number of customers and receive speedy responses (Kotler & Armstrong, 2018:528). While e-mail marketing is time and cost efficient (Koekemoer, 2014b:453), bulk e-mails are less effective than other advertising media and are usually regarded as spam, since no permission was initially obtained to communicate with the customer (Kotler & Armstrong, 2018:528). When a business communicates using e-mail, there are a few elements that need to be considered: the template of the e-mail should be eye catching, easy to use and reflect the brand and contact details (Du Plessis, 2010:382).

#### **2.6.2.4 Social media marketing**

The usage of social media as an advertising platform has grown significantly over the past few years. This is because nearly half of the world population have an active social media account and this figure is increasing each year (Kemp, 2019a). By having a social media account, individuals are able to communicate and interact with one another over long distances (Boyd & Ellison, 2008:211). As a result, social media marketing was developed; that is, companies create a social media profile to market their product or service and to increase brand awareness (Koekemoer, 2014b:446). Social media marketing includes advertising on social media platforms and on social networking sites (Jolly, 2019). According to Lua (2019), the world's top two social networking sites are Facebook and YouTube. In South Africa, the top six social networking sites are, YouTube, Facebook, Instagram, Twitter, LinkedIn and Pinterest (Kemp, 2019a).

YouTube is a platform where videos are uploaded (Clow, 2016:276) by video creators for viewers to watch (Moreau, 2019c). This social media platform operates since 2005 and, in January 2019, was ranked the second most popular social network site, with 30 million daily active users worldwide. Every minute, approximately 300 hours of content is uploaded on this platform (Stout, 2019). According to Cooper (2019b), YouTube advertisements have a success rate of 83 percent, which is almost 40 percent more than a television advertisement. YouTube can be used as an advertising platform by creating and uploading videos on consumer reviews of companies and products (Clow, 2016:276) or to demonstrate how to use a product. The benefit of using YouTube as an advertising platform is reaching the wide audience which is growing on a daily basis (Nates, 2017). In addition, YouTube started implementing a function that allows advertisements to reach a specific target audience (Cohen, D., 2019b).

Facebook is a platform where users post videos and photos and connect with other users by commenting on their posts. In addition, this platform allows users to share links or posts from other sites such as YouTube, Instagram and Twitter (Nation, 2019). The first step in connecting with friends or companies is to send a friend request or to like a business's Facebook page (Gesenhues, 2018). Facebook is the highest ranked social media site with 2.375 billion active users. Of these users, 1.944 million are reached by Facebook advertisements (Kemp, 2019a). In comparison to other social media sites, Facebook has the most registered users (Ahmad, 2019). Although the registered age group include more of the users over 35 years old (ThriveHive, 2017), the advertising audience on Facebook comprise more users in the 25-34 years age group than any other age group (Kemp, 2019a). The advertising audience on Facebook grows with 3 percent each quarter. Facebook provides companies the opportunity to share advertisements (video or photos) to customers on a daily basis (Clow, 2016:275). Moreover, it allows a business to customise its posts; that is, to share the posts with the public or only to a certain group of people. According to Cohen, D., (2019a), Facebook generated revenue of 16.624 billion US dollars in the

first quarter of 2019 from business advertisements placed on it. That is 28 percent more revenue than in 2018.

Instagram is a social media site where users share photos and videos (Moreau, 2019a). Similar to Facebook, users are required to create an Instagram account and then share posts with the public or with certain groups of users (ThriveHive, 2017). Instagram was launched in October 2010 and business profiles were incorporated in 2013 when Facebook acquired Instagram (McCracken, 2017). The one billion active-users mark was surpassed in June 2018 (Kemp, 2019b). In contrast to Facebook, Instagram users comprise users from the younger age group of 15-35 years old (Kemp, 2019a). According to ThriveHive (2017), users are more likely to share a business' post on Instagram than on Facebook or Twitter. Furthermore, a staggering 60 percent of users find new products on Instagram (Clarke, 2019). As such, Instagram is considered a more successful platform to use for advertisements. According to Clarke (2019), Instagram has two million monthly advertisers. Furthermore, Kemp (2019a) opines that a business can reach 849.3 million users by posting advertisements on Instagram.

Twitter is a social networking site on which users communicate via short messages that are known as tweets (Clow, 2016:275). According to Gil (2019b), tweeting is also described as microblogging. Similar to Instagram, Twitter users have followers, which is the audience that will see their posts (Clow, 2016:275). In 2019, Twitter updated their website for the first time in seven years to improve the user experience and provide more personalised options and functions that are already available on the mobile application (Glenday, 2019). Twitter offers several targeting options namely, geolocation, gender, language, age, keyword, interest, username, event, behaviour, and TV targeting (Sidley, 2019). The targeting options provide the opportunity to narrow down the target audience on Twitter, which assists in targeting a more specific group of people. A significant advantage of using Twitter as a marketing tool is the Tweets can function. As soon as a post is tweeted and a business' name is in the post, the business will be notified and can respond immediately (Clow, 2016:276). Currently, Twitter has 326 million active users, of which 254 million users can be reached by advertisements (Kemp, 2019a).

LinkedIn is a virtual network used by individuals to connect and interact with career and business professionals rather than a platform for general social interaction (Duermyer, 2019; Nation, 2019b). The request to connect is sent to an individual just as a user would send a friend request on Facebook (Duermyer, 2019). Subsequently, the user can view all the information provided on the user profile requesting the connection, or make use of private messaging to communicate with another user (Nation, 2019b). Approximately 2 million posts, videos and articles are posted on LinkedIn daily (Cooper, 2019a). LinkedIn also offers a business-to-business advertising service that allows businesses to advertise specifically to one another, as information on LinkedIn can be distributed more specifically than on other social media platforms (Ward, A., 2019). In

addition, LinkedIn's targeting options allow for directing certain advertisements to specific professionals (Paul, 2019). Cooper (2019a) found that 94 percent of business-to-business marketers use LinkedIn to provide information. In South Africa, 38 percent of social media users have a LinkedIn account (Kemp, 2019a).

Pinterest is seen as a web-based pin board that displays images of projects, goods and services. These pin boards make users aware of new products or services (Moreau, 2019b) or can be used to gain inspiration for projects (Levy, 2016). In addition, Pinterest makes it possible to follow users with similar interests, while the interaction between users takes place through saving posts, sending links, and commenting via text or photos (Pearl, 2019). The images or pins, displayed on Pinterest usually serve as a link to the original webpage where users can discover more information or download documents about the product or service. According to Lin (2019), Pinterest generates 33 percent more leads to webpages than Facebook. A staggering 90 percent of Pinterest users' decisions, in terms of purchasing new products and services or awareness of new ideas, are influenced by pins on this platform (Cooper, 2019c). For companies to advertise on Pinterest, a business profile should be created followed by the decision concerning the type of advertisements to place (Pearl, 2019). The different types of Pinterest advertisements include promoted pins, one-tap pins, promoted carousels, promoted video pins, promoted app pins, buyable pins and story pins. The most recognised pin is the promoted pin, since these pins appear as soon as a user opens their application, follows another user or when the user searches a certain topic (Sehl, 2019). In order to narrow down this targeting function, Pinterest developed new targeting options that allow businesses to target a more specific audience (Moreau, 2019b).

## **2.7 ADVERTISING LANDSCAPE IN SOUTH AFRICA**

South African businesses spend an average of 39 billion South African rand on advertising and sponsorships per annum. Advertising expenditure on online platforms in particular increased from 1 billion South African rand in 2013 to 3.95 billion South African rand in 2016 (Shand, 2018). Over 31 million South Africans spend time online (BusinessTech, 2019), of which 74 percent are social media users (Espach, 2018). This figure is growing, as 5 million new social media accounts were created from January 2018 to January 2019, placing South Africa in the ninth position among the fastest growing countries in terms of social media usage (Chaffey, 2019).

YouTube is ranked as the top social media platform in South Africa in terms of consumer usage. However, the advertising audience originates from Facebook, Instagram and Twitter (Kemp, 2019a). A staggering 86 percent of businesses use Facebook as an advertising platform. In addition, Twitter and Instagram are also used by South African businesses to create brand awareness, provide customer insight and increase sales through advertising on these platforms (Espach, 2018). Although social media is growing and is increasingly being used for advertising, print media are still commonly used in South Africa.

In South Africa, print media remain an effective way to convey advertising messages (Koekemoer, 2014b:204). This is because print media like newspapers, magazines and flyers are accessible on a daily basis. Media24 is the leading media business in South Africa that distributes and prints newspapers, magazines and books nationwide. Alexander (2018) reveals that Media24 has a 16.4 million readership of its newspapers and magazines. By the beginning of 2019, Media24 had a staggering 5 million daily newspaper readership (Media24, 2019). *The Sunday Times* is the top national newspaper with a 260 132 circulation. The circulation of the *Sowetan* and the *Saturday Beeld* newspapers increased between the last quarter of 2018 and the first quarter of 2019. The *Saturday Beeld's* original circulation has increased with more than 1500 readers (Manson, 2019). Weekly newspapers such as *The Post* and *Ilanga's* circulation also increased. Media24 owns 60 magazine titles. The highest ranked magazine in terms of circulation is *Huisgenoot*, with 186 658 magazines monthly (Manson, 2018).

## **2.8 GENERATION Y**

Generation Y consumers are those individuals born between 1986 and 2005 (Markert, 2004:21-22) which, in 2019, puts them between 14 to 33 years of age. This cohort makes up 35 percent of the total South African population (StatsSA, 2019). Generation Y is characterised as open-minded, confident, self-expressive, and interested in new ideas and ways of living (Main, 2017). The priorities of this cohort differ from other cohorts, in that Generation Y individuals value convenience and focus on experience rather than the product (Cautero, 2019; Parets, 2019). Furthermore, Generation Y individuals are known to spend more time online compared to other cohorts. However, Generation Y individuals have a balance between real life and the online world, as they were born into the technology era (Thompson, 2018).

Most Generation Y consumers pursuing a higher education qualification have a higher future earnings potential. Therefore, once these individuals enter the work force after obtaining a qualification, they are likely to have more disposable income (Jörg, 2017; Josephson, 2018). Based on their current spending, they will likely spend more money on products such as expensive coffee, dining, clothing, electronic gadgets and events like sports or live music in the future (Cautero, 2019; Elkins, 2017). These consumers are trendsetters for the new generations (Schawbel, 2015) and furthermore have a unique influence on the older generation (Fallon, 2014). More than half of Generation Y consumers describe themselves as brand loyal, and as soon as they trust a product, they will repurchase the same product (Schawbel, 2015). However, Generation Y consumers actively seek information before making purchase decisions or trusting a business, product or service (Fallon, 2014; Jörg, 2017).

Generation Y consumers value the opinions of their peers or friends. Therefore, it is important that a business build honest relationships with these consumers in order for them to trust and value the business (Fallon, 2014). In addition, because Generation Y consumers rely on the

opinions of others, testimonials or reviews are the evidence that these consumers look for when making purchase decisions (Parets, 2019). This cohort is the prime advertising audience of most platforms and represents 27 percent of social media users (Kemp, 2019a). While various advertising media can be used to connect and build relationships with these consumers, the best of these is social media (Duffett, 2015:247). Sagin (2019) agrees and adds that Generation Y consumers will even assist with promoting products or services on social media. However, according to Prendergast *et al.* (2009:321), Generation Y consumers are receptive to outdoor advertisements and other traditional advertising media when seeking information.

Hobbs (2017) reports that 43 percent of Generation Y consumers have a positive attitude towards magazine advertising and 35 percent have a positive attitude towards newspaper advertising. Regardless of the advertising media, Culclasure (2016) explains that this cohort is interested in advertising messages that are honest, succinct, direct, personalised, ethical and humorous. In addition, Prendergast *et al.* (2009:321) add that the advertising messages should include timely and relevant information.

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

The first studies on uses and gratification originated in the 1940s when scholars began to investigate why people choose to consume various forms of media (Vinney, 2019). It was in 1959 that the Uses and Gratification theory (U&G theory) was developed by Katz as an approach to examine communication media (Katz, 1959) and, in particular, to understand the motivation for using mass communication media (Katz *et al.*, 1973:510). In the 1970s, researchers turned their attention to the outcomes of media use such as the social and psychological needs of individuals that media gratified (Vinney, 2019). Several studies on different media were conducted through the use of U&G theory. These studies included: examining the usage of television and the Web (Ferguson & Perse, 2000), motives for television usage (Haridakis & Rubin, 2003), and attitudes toward social network advertising (Taylor *et al.*, 2011).

The U&G theory is based on a few assumptions (Rubin, 1993). The first assumption is that the consumer is active on the media that are being tested (Katz *et al.*, 1973:510). The second assumption is that consumers are goal-orientated in using media; that is, consumers use certain media for certain needs. Therefore, the selection of media is influenced by the extent to which the media satisfy a consumer's needs and desires (Vinney, 2019). Thirdly, the social and psychological factors of consumers, such as personality and social context, also impact the types of media used as well as the interpretation of the media message (Cohen, 2017:1). The fourth assumption is that the different forms of media compete with one another for the attention of the consumer. Lastly, the theory is also based on the assumption that consumers are in control of their media usage (Vinney, 2019).

The U&G theory suggests that users are not passive; therefore, the consumers have the ability to seek media that they want to use (David, 2016). According to Papacharissi and Rubin (2000:186), there are various motives for consumers' media usage, for example, to seek information, for entertainment, or to simply pass the time. In numerous studies it has been found that social interaction, escape from reality, and information sharing are motives for using media (Amiel & Sargent, 2004:720; Flaherty *et al.*, 1998:259; Kaye, 1998:31). Amongst these, it was found that consumers will not make use of media if they do not perceive those media as entertaining (Eighmey & McCord, 1998:192; Cho *et al.*, 2003:48; Lim & Ting, 2012:57). McCarty and Shrum (1993:55) observed that consumers are willing to use a media such as television if it facilitates the passage of time or offers them an escape from reality. Although information-seeking is a motivation for using certain media (Ko *et al.*, 2005:60), it was noted that high quality information should be accessible in order for consumers prioritise those media (Vincent & Basil, 1997:388). Therefore, consumers will use the media that provide them with gratification.

## **2.10 DETERMINANTS OF ADVERTISING VALUE**

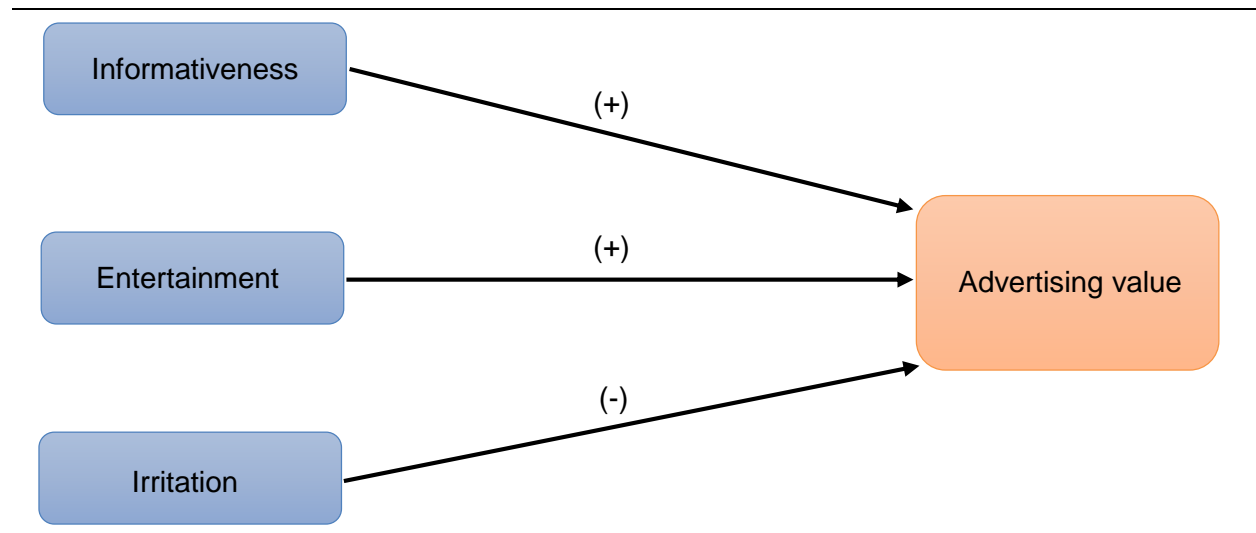
The value of advertisements is central to a brand's success as it explains consumers' perceptions, attitudes and behaviours (Deraz, 2018:32). However, various factors influence consumers' perceived value of advertisements. In the following section the value of advertisements will be discussed, as well as an advertising value model and the potential factors that influence the value of advertisements.

### **2.10.1 Value of advertising**

Value refers to the actions, judgements, and attitudes towards advertising and other aspects in life (Beatty, 1985). Ducoffe (1995:7) defines advertising value as the consumer's subjective evaluation of the value of an advertisement. Advertising value can be used to measure the effectiveness of advertising and may serve as a guide to customer satisfaction with the communication about products or business (Ducoffe, 1995:9; Jung *et al.*, 2016:206). If a consumer uses a media that they relate to and are comfortable with, it is likely to influence the value of the advertisement (Wolburg & Pokrywczynski, 2001:47). The literature suggests that entertainment, informativeness and credibility have a direct, positive influence on the value of advertising; while irritation has a negative effect on the value of advertising (Brackett & Carr, 2001:26; Ducoffe, 1996:23). The consumers' perceived value of an advertisement could ultimately have an impact on their overall attitudes (Bakr *et al.*, 2019:110; Ducoffe, 1996:21). In accordance with previous findings, this study seeks to determine whether informativeness, entertainment, credibility and irritation influence advertising value. A detailed discussion on these determinants will follow the discussion on the advertising value model in the subsequent section.

## 2.10.2 Advertising value model

The advertising value model created by Ducoffe (1995) provides an understanding of the factors that contribute to the consumers' perceived value of an advertisement. Figure 2-6 presents Ducoffe's (1995) advertising model, which suggest that informativeness, entertainment and irritation influence advertising value.



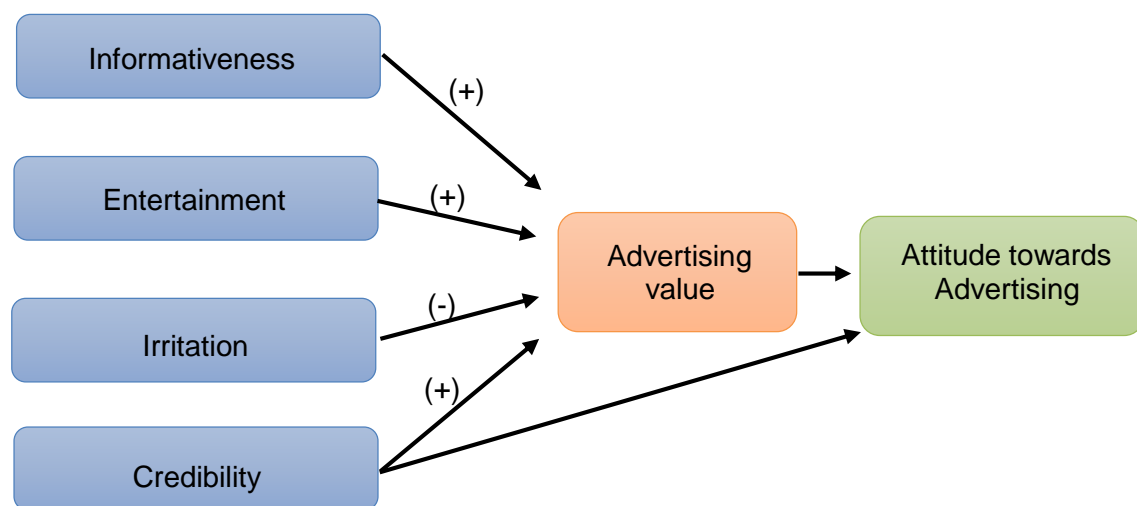
**Figure 2-6: Advertising value model (Ducoffe, 1995:9)**

Ducoffe (1995:1, 1996:22) describe advertising value as “a subjective evaluation of relative worth or utility of advertising to consumers”. Several empirical studies found evidence of the relationships between informativeness, entertainment, irritation and advertising value, as illustrated in Figure 2-6 (Brakett & Carr, 2001; Christou & Vettas, 2008; Clark *et al.*, 2009; Haghirian & Madlberger, 2005; Jung *et al.*, 2016:206; Nelson, 1974; Petrovici & Marinov, 2007; Wijaya, 2012). These studies specifically found that irritation and advertising value have a negative relationship, whereas informativeness and entertainment have a positive relationship with advertising value.

The information communicated in an advertisement can determine its success, given the positive influence that informativeness has on the value of the advertisement. Several researchers found that the necessary information about the advertised product can influence the worth of that advertisement (Christou & Vettas, 2008:94; Clark *et al.*, 2009:210; Jung *et al.*, 2016:206; Nelson, 1974:740; Petrovici & Marinov, 2007:247; Wijaya, 2012:74). In the advertising value model presented in Figure 2-4, it is indicated that entertainment, also known as the hedonic value of advertising (An & Kim, 2007:53; Petrovici & Marinov, 2007:256; Pollay & Mittal, 1993:102), positively contributes to the overall advertising value (Ducoffe, 1995:3). However, several tactics that are used to capture consumers' attention can sometimes achieve the opposite; that is, annoy, offend, insult or manipulate consumers (Li *et al.*, 2002:39; Saadeghvaziri & Seyedjavadin, 2011:106). Therefore, the perceived irritation of an advertisement is likely to influence the value

of the advertisement negatively. Consequently, it was found that annoyance and irritation cause a reduction in advertising effectiveness (Brackett & Carr, 2001:23; Kim *et al.*, 2010:1208; Lim *et al.*, 2010:93; Tsang *et al.*, 2004:65; Wang *et al.*, 2002:1143; Wang & Sun, 2010:127; Yang, 2003:43).

Several authors tested Ducoffe's advertising value model in different contexts or used it as a basis to develop extended models (Brackett & Carr, 2001:23; Kim *et al.*, 2010:1208; Lim *et al.*, 2010:93; Tsang *et al.*, 2004:65; Wang *et al.*, 2002:1143; Wang & Sun, 2010:127; Yang, 2003:43). Some of these extended models includes Ducoffe's 1996 advertising value model in which the attitude element was added, as well as the attitudes towards advertising model developed by Brackett and Carr (2001). In the attitudes towards advertising model, Brackett and Carr (2001) added credibility as an element that positively influence the advertising value and attitude towards advertising. The attitude towards advertising model is presented in Figure 2-7.



**Figure 2-7: Attitude towards advertising model (Brackett & Carr, 2001:25)**

Literature suggest that the credibility of an advertisement and media type can impact the success of the advertisement, given the positive influence that credibility has on the value of the advertisement (Sindhya, 2013). Furthermore, it was reported that the credibility of an advertisement can influence the attitude towards the advertisement (Aydin & Karamehmet, 2017:53; Brackett & Carr, 2001; Murillo & Merino, 2016:450). In line with the findings of Ducoffe's 1995 advertising value model, several studies found that credibility has a positive relationship with entertainment, informativness, and advertising value however, a negative relationship with irritation (Aydin & Karamehmet, 2017:530; Bart *et al.*, 2005:141-142; MacKenzie *et al.*, 1989:58; Murillo &Merino, 2016:450).

In conclusion, the studies conducted by Ducoffe (1995) and Brackett and Carr (2001) confirm a positive relationship between advertising value, entertainment, informativeness and credibility, respectively. Furthermore, these studies proved that irritation has a negative relationship with the

advertising value. As a result, advertising value is determined by the levels of entertainment, informativeness, irritation and credibility of a particular advertisement.

### **2.10.3 Informativeness**

Informativeness refers to the informational role of an advertisement (Ducoffe 1995:3). The main purpose of advertisements is to communicate information to consumers (Kokemuller, 2019). To this end, customers stay informed about the product or service (Kokemuller, 2019), brand awareness is created (Dehghani *et al.*, 2016:171) and customers' perceptions about a product or service are influenced. To ensure maximum success of the advertisement, it is essential to provide information relating to the business, product or service (Kaasinen, 2003:74) and that the advertisement is applicable, well timed, and useful to the customers (Milne & Gordon, 1993; Siau & Shen, 2003:93). Furthermore, the source of information also contributes to the perceived informativeness of an advertisement (Ducoffe, 1995:7).

Merisavo *et al.* (2007:46) advise that the advertising media used to communicate the information should be carefully considered as different media can be used to accomplish various advertising objectives. Previous studies reported that consumers use different advertising media to seek different information about a product or service (Eighmey & McCord, 1998:192). Studies conducted on the internet in particular reported that consumers use the internet only to seek information to assist with purchase decision making (Jung *et al.*, 2016:206; Papacharissi & Rubin, 2000:189). However, owing to the interactive nature of social networking sites, businesses are able to provide information that is requested by the consumers (Berthon *et al.*, 1996:50).

The literature suggests that the informativeness of an advertisement can positively influence consumers' attitude towards various advertising media (Bauer *et al.*, 2005; Chowdhury *et al.*, 2006; Ducoffe, 1995; Ducoffe 1996; Jung *et al.*, 2016:206; Tsang *et al.*, 2004). In a study conducted on social networking sites and television advertising, it was found that informativeness had a positive influence on the value of an advertisement (Logan *et al.* 2012:175). However, other studies on Facebook and television advertisements found that the informativeness of Facebook and television advertising do not have a significant influence on consumers' attitude towards advertising (Aydin, 2016:7). Furthermore, in a study conducted on Twitter, it was found that informativeness has a positive and the biggest influence on the value of advertising. Correspondingly, studies conducted on web advertising, Facebook and SMS advertising reported similar results (Aydin & Karamahmet, 2017:531; Brackett & Carr, 2001; Ducoffe, 1996; Logan *et al.*, 2012). As such, it is theorised that informativeness will have a positive influence on the advertising value of print media and social media.

#### **2.10.4 Entertainment**

Entertainment can be described as an activity that provides pleasure in consumers' leisure time. As soon as consumers experience pleasure they will feel the enjoyment of the activity (Bates & Ferri, 2010:13; Vorderer *et al.*, 2004:389; Van-Tien Dao *et al.*, 2014:286). This enjoyment that consumers experience when they interact with an advertisement significantly influences the entertainment value of it (McQuail 2005:554; Wang & Sun, 2010:342). As a result, the feeling of enjoyment has an effect on consumers' attitudes towards the advertisement (Shavitt *et al.*, 1998:17). Consumers have different perceptions about advertising; some may feel that an advertisement is only used to communicate information, whereas others may find an advertisement entertaining. In light of this, it is important to keep in mind that too much information in an advertisement can make an advertisement less entertaining (Alwitt & Prabhaker, 1992:38).

One of the main reasons why consumers make use of social networking sites is for the entertainment value (Weiser, 2000:175). Thus, consumers' intention to use social networking sites or mobile devices is higher when an advertisement is perceived as entertaining (Eze & Lee, 2012:94). According to Harvey (2019), users seek social media advertisements that engage their senses. In a study conducted by Taylor *et al.* (2011:269), it was found that advertisements on social networking sites are perceived as entertaining. Furthermore, it was found that the perceived entertainment of advertisements has a significant positive influence on the attitude towards the advertisements and, consequently, the perceived value of the advertisement (Aydin & Karamehmet, 2017:530; Ducoffe, 1996:29-30; Shavitt *et al.*, 1998:17; Tsang *et al.*, 2004:75). Therefore, entertainment contributes to the perceived value of an advertisement (Aydin & Karamehmet, 2017:530; Ducoffe, 1995:12; Logan *et al.*, 2012:175; Jung *et al.*, 2016:206). Dickinger *et al.* (2004:5) and McQuail (2005:293) add that when a consumer feels entertained, it can increase customer loyalty. Based on the results of these studies, this study aimed to determine if the entertainment function of an advertisement will positively influence Generation Y students' perceived advertising value of print media and social media.

#### **2.10.5 Irritation**

Irritation occurs when an individual feels discomfort. Owing to the availability of different advertising media and businesses using various platforms to communicate with consumers on a daily basis, consumers can easily get irritated with the overload of advertisements (Ducoffe, 1996:31-32). Furthermore, many advertisements can cause confusion, distraction or even be offensive to consumers, all of which could lead to irritation (Aydin & Karamehmet, 2017:530; Ducoffe, 1996:32; Taylor *et al.*, 2011:269; Tsang *et al.*, 2004:75). Advertisements on the internet generally interrupt and disturb web activities, which also can irritate the user (Bevan-Dye, 2013:162; Taylor *et al.*, 2011:269). Aydin (2016:4) reports that users of social media platforms, such as Facebook, get irritated with advertisements, as their view is that these platforms are used

for communicating and sharing personal content. Aydin (2016:7) adds that this perceived irritation is higher with Facebook advertisements than with mobile advertisements, since Facebook and other social networking media are primarily used to socialise and build relationships (Weiser, 2000:175).

Contrary to informativeness and entertainment, irritation negatively influences the overall perception of an advertisement. Thus, as soon as a consumer feels irritated towards an advertisement, the value of the advertisement decreases (Aydin, 2016:3; Ducoffe, 1996:31-32; Luna & Royo Vela, 2013:114; Tsang *et al.*, 2004:75). This is supported by several studies that reported that irritation negatively influences the value of an advertisement (Aydin, 2016:7; Bevan-Dye, 2013:162; Taylor *et al.*, 2011:269). Consequently, irritation towards digital and traditional advertising will likely negatively influence consumers' attitudes toward advertisements (Logan *et al.*, 2012:175). Therefore, the higher the perceived irritation, the higher the likelihood that the advertisement will fail (Aaker & Bruzzone, 1985:57). In line with the results of these studies, this study posits that irritation will have a negative influence on the advertising value of print media and social media.

#### **2.10.6 Credibility**

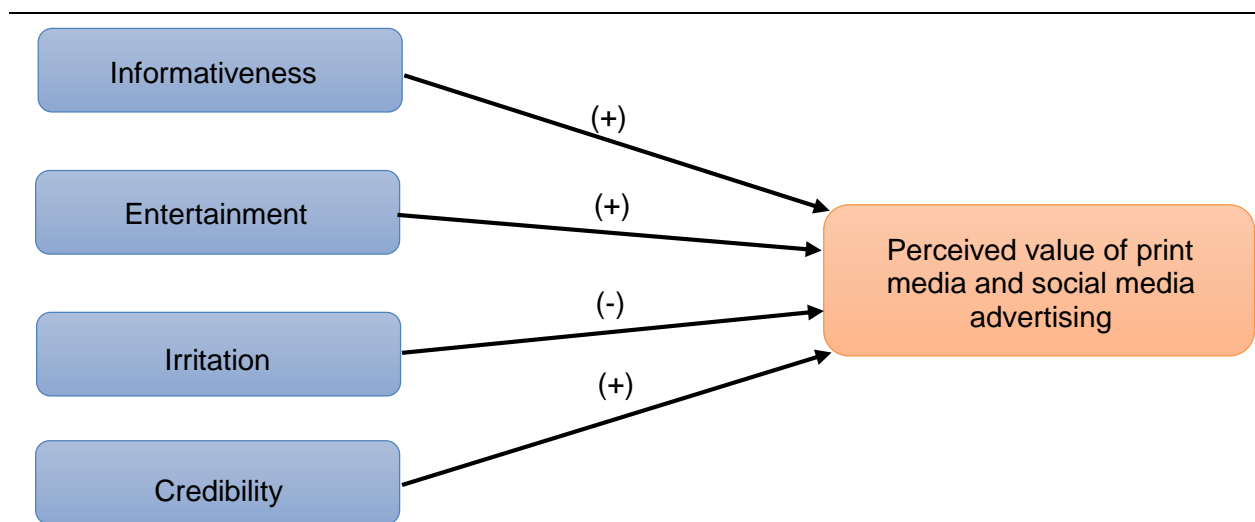
Credibility refers to the extent to which consumers perceive claims made in advertisement as truthful and believable (MacKenzie *et al.*, 1989:6162). The degree to which an advertisement is believable and trustworthy influences the credibility of the advertisement (Brackett & Carr, 2001:32). Although several factors such as believability and trustworthiness influence credibility, there are other factors that also play a key role in the credibility of an advertisement. One of these factors is the informativeness of the advertisement. As soon as incorrect or dishonest information is provided in an advertisement, it can negatively influence the credibility of the advertisement (Prendergast *et al.*, 2009:321), whereas perceived entertainment positively influences the credibility. A number of authors found that credibility is a key factor that positively influences the value of an advertisement (Brackett & Carr, 2001:29; MacKenzie *et al.*, 1989:58).

Several authors argue that the credibility of an advertisement is based on the credibility of the business as well as the message communicated in the advertisement. Furthermore, it was found that the type of advertising media that is used has a significant positive influence on the credibility of the advertisement (Aydin & Karamahmet, 2017:530; Bart *et al.*, 2005:141-142; MacKenzie *et al.*, 1989:58). A study conducted on several advertising media found that broadcast media are the most credible, whereas the internet is the least credible advertising media (Prendergast *et al.*, 2009:321). In a study conducted on Twitter, it was found that the credibility of the advertisement has a significant positive influence on the advertising perception and value (Murillo & Merino, 2016:450). However, advertisements on Facebook could be perceived as untrustworthy, due to the advertisements being perceived as misleading and deceptive (Aydin, 2013:7). In accordance

with the findings of these studies, this study aimed to determine if Generation Y students' perceived advertising value of print media and social media advertisements will be positively influenced by credibility.

### 2.11 PROPOSED MODEL OF FACTORS INFLUENCING GENERATION Y STUDENTS' PERCEIVED VALUE OF PRINT MEDIA AND SOCIAL MEDIA ADVERTISING

The literature review in Chapter 2 serves as a foundation to examine the four factors influencing the value of print media and social media advertising. This section illustrates a proposed model that has been derived from the theories explained in the literature review, existing models and empirical studies. Figure 2-8 presents the hypothesised relationships between the four dimensions and advertising value. As such, the proposed model will measure the extent to which informativeness, entertainment, irritation and credibility influence the value of print media and social media advertisements amongst Generation Y students.



**Figure 2-8: Proposed model of factors influencing Generation Y students' perceived value of print media and social media advertising**

The hypothesised relationships illustrated in the research model in Figure 2-8 will be empirically tested to determine the significance of these factors' influence on the value of print media and social media advertising.

### 2.12 SYNOPSIS OF CHAPTER

The primary objective of this study is to compare Generation Y students' perceptions of print media and social media as advertising platforms. This chapter focused on advertising as a marketing communication tool. Advertising is the most used marketing communication tool and significantly influences the success of businesses. In this chapter marketing, marketing communication and advertising were defined. The history of advertising was outlined and the advertising landscape in South African was delineated. The key advertising decisions were

explained and followed by a discussion on the various advertising media. Emphasis was placed on social media and print media advertising as well as on the value of advertising. Furthermore, a model on advertising value was proposed along with the factors that influence the value of advertising. Given that Generation Y is the target market of this study, a discussion on their characteristics and usage of the two advertising media was included.

The next chapter, Chapter 3, will outline the research methodology followed in the empirical part of the study. This includes discussions on the research paradigm, research approach, research design, sampling strategy, data collection, pre-testing and administration of the questionnaire, preliminary data analyses and statistical data analyses.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

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#### **3.1 INTRODUCTION**

Marketing research is the link between an organisation and the customer, as it assists in gaining an understanding of the customers' wants or needs (Wiid & Diggines, 2015:5). The essence of marketing research is to obtain knowledge about customers, competitors and opportunities in the market (Babin & Zikmund, 2016:5; Roque, 2018). Furthermore, it provides information to the marketer about the demand for a product or service (Babin & Zikmund, 2016:5) and gives the customer the opportunity to share their needs and views (Burns *et al.*, 2017:34). Burns *et al.* (2017:34) describe marketing research as a process of gathering information to enable marketers and customers to make better decisions.

The purpose of this chapter is to explain the research methods and measures used to gather, analyse and interpret the data collected for the empirical portion of this study. This chapter discusses the research paradigm, research approach and research design used in this study. Furthermore, it provides information on the sampling strategy, namely the target population, sample frame, sample method and sample size. Thereafter, the data collection method is explained, particularly focusing on the questionnaire design, format and layout. This chapter also includes an overview of the pre-testing and administration of the questionnaire. Lastly, the statistical methods used to analyse the collected data of this study are discussed.

The following section will explain the research design used for the study, including the process of its selection.

#### **3.2 RESEARCH PARADIGM**

A research paradigm is described as a theoretical framework of a belief system with assumptions about ontology, epistemology, and methodology (Rehman & Alharthi, 2016:51). Wong (2014:16) refers to five competing paradigms that are used in research; namely, critical realism, critical theory, constructivism, interpretivism, and positivism. The critical realism paradigm determines the difference between the reality and an observation of the social world (Patel, 2015). The critical theory recognises that people and organisations develop and evolve over a period of time, which means that factors such as culture, politics, and religion can influence individuals (Rehman & Alharthi, 2016:57). Constructivism suggests that the truth depends on a specific belief system within a situation, while interpretivism considers that the social world is maintained by human actions and interaction. Contrary to interpretivism, that views reality subjectively, positivism is an objective view on reality (Patel, 2015) which involves measuring an objective by means of an empirical study. As such, hypotheses are formed and then tested through statistical measures.

The positivism paradigm is associated with quantitative methodology and includes surveys, experiments, and analyses. For this reason, the positivism paradigm will be used in this study (Wong, 2014:16).

### **3.3 RESEARCH APPROACH**

The plan or procedure to identify the methods used for collecting, analysing and interpreting data is referred to as the research approach (Chetty, 2016). There are two basic research approaches that can be followed, namely qualitative and quantitative research. Qualitative research is an unstructured approach that typically involves open-ended questions (Wiid & Diggines, 2015:97). Quantitative research is a structured research approach that involves numerical measurement to achieve research objectives (Babin & Zikmund, 2016:111). Quantitative research can be used to determine the correlation between variables, as a selection of predetermined answers to each question are provided (Malhotra, 2010:73). Babin and Zikmund (2016:11) advise that when research involves a large sample, quantitative research is the most suitable as the findings are generalised to a larger population. Since the study is based on a large population sample that allows the results to be statistically analysed, a quantitative research approach was followed.

### **3.4 RESEARCH DESIGN**

Research design can be described as a plan or framework used to collect and analyse data for a research project (Burns *et al.*, 2017:92). Marketing research design can be classified into three categories, namely exploratory, causal and descriptive research (Babin & Zikmund, 2016:53). Selecting the most appropriate research design will be determined by the research objectives of the study (Berndt & Petzer, 2011:31).

An exploratory research design is used to provide background information and insight on a research problem (Burns *et al.*, 2017:94), and two of the most commonly used exploratory research methods are surveys and case analyses (Beri, 2013:74). Exploratory research is unstructured and informal as there is no predetermined set of procedures (Wiid & Diggines, 2015:66).

A causal research design assesses the cause-effect relationship between different variables, generally known as dependent and independent variables (Babin & Zikmund, 2016:57). The purpose of a causal research design is to establish whether change in one or more variables would influence another variable (Burns *et al.*, 2017:102). Furthermore, this research design determines which variable is the cause and which variable will be affected. To determine the causes and effects, an experiment should be conducted (Malhotra, 2010:113).

The descriptive research design is the most appropriate design to answer “who, what, where, when and how” questions (Burns *et al.*, 2017:98). This research design is also used to describe

market characteristics, functions and attitudes; all of which are measured using surveys, panels and observations (Wiid & Diggins, 2015:67). Descriptive research can be classified into longitudinal and cross-sectional research designs (Iacobucci & Churchill, 2010:86). A longitudinal design is used when variables are measured on a fixed sample more than once, over a period of time (Malhotra, 2010:110). Conversely, with a cross-sectional design, the data is collected from the sample only once (Burns *et al.*, 2017:99). A cross-sectional design can further be classified into multiple or single cross-sectional designs. Multiple cross-sectional designs include two or more samples from the target population, whereas single cross-sectional include only one sample (Malhotra, 2010:108).

For the purpose of this study, a descriptive research design was used to determine Generation Y students' perceptions of social media and print advertising in South Africa. This study used a single cross-sectional design as the information was drawn from one sample, once.

### **3.5 SAMPLING STRATEGY**

A sampling strategy is a plan set up to ensure that the sample drawn from a population is representative of that population. Therefore, the sampling strategy indicates how the sample was drawn from the sample frame or population (Bhasin, 2017). A researcher can obtain information from a census or a sample. A census requires the researcher to gather data from all the elements within the population, while a sample requires the researcher to gather data from a subgroup of elements within a specific population (Burns *et al.*, 2017:238). As such, the sample represents the population elements (Wiid & Diggins, 2015:184). Given that it was not always feasible to collect data from a census due to cost and time constraints (McDaniel & Gates, 2013:380), this study made use of a sample.

A sampling strategy comprises various elements such as the target population, sampling frame, sampling methods, sample size and the execution of the sampling plan (Bhasin, 2017). The following sections explain the sampling strategy used for this study.

#### **3.5.1 Target population**

The first step in the sampling strategy is to determine the target population. The target population is a group of elements that a researcher wants to investigate in order to solve a research problem (Malhotra, 2010:372). A clear definition of the target population is essential in order to ensure that the participants have the relevant requirements to solve the research problem. The target population for this study is Generation Y individuals between 18 to 24 years of age who were enrolled as full-time under-graduate students at a South African, higher education institution (HEI) in 2019.

### 3.5.2 Sampling frame

A sample frame is a list of population elements from which a sample can be drawn (Burns *et al.*, 2017:239). For this study, under-graduate students were selected. As such, the sampling frame consisted of the 26 public registered HEIs in South Africa (Universities South Africa, 2018). Table 3-1 presents the 26 registered HEIs in South Africa, as well as their location and website.

**Table 3-1: Registered South African public HEIs**

<b>Name of university</b>	<b>Location</b>	<b>Website</b>
University of South Africa	All provinces	www.unisa.ac.za
Rhodes University	Eastern Cape	www.ru.ac.za
University of Fort Hare	Eastern Cape	www.ufh.ac.za
Walter Sisulu University	Eastern Cape	www.wsu.ac.za
Nelson Mandela Metropolitan University	Eastern Cape and Western Cape	www.nmmu.ac.za
Central University of Technology	Free State	www.cut.ac.za
University of the Free State	Free State	www.ufs.ac.za
Sefako Makgatho Health Science University	Gauteng	www.smu.ac.za
University of Johannesburg	Gauteng	www.uj.ac.za
University of Pretoria	Gauteng	www.up.ac.za
University of Witwatersrand	Gauteng	www.wits.ac.za
Vaal University of Technology	Gauteng, Mpumalanga and Northern Cape	www.vut.ac.za
Tshwane University of Technology	Gauteng, Mpumalanga, Limpopo and North-West	www.tut.ac.za
Durban University of Technology	KwaZulu-Natal	www.dut.ac.za
Mangosuthu University of Technology	KwaZulu-Natal	www.mut.ac.za
University of KwaZulu-Natal	KwaZulu-Natal	www.ukzn.ac.za
University of Zululand	KwaZulu-Natal	www.unizulu.ac.za
University of Venda	Limpopo	www.univen.ac.za
University of Limpopo	Limpopo and Gauteng	www.ul.ac.za
University of Mpumalanga	Mpumalanga	www.ump.ac.za
Sol Plaatjie University	Northern Cape	www.spu.ac.za
North West University	North-West and Gauteng	www.nwu.ac.za
Cape Peninsula University of Technology	Western Cape	www.cput.ac.za
Stellenbosch University	Western Cape	www.sun.ac.za
University of Cape Town	Western Cape	www.uct.ac.za
University of the Western Cape	Western Cape	www.uwc.ac.za

**Source:** *Universities South Africa (2018)*

For the purpose of this study, the 26 public registered HEIs (Table 3.1) were narrowed down to two HEIs located in Gauteng province. Of the two HEIs, one was a traditional university and the other a university of technology. These universities were selected to represent the main types of public registered HEIs in South Africa. The Gauteng province was selected as it is South Africa's

most populated province (Statistics South Africa, 2018). Registered full-time students were selected to participate in the study.

### **3.5.3 Sampling method**

The process used to select a representative sample is called the sampling method (Berndt & Petzer, 2011:173). Sampling methods can be divided into two categories, namely probability and non-probability sampling (Edmonds & Kennedy, 2016:19). With probability sampling, each representative of the population has a known chance to be selected for the sample of a study (Burns *et al.*, 2017:241). The different types of probability sampling methods include simple random sampling, cluster sampling, stratified sampling and systematic sampling (Burns *et al.*, 2017:242; Hair *et al.*, 2013:140). The simple random sampling method ensures that the likelihood for a representative to be chosen for the sample is equal and known (Iacobucci & Churchill, 2010:287). With cluster sampling, the population is divided into subgroups (clusters), from which a random selection of elements within each cluster takes place to form the sample (Wiid & Diggines, 2015:199). The stratified sampling method comprises the identification of subpopulation groups of homogeneous strata, followed by the random selection of sample elements from each stratum (Babin & Zikmund, 2016:351). Systematic sampling involves selecting a random starting point and then using predetermined intervals to draw the sample elements (Burns *et al.*, 2017:242).

With non-probability sampling, the possibility that a population element may be selected for a sample is unknown and undefined. There are different types of non-probability sampling techniques, namely judgment sampling, convenience sampling, snowball sampling and quota sampling (Burns *et al.*, 2017:253). Judgment sampling is a method where the most suitable sample elements are selected based on the judgment of the researcher or another knowledgeable person (Babin & Zikmund, 2016:349). Convenience sampling involves the selection of sample elements where the interviewer will make use of a high-traffic location to intercept the potential representatives of the sample (Malhotra, 2010:377); for example, mall intercepts (Burns *et al.*, 2017:181). Snowball sampling is when a researcher selects a number of representatives with a particular set of characteristics who will, subsequently, recruit other individuals with the same set of characteristics (Wiid & Diggines, 2015:192). Quota sampling requires the researcher to categorise the population into groups according to variables such as age, gender, income and geographical area. The researcher then selects a predetermined number of representatives from the required category (Babin & Zikmund, 2016:349).

The non-probability convenience sampling technique was used to identify full-time undergraduate Generation Y students between the ages of 18 and 24 years that were registered at a South African HEI in 2019. The convenience sampling method was used since a campus of any

HEI is a high-traffic location and the selection of sample elements is dependent on the students being in the right place at the right time.

#### **3.5.4 Sample size**

A sample size is the number of individuals or observations in a statistical setting (Zamboni, 2018). The sample size of a study can have an effect on its confidence level and margin of error. The greater the sample size, the smaller the margin error of the study will be (Littler, 2015). According to Hair *et al.* (2013:139), the appropriate size for a non-probability sample is determined by making use of the historical evidence approach. Therefore, the researcher should consider the sample sizes of similar previously published studies with equivalent constructs or similar topics when determining the simple size of a study.

A sample size of 500 full-time undergraduate Generation Y students was selected for this study. This sample size is in line with similar studies, such as Bevan-Dye (2013) (sample size of 400), Koo *et al.* (2012) (sample size of 430), Aydin (2016) (sample size of 500), and Brackette and Carr (2001) (sample size 500).

The following sections explain the method used to collect the data for this study.

### **3.6 DATA COLLECTION METHOD**

During data collection, the researcher obtains the necessary information from participants to answer the research question (Burns *et al.*, 2017:290). The data collected forms part of the empirical section of the study. Different methods can be used to obtain data for a quantitative study. However, the observation or survey methods are the most frequently employed methods (Check & Schutt, 2011:10-11; Houser 2016:261). The observation method is a systematic observation, which provides an explanation and recordings for interpretation and analysis (Wiid & Diggines, 2015:136). The observations outline the behaviours of people or objects without having direct communication or interaction with them. On the contrary, the survey method requires verbal or written communication from its participants due to its questioning approach to collect data (Burns *et al.*, 2017:290). Surveys may involve self-administered or fieldworker-administered questionnaires (Hair *et al.*, 2013:93).

Hair *et al.* (2013:109) suggest that when a descriptive research design is followed, the survey method is the most appropriate method to use when collecting information geared towards the solution of the research problem. The survey method assists with collecting information regarding the motives, attitudes, preferences, intentions and opinions of participants (Wiid & Diggines, 2015:118). A number of methods can be used to administer a survey, such as personal and/or telephone interviews, mail surveys and web-based surveys (Malhotra, 2010:211). In addition, the drop-off survey method, also known as the drop-and-collect method, can be used. With the drop-

off survey method, the questionnaire is dropped off at a participant for completion and is collected at a later time and date (Burns *et al.*, 2017:191). This method is an effective method of collecting data; however, it can be time intensive and may delay the research process.

A survey questionnaire can be self-administered or administered by an interviewer. A self-administered questionnaire is completed without the assistance of an interviewer (Hair *et al.*, 2013:115). In addition, the participants complete the questionnaire in their own time (Burns & Bush, 2013:178). The advantages of using this method include reduced cost, participant control, and eliminate interview uneasiness (Burns *et al.*, 2017:178).

For the purpose of this study, a self-administered structured survey questionnaire was used to gather data on Generation Y students' perceptions of the informativeness, entertainment, credibility, irritation and value of print and social media advertisements. The questionnaire was submitted to the Ethics Committee of the Faculty of Economic and Management Sciences at the North-West University (Vanderbijlpark Campus) for clearance and approval by the ethics department. Once the approval and clearance was issued (Ethics Clearance Number: NWU-0095-19-A4), the questionnaires were distributed by trained fieldworkers at the two selected HEI campuses. The students were approached and asked to complete the questionnaire. The following section discusses the research instrument.

### **3.6.1 Questionnaire design**

A questionnaire is a measuring instrument used to collect data in a structured manner. As such, it consists of several questions designed to gather the required information for the purpose of achieving the formulated research objectives and solving a research problem (Wiid & Diggins, 2015:164-165). It is essential that the questionnaire requests relevant information, and attracts and motivates participants to complete the questionnaire honestly and accurately (Babin & Zikmund, 2016:304-305). Furthermore, it is recommended that a self-administered questionnaire includes a cover letter to explain the purpose of the study and provide instructions on how to complete the questionnaire (Babin & Zikmund, 2016:304-305; Iacobucci & Churchill, 2010:221).

To collect good quality data, the questions within the questionnaire should be clear and understandable. This is because complicated or unclear questions will jeopardise the information provided by the participants (Burns *et al.*, 2017:218). Furthermore, questions should not be leading, loaded, double-barrelled or overstated. Each question should focus on a single issue and be brief, grammatically simple and clear (Babin & Zikmund, 2016:311-316). To this end, the gathered data will be more accurate and honest (Burns *et al.*, 2017:218).

The questionnaire used in this study included simple and focused questions, as recommended above. The questionnaire was grammatically simple to ensure that all participants understood

each question and to minimise the chances of receiving inaccurate information. Furthermore, the questionnaire included a cover letter describing the purpose of the study and the researcher's contact details. Annexure A presents the questionnaire distributed for this study.

### **3.6.2 Question format**

According to Malhotra (2010:352), the format of the questions within a questionnaire can impact a participant's willingness to partake in the study. The two main types of question formats are unstructured and structured questions. With an unstructured questionnaire, the questions are open-ended, which allows the participant to answer each question in their own words (Wiid & Diggines, 2015:169). Open-ended questions are time consuming for both the participant to answer and for the researcher in terms of capturing the data. Furthermore, the results of open-ended questions can be difficult to interpret and compare with previous studies (Babin & Zikmund, 2016:306). However, open-ended questions can be used if there is no predetermined set of options to choose from (Pallant, 2010:8).

Structured questionnaires consist of closed-ended questions with a predetermined set of responses for the participant to choose from (Wiid & Diggines, 2015:169-171). Closed-ended questions are used when a participant's attitude or perception is measured (Burns *et al.*, 2017:217). Closed-ended questions include multiple-choice questions, dichotomous questions or scaled items (Babin & Zikmund, 2016:309). Multiple-choice questions allow participants to select one or more answers from multiple options, whereas dichotomous questions provide the participant with two possible answers only, such as yes or no (Hair *et al.*, 2013:190).

Another frequently used method of measurement is that of scaled items. Such a scale includes a series of items/statements to which numerical values or symbols are assigned. These numerical values are then used by participants to rate the object or item provided (Wiid & Diggines, 2015:155). The three most regularly used itemised-rating scales include the semantic differential scale, the Staple scale and the Likert-type scale (Malhotra, 2010:309).

The semantic differential scale is a bipolar scale, where each end of the scale has an opposite adjective. When using this scale, the participant needs to choose between opposing adjectives to describe their attitude or perception (Malhotra, 2010:282). The Staple scale is similar to the semantic scale in terms of construction, administration and analysis (Wiid & Diggines, 2015:161). It consists of 10 number intervals, normally ranging from -5 to +5 (Babin & Zikmund, 2016:212), where the participant decides if a phrase is more negative or positive. The Likert-type scale comprises statements where the participants are requested to indicate their level of agreement or disagreement with each of the statements (Malhotra, 2010:314). In marketing research, the Likert-type scale is the most frequently used measurement scale (Burns *et al.*, 2017:209).

Furthermore, since the Likert-type scale is easy to administer, it is particularly effective when using a self-administered questionnaire.

For the purpose of this study, a structured self-administered survey questionnaire was developed. The demographics section of the questionnaire (Section A) included six questions, namely two dichotomous questions that requested the participants' country of origin and gender, and four multiple-choice questions that requested the participants' province of origin, current year of study, mother tongue language and age. The social media background information section (Section B) and print media background information section (Section C) included one dichotomous question each, as well as eight and six multiple-choice questions, respectively. To measure the participants' perceptions of social and print media as advertising platforms, a previously validated scale (Ducoffe, 1996:22-23) comprising four sub-scales was used in Section D. These scale items are in accordance with the primary objective as well as the empirical objectives developed for this study. This scale, designed to measure advertising value, consisted of 20 items divided into the four constructs of entertainment (five items), informativeness (seven items), irritation (five items) and value of advertisements (three items). The scale was used to address the second, third, fourth and sixth empirical objectives formulated for the study. An additional validated sub-scale from the literature, namely participants' perceived credibility of advertisements (three items) (Brackett & Carr, 2001:24) was added to Section D to address the fifth empirical objective of the study. The participants' level of agreement or disagreement with each statement was measured using a six-point Likert-type scale (1 – strongly disagree; 6 – strongly agree). A six-point Likert-type of scale was used instead of a five-point or seven-point scale, since participants intent to choose the median if there is such an option. If a median is needed an average between slightly agree and slightly disagree can be calculated.

### **3.6.3 Questionnaire layout**

The questionnaire layout refers to the sequence of the instructions, statements and questions included in the questionnaire (Burns *et al.*, 2016:224). Questionnaire layout, or flow of the questionnaire, is integral to the completion of a self-administered questionnaire because the researcher entrusts it to the participants without any further input. Therefore, the presentation and layout of the questionnaire should be convenient and easy to use (Wiid & Diggins, 2015:173). The flow of the questionnaire can be improved by grouping questions on the same topic into different sections (Bradley, 2013:510). Furthermore, it is suggested that each section should be numbered alphabetically and the constitutive questions or statements of a section should be numbered numerically.

An introduction is an essential component of a questionnaire. It informs the participant of the purpose of questionnaire and the reasons why the participant would be of interest to the study (Burns *et al.*, 2017:222). The introduction is followed by relevant demographic and screening

questions to ensure that the participant is a representative of the target population of the study. These questions should be non-threatening and easy to answer (Wiid & Diggines, 2015:172). Often, the body of the questionnaire comprises the scaled-response items/statements of the measurement scale(s) (Wiid & Diggines, 2015:172) designed to address the research objectives of the study (Malhotra, 2010:350).

For this study, a questionnaire (refer to Annexure A) comprising four sections was developed. The introduction of the questionnaire took the form of a cover letter that explained the purpose of the study and informed the participants of the objectives of the study. Furthermore, the cover letter guaranteed participant confidentiality and presented the researcher's contact details. Section A (A1-A6) of the questionnaire collected the students' demographic information to ensure that the participants met the sample requirements. The study required that the participants' country of origin be South Africa, since the sample of the study is South African Generation Y students. The second requirement was the participant's age, since the target population was students between 18 and 24 years of age. The questions in connection with the country of origin and age were used as screening questions. Sections B (B1-B9) of the measuring instrument gathered background information on the students' social media usage, and Section C (C1-C7) was designed to collect the students' print media background information. In Section D (D1-D23), the students' perceptions of social and print media as advertising platforms were measured. This section comprised five sub-scales, of which four were adapted from the scale developed by Ducoffe (1996:22-23) and one adapted from the scale developed by Brackett and Carr (2001:24).

The questionnaire was pre-tested prior to administering the questionnaire to the main sample. The following section explains the methods used to pre-test the questionnaire.

### **3.7 PRE-TESTING OF THE QUESTIONNAIRE**

A questionnaire is pre-tested on a small sample of participants to expose any errors in the questionnaire. The participants used for a pre-test need to be representative of the study's target population (Berndt & Petzer, 2011:146). According to Kumar (2014:191), a pre-test assists the researcher in determining how much time is required to complete the questionnaire, whether the questionnaire instructions are clear and understandable, and whether the flow and layout of the questionnaire is convenient and easy to use. Furthermore, the pre-test can assist in identifying questions that may be loaded (Burns *et al.*, 2017:230). The results of the pre-test should be taken into consideration and the necessary adjustments to the questionnaire made accordingly (Wiid & Diggines, 2015:174). Debriefing and protocol analysis are the two most commonly used methods to pre-test a questionnaire. The debriefing method requires that the objectives of the study be explained in advance, and the participants provide feedback on their interpretation of the questions while they complete the questionnaires. Protocol analysis requires participants to verbalise their thoughts while answering the questionnaire, which are tape recorded and then

analysed in an attempt to uncover any potential problems (Malhotra, 2010:354). Following the pre-test, it is common practice to conduct a pilot test on the questionnaire, which, in essence, is a rehearsal study to test the research approach prior to conducting the main study (Wright, 2018). Notably, it should be administered in the same manner intended for the main study (Hair *et al.*, 2013:202). Furthermore, Malhotra (2010:354) confirms that a pilot study contributes to improving the questionnaire, as the coding and tabulation can be tested. Both the pre-test and pilot test require only a small group of participants to complete a questionnaire (Babin & Zikmund, 2016:64,199).

For this study, both a debriefing pre-test and a pilot test were carried out in order to evaluate if there were any potential errors in or problems with the questionnaire. For the debriefing, three experienced university researchers and three university administrative staff members examined the questionnaire to identify any possible errors or problems in the questionnaire. To ensure that the instructions and questionnaire were understandable in the multilingual environment of South Africa, two of the participants had English as their first language and the remaining four participants had English as their second or third language. The participants took approximately 10 minutes to complete the questionnaire. The comments from the participants were used to enhance the quality of the questionnaire.

After the debriefing, a pilot test was conducted where a convenience sample of 60 undergraduate students was selected for participation. These students did not form part of the sample for the main study. After the completion of the questionnaires, the results were analysed and are reported in Chapter 4. From the limitations revealed in the pilot test, the necessary corrections were made to the questionnaire. The final questionnaire begins with a cover letter, followed by 22 closed-ended questions and 23 Likert-type scale items that were distributed for the main study. The next section explains how the questionnaires were administered for the study.

### **3.7 ADMINISTRATION OF THE QUESTIONNAIRE**

The self-administered questionnaires for the main study were distributed between July 2019 and August 2019. Once permission was obtained to administer the questionnaire to students, the self-administered questionnaires were distributed by making use of the mall-intercept method. The students were approached at the two HEIs by fieldworkers. The students were asked to participate in the study and were informed that their participation is voluntary. The questionnaire included a cover letter that explained the purpose of the study as well as instructions on completing the questionnaire. The data gathered from the study were tabulated and analysed in order to draw conclusions and make recommendations. The analysis and findings of the data are reported on in Chapter 4. The following section includes a discussion on the preliminary data analysis for this study.

### 3.8 PRELIMINARY DATA ANALYSIS

Data preparation and processing starts with validating the quality of the gathered data (Wiid & Diggins, 2015:44). Data preparation and processing comprise three steps, namely data editing, coding and data tabulation (Iacobucci & Churchill, 2010:350). Data editing takes place when each completed questionnaire is examined for incompleteness or mistakes made by the participant or interviewer (Zikmund *et al.*, 2013:460). Coding refers to the process of converting raw data into symbols or numbers, usually to summarise the data (Hair *et al.*, 2013: 249). Burns *et al.* (2017) suggest that the coding should be completed prior to finalising and administering the questionnaire. Once the data editing and coding is complete, tabulation takes place. Tabulation involves calculating the precise number of responses per question/item/statement (Iacobucci & Churchill, 2010:352). One-way frequency tables are an elementary tool used to tabulate the results of a study (Hair *et al.*, 2013:255).

For this study, data editing was performed to ensure that the questionnaires were completed in full and were error free. In addition, one-way frequency tables were drawn to portray the results of this study. The questionnaire used for this study consisted of four sections. Section A (A1-A6) was created to collect demographic information from each participant. Sections B (B1-B9) and C (C1-C7) were designed to gather information on students' print and social media usage behaviour and advertising awareness, respectively. Section D (D1-D23) included a 23-item scale measuring the students' perceptions on the informativeness (D1-D7), entertainment (D8-D12), value (D13-D15), irritation (D16-D20) and credibility (D21-D23) of print and social media advertisements. As suggested by Burns *et al.* (2017:229), pre-coding was employed through the support of an experienced statistician. Table 3-2 provides the coding information.

**Table 3-2: Coding information**

Type of data	Variable	Question number
Demographics	A1-A6	Section A: Question A1-A6
Social media background	B1-B9	Section B: Question B1-B9
Print media background	C1-C7	Section C: Question C1-C7
Informativeness of advertisement	D1-D7	Section D: Question D1-D7
Entertainment of advertisement	D8-D12	Section D: Question D8-D12
Value of advertisement	D13-D15	Section D: Question D13-D15
Irritation of advertisement	D16-D20	Section D: Question D16-D20
Credibility of advertisement	D21-D23	Section D: Question D21-D23

This section provided clarity on the preliminary data analysis. The following section provides insight on the statistical analysis applied in the study.

### **3.9 STATISTICAL ANALYSIS**

Statistical analysis involves collecting data, critically observing the data and then reporting on the trends found in the data (Brooks, 2014). The collected data were analysed using Microsoft Excel and the Statistical Package of Social Sciences (IBM SPSS), Version 26, a user-friendly software package that assists with presenting and analysing the captured data. The statistical methods that were applied include:

- Frequency analysis
- Factor analysis
- Reliability and construct validity analysis
- Descriptive statistical analysis
- Correlation analysis
- Collinearity diagnostics
- Regression analysis
- Paired samples t-test

These methods are detailed in the following sections.

#### **3.9.1 Frequency analysis**

A frequency distribution is the most basic method of listing and presenting data (Clow & James, 2014:116) and it is generally the first data analysis to be performed (Malhotra, 2010:484). Frequency analysis is a procedure of summarising and organising data (Babin & Zikmund, 2013:337) through counting the number of responses for each variable (Malhotra, 2010:484). A frequency table is set with frequency counts, percentages and cumulative percentages to present the frequency analysis (Malhotra, 2010:478). Charts and graphs are used to present the data from the frequency table (Burns & Bush, 2014:321). The frequency analysis of this study is presented in pie and bar charts, as well as statistical tables.

#### **3.9.2 Factor analysis**

Factor analysis is a statistical method used to summarise a large set of data into more manageable sets of factors (Malhotra, 2010:366; Pallant, 2013:182). Furthermore, factor analysis is a test for which variables are related or unrelated (Hair *et al.*, 1995:368). Factors are formed based on the relationships between the interrelated variables. In other statistical techniques such as regression, variance and discriminant analysis, there are dependent variables and independent variables. However, with factor analysis the variables are not divided; instead, they are examined for interdependent relationships (Malhotra, 2010:366). Factor analysis consists of two main methods, namely confirmatory (CFA) and exploratory (EFA) factor analysis (Malhotra, 2010:366; Pallant, 2013:182).

Whereas EFA is used to explore interrelationships among a set of variables in order to reduce a large set of variables into a reduced set of factors to develop measurement scales, CFA is used to confirm or disaffirm a specific theory concerning an anticipated factor structure (Pallant, 2013:182). Malhotra (2010:639) advises that in order to perform factor analysis, the ratio of participants to variables should not be less than five to one. To determine the factorability of a data set, Bartlett's test of sphericity and the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) are used. An appropriate value for Bartlett's test is smaller than 0.05 and the KMO should generate a measurement value of greater than 0.6 (Pallant, 2016:187).

While several factor extraction methods exist, the two most commonly used methods to extract factors are common factor analysis and principal component analysis. Common factor analysis is estimated on common variance only, whereas principal component analysis is estimated by means of the total variance (Malhotra, 2010:643).

Various techniques can be used to determine the optimal number of factors, such as the eigenvalue, scree plot, and priori criterion techniques (Hair *et al.*, 1998:103-104). When making use of the eigenvalue technique, all factors with an eigenvalue greater than one are retained, while factors with eigenvalues smaller than one are discarded (Malhotra, 2010:643). With the scree plot technique, a graph is plotted with the number of factors on the x-axis against the eigenvalue on the y-axis, in order to observe the point at which the curve changes direction (Wiid & Diggins, 2015:243). All the variables above the change in the curve should be retained, as it contributes towards the variance of the data set (Pallant 2016: 193). The priori criterion technique is based on the prior knowledge of the theory of the study, since it is possible for a researcher to know beforehand how many factors should be extracted (Malhotra, 2010:643).

An important element of factor analysis is the factor matrix, which forms part of the factor analysis output. The factor matrix presents the coefficients that are the standardised variables regarding the factors. These coefficients also known as factor loadings indicate the correlation between the factors and the variables (Malhotra, 2010:645). However, an un-rotated factor matrix can result in factors that cannot be interpreted, since factors correlate with too many variables. By making use of factor rotation, the factors are transformed into a simpler matrix, which makes the interpretation easier (Hair *et al.*, 2014:90). There are different methods of rotation, including orthogonal rotation, varimax rotation and oblique rotation (Malhotra, 2010:645). The most commonly used one is the varimax procedure that minimises the number of variables with high loadings to be more interpretable in terms of the factors (Malhotra *et al.*, 2017:719).

For the purpose of this study, confirmatory factor analysis (CFA) was performed by making use of principal component analysis to ascertain if any items cross-loaded or loaded on the wrong

factor and, thereby, confirms or disaffirms the underlying factor structure of the value of advertising on social and print media platforms. A discussion of the reliability of the scale follows

### **3.9.3 Reliability analysis**

Reliability measures the consistency of the results when measurement takes place more than once (Malhotra, 2010:318) and indicates the degree to which a measurement is free from random error (Babin & Zikmund, 2016:280). There are three approaches that can be used to assess the reliability of a scale, namely alternative forms reliability, internal-consistency reliability and test-retest reliability (Malhotra, 2010:318).

Alternative forms reliability involves two equivalent scales that are tested on the same participants, but usually between two to four weeks apart (Malhotra, 2010:319). The two scales are different but represent the same content. A challenge with this approach is the development of equivalent scales with similar content (McDaniel & Gates, 2013:288).

Internal-consistency reliability is used to measure if all the items within a scale indicate a mutual meaning or attribute (Malhotra, 2010:319). According to Babin and Zikmund (2016:280), there are two methods that can be used to measure internal-consistency reliability, namely the split-half reliability method and coefficient alpha method. The split-half method requires splitting the scale items into two halves, each of which will generate a score, and then defining the correlation between those halves based on their scores, where high correlations indicate internal consistency (Malhotra, 2010:319). However, Pallant (2010:6) recommends using the coefficient alpha, also known as the Cronbach alpha, because with split-half reliability the scale is randomly divided in half, which means that the coefficient is based on the split of the scale and not the entire scale (McDaniel & Gates, 2013:289). The Cronbach alpha requires splitting the scale in more than one way to generate an average of all the potential split-half coefficients (Babin & Zikmund, 2016:280). According to Pallant (2010:97), a value of 0.6 and above is acceptable for the Cronbach alpha but a value of 0.7 and above is preferable. A higher value indicates higher internal-consistency reliability (Babin & Zikmund, 2016:280).

Test-retest reliability requires using the same scaled items with the same participants under similar conditions but at different points in time (Malhotra, 2010:318). A correlation coefficient is calculated for each observation and then compared to identify any score differences between the two observations. These score differences indicate a random error (Pallant, 2010:6). The period of time between the retests can have a negative impact on the results. For example, a long break period may result in participants changing their minds and answering differently, whereas a short break period may allow the participants to recall their answers from the first observation (Burns *et al.*, 2017:215).

A pilot study was conducted to determine the reliability of the scale items. The internal-consistency reliability approach was taken, making use of the Cronbach alpha.

#### **3.9.4 Validity analysis**

Validity refers to the accuracy of the measured results (Babin & Zikmund, 2016). Validity is obtained when the measurement instrument is free from random and systematic error. A scale needs to be both reliable and valid. However, if a measuring instrument is not reliable it will not be valid (Iacobucci & Churchill, 2010:259). The types of validity that can be assessed are content validity, criterion validity, and construct validity (Malhotra, 2010).

Content validity measures how well each item of the questionnaire matches the concept definition. This assessment is done by relying on the judgment of experts to determine if the concept definition matches the study's content (Babin & Zikmund, 2016:282). According to McDaniel and Gates (2013:290), content validity is not a sufficient method to measure validity. To conduct a more formal measure of validity, criterion and/or construct validity can be used (Malhotra, 2010:320).

Criterion validity measures how well the scale performs in relation to a criterion variable, such as demographics, and attitudinal or behavioural scores from other scales (Malhotra, 2010:320). The two forms of criterion validity are concurrent and predictive validity (Babin & Zikmund, 2016:282-283). With concurrent validity, short versions of the measuring instrument are tested during the same time as the original measuring instrument, after which the results are compared (Babin & Zikmund, 2016:283; McDaniel & Gates, 2013:292-293); with predictive validity, the data of the scale and the criterion variables are collected at different points in time (Malhotra, 2010:320).

Construct validity assesses the fundamental theory on which the scale is based to determine if the measuring instrument represents the context of the study (Malhotra, 2010:320-321). There are three methods that can be used to measure construct validity, namely convergent, discriminant and nomological validity.

Convergent validity is determined by measuring multiple constructs that are compatible across the scale (Babin & Zikmund, 2016:283). One way of determining convergent validity is to assess the factor loadings that resulted from performing factor analysis. Loading estimates of 0.5 or higher for all items suggest convergent validity (Hair *et al.*, 2014:618).

Discriminant validity measures the lack of correlation between different constructs. The Heterotrait-monotrait (HTMT) ratio is one of the most recent methods used to assess discriminant validity in a more inclusive and less forced way (Henseler *et al.*, 2015). The HTMT is defined as "the mean value of the item correlations across constructs (that is, the heterotrait–heteromethod correlations) relative to the (geometric) mean of the average correlations of the items measuring

the same construct (that is, the monotrait–heteromethod correlations)” (Radomir & Moisescu, 2019:2). According to Franke and Sarstedt (2019:434), HTMT values of below 0.85 suggests discriminant validity.

Nomological validity refers to the extent to which different but relating constructs correlate in a theoretically anticipated way. A correlation matrix consisting of the Pearson’s Product-Moment correlation coefficients can be constructed to assess nomological validity (Malhotra, 2010:321).

For this study, both content validity and construct validity of the measurement instrument was assessed. Three experienced researchers assessed the content validity of the measurement instrument. Convergent validity was tested by assessing the factor loadings of the scaled items. In addition, discriminant validity was tested using the inter-item correlations generated using SPSS, to compute the HTMT values in a Microsoft Excel worksheet. Nomological validity was tested by assessing the Pearson’s Product-Moment correlation coefficients in a correlation matrix.

After measuring the reliability and validity of the measurement instrument, descriptive analysis was performed to summarise the captured data. This analysis will be discussed in the following section.

### **3.9.5 Descriptive statistical analysis**

Descriptive statistical analysis is performed to summarise the collected data and the sample characteristics (Babin & Zikmund, 2016:394). A frequency distribution is a method often used to determine the number of times a response was selected. Furthermore, by making use of this method, it is possible to identify non-responses and outliers (Wiid & Diggines, 2015:252). The analysed data can be presented in graph or table format.

The descriptive statistics of this study are presented in table format. These statistics include measures of central tendency, measures of dispersion (Hair *et al.*, 2013:259) and measures of distribution (Wiid & Diggines, 2015:253-254).

Measures of central tendency can reduce a series of data to a single numerical figure. The tools used to accomplish this include the mode, median and mean of the data (McDaniel & Gates, 2013:384). The mode is one of the measures of central tendency that identifies the highest point of the distribution (Wiid & Diggines, 2015:253); this represents the value that appeared the most frequently (Burns *et al.*, 2016:320). Another measure is the median, once the data is ranked in a numerically ascending order, this measure identifies the middle value of the series of numbers. The last measure is the mean, which is the average of the series of values, calculated as the sum of the series divided by the number of data values (Hair *et al.*, 2013:259).

Measures of dispersion refers to how the data are distributed around the measure of central tendency (Trugman, 2016:227). Measures of dispersion comprise three measures, namely range, variance and standard deviation, and coefficient of variation. The range is the value of the difference between the highest and the lowest value in the series (Burns *et al.*, 2016:321). Furthermore, the variance and standard deviation indicate how the values are distributed around the mean (Hair *et al.*, 2013:259), and the coefficient of variation is used to compare different series of data (Wiid & Diggines, 2010:253).

Measures of distribution is also known as the measure of shape, which includes the skewness and kurtosis of the data (Malhotra, 2010:488). Skewness refers to the asymmetry and deviation of a normal distribution (Remenyi *et al.*, 2009:34), whereas kurtosis refers to the plateau or peak of the distribution (Pallant, 2010:57). With a normal distribution, the skewness value is zero. Positive skewness occurs when the data is distributed to the right of point zero, whereas negative skewness is when the data is distributed to the left (Wiid & Diggines, 2015:254). Furthermore, when the kurtosis is positive, the graph is sharper relative to normal distribution, while with a negative kurtosis, the graph is more flat distributed (Malhotra *et al.*, 2017:565).

Descriptive analysis was used in this study in order to define the distribution of the data. The mean, standard deviation, skewness and kurtosis values were calculated. Correlation analysis is discussed in the following section.

### **3.9.6 Correlation analysis**

Correlation analysis has two functions, namely to determine whether variables are related and to measure the strength of the relationships between variables (Pallant, 2010:128). A linear relationship can be determined through calculating the Pearson's product-moment correlation coefficient (Wiid & Diggines, 2015:290). Coefficient values above 0 indicate a positive relationship, whereas values below 0 indicate a negative relationship (Iacobucci & Churchill, 2010:452). Moreover, the higher the coefficient value, the stronger the relationship between the variables (Mc Daniel & Gates, 2013:529). When the coefficient value is 0, there is no relationship between the variables (Hair *et al.*, 2014:316). Hair *et al.* (2014:379) advise that the Pearson correlation coefficient be used to test the nomological validity of the measurement instrument.

### **3.9.7 Collinearity diagnostics**

Collinearity diagnostics are run to test for multi-collinearity issues, where multi-collinearity refers to a high degree of correlation between independent variables (Hair *et al.*, 2008). This statistical analysis is applied when multivariate statistical analysis is performed (Burns *et al.*, 2016:413). When a data set has unusually high correlation values between independent variables, it is challenging to determine the independent regression coefficients for the correlated variables, which necessitates testing for multi-collinearity (Smith & Albaum, 2010:337). In addition, when it

is problematic to determine the variation present in the dependent variable, multi-collinearity should be determined (Malhotra *et al.*, 2013:574).

The most common multi-collinearity measure is the tolerance test, which involves a regression analysis to determine the variability of an independent variable that cannot be explained by other independent variables (Malhotra, 2010:586; Pallant, 2016:152). With this measure, an independent variable acts as a dependent variable with respect to the other predictor variables (Pallant, 2016:152). The tolerance value is calculated by subtracting the coefficient of determination ( $R^2$ ) from one. A higher tolerance value indicates a small degree of multi-collinearity (Hair *et al.*, 2010:201), and a small tolerance value indicates possible multi-collinearity (Pallant, 2016:159). Another test for multi-collinearity is the variance inflation factor (VIF), where a value below 10 indicates no serious concern of multi-collinearity (Burns & Bush, 2016:413).

For the purpose of this study, the collinearity diagnostics of the tolerance test and VIF were performed as part of the multivariate data analysis. Hypothesis testing is discussed in the following section.

### **3.9.8 Hypothesis testing**

Hypothesis testing involves the development of hypotheses about characteristics of a specific population and, subsequently, to test if the associations or differences specified in the hypotheses are true (Malhotra, 2010:493; McDaniel & Gates, 2013:472). Various statistical techniques are used to determine if hypotheses are valid (Wiid & Diggins, 2015:264). For hypotheses testing, two mutual hypotheses need to be set, namely a null hypotheses ( $H_0$ ) and an alternative hypotheses ( $H_a$ ) (Malhotra, 2010:189). The null hypothesis ( $H_0$ ) is the current situation known as *status quo*, where there is no relationship or difference between variables, while the alternative hypothesis ( $H_a$ ) indicates a relationship or difference between variables (Hair *et al.*, 2013:67-68). The null hypothesis is tested by comparing the probability of the test with the specified significance level (Malhotra, 2010:189). The null hypothesis can be accepted or rejected based on sample evidence (Burns *et al.*, 2016:340).

For the purpose of this study, the following hypotheses were tested.

- H<sub>0</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of print advertisements.
- H<sub>a</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of print advertisements.

- H<sub>0</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of social media advertisements.
- H<sub>a</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of social media advertisements.
- H<sub>0</sub>3: There is no significant difference between Generation Y students' perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.
- H<sub>a</sub>3: There is a significant difference between Generation Y students' perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.

These hypotheses were tested using linear regression analysis and a paired-sample t-test.

### **3.9.9 Regression analysis**

Linear regression analysis is described as a predictive analysis technique, where a linear equation is used in which one or more variables influence the level of another (Burns *et al.*, 2017:407). This technique involves analysing associative relationships between a dependent metric variable and one or more independent metric variable(s). Although the variation in the dependent variable can be explained by the independent variables, this does not necessarily imply causation regression analysis (Malhotra, 2015:372). Regression analysis comprises simple or bivariate regression, multiple regression analysis and logistic regression analysis (Clow & James, 2014:416; Hair *et al.*, 2013:321).

Logistic regression is used to test models comprising categorical and/or continuous independent variables, and one categorical dependent variable with two or more categories (Sperandei, 2013). Simple or bivariate linear regression analysis involves a procedure that derives a straight line by making use of mathematical relationships to form an equation. This equation determines the relationship between a single dependent metric variable and a single independent metric variable (Malhotra, 2010:568). The examination of several independent variables' influence on one dependent variable is known as multiple regression analysis. For each independent variable, a regression coefficient is calculated, which is followed by an explanation of the relationship between the independent variable and the dependent variable. Therefore, by performing this analysis it is possible to see how several independent variables explain one dependent variable (Babin & Zikmund, 2010:391).

For the purpose of this study, multiple regression analysis was undertaken to determine the influence of Generation Y students' perceived informativeness, irritation, entertainment and credibility on their perceived value of social media and print media advertisements.

### **3.9.10 T-test**

A t-test determines whether there is a significant difference between means (Maree *et al.*, 2011:225) by comparing the means of two sets of data (Babin & Zikmund, 2016:420; Burns & Bush, 2014:317). With a sample greater than 50, it is recommended that a z-test is performed; however, IBM SPSS classifies a z-test and a t-test as the same type of test. For metric data, the three main types of t-tests are the one sample t-test, independent samples t-test and the paired sample t-test (Babin & Zikmund, 2016:420).

The one sample t-test is used to test if the mean of a sample is significantly different from a specified or test-mean (Clow & James, 2014:409). The independent-samples t-test determines if there are significant differences between the means from two categories or groups (Babin & Zikmund, 2010:378). With the paired sample t-test, the means of two sets of observations taken from the same sample of participants are compared (Wiid & Diggins, 2015:285).

For the purpose of this study, the paired sample t-test was performed to determine if there is a statistically significant difference between Generation Y students' perceived entertainment, irritation, informativeness, credibility and value of print and social media advertisements.

### **3.9.11 Eta squared statistic**

As explained in the previous section, a t-test determines if a statistical significant mean difference exists. The partial eta squared is calculated to determine the level of practical significance or the effect size. These values range from zero to one, and to interpret the strength of the effect size statistics the following guidelines are suggested (Pallant 2016:212):

- 0.01: small effect
- 0.06: medium effect
- 0.138: large effect

## **3.10 SYNOPSIS OF CHAPTER**

This chapter described the methods used for the empirical part of this study. It included a discussion on the research design and approach, sampling strategies and data collection methods used. The research instrument (the questionnaire) was also discussed, including its pre-testing and administration. Furthermore, this chapter explained the preliminary and statistical data analysis.

A single cross-sectional design was followed in this study and the non-probability convenience sampling technique was used to draw a sample of 500 full-time registered undergraduate students. These students were selected from two HEI campuses located in the Gauteng province of South Africa. The data were collected by making use of a self-administered questionnaire that started off with an introduction, followed by demographic questions and background questions about social media and print advertising, and lastly included scaled-response items that were directly related to the topic. IBM SPSS, version 26, was used to analyse the data. The chapter included a discussion of the statistical methods that were employed to analyse the data, namely factor analysis, reliability and validity analysis, descriptive statistics, collinearity diagnostics, regression analysis and a paired-sample t-test. Chapter 4 presents the results of the analyses and an explanation and interpretation of the analysed data from the pilot study and the main study.

## **CHAPTER 4**

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

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#### **4.1 INTRODUCTION**

The previous chapter, Chapter 3, related to the research methodology that was followed for the empirical portion of this study. The analysis and interpretation of the empirical objectives that were formulated in Chapter 1 are reported on and discussed in this chapter. In Section 4.2, the results of the pilot test of the questionnaire are discussed. Section 4.3 provides an outline of the data gathering process of the main study and is followed by Section 4.4, in which the preliminary data analysis is discussed with reference to the coding and tabulation of the data of the main study. Section 4.5 comprises a discussion on the demographic information and a summary of Generation Y students' print media and social media usage behaviour. Section 4.6 focuses on the descriptive statistical analysis, followed by a discussion on the correlation matrix, along with a discussion of the computed relationships between the variables in Section 4.7. In Section 4.8, the confirmatory factor analysis results are presented. This is followed by Section 4.9, where the results of the reliability, discriminant validity and collinearity diagnostics of the data are discussed. Sections 4.10 and 4.11 address the hypotheses formulated in Chapter 3, which were tested by making use of regression analysis and a paired-sample t-test.

IBM's SPSS statistical program (Version 26) and Microsoft Excel was used to conduct the data analysis. The data analysis was performed in two parts, namely the analysis of the results of the pilot study and the analysis of the findings of the main study. The subsequent section relates to part one of the data analysis process, the analysis of the pilot study.

#### **4.2 RESULTS OF PILOT TEST**

Prior to the pilot test, the questionnaire was pre-tested using the debriefing approach with three experienced researchers and three administrative staff members from a traditional South African university. Based on the feedback received from these debriefing sessions, the questionnaire was amended slightly. The amended questionnaire consists of 23 Likert-type scaled items that form part of the advertising value scale for print media and social media.

The amended questionnaire was then pilot-tested prior to the main study in order to ascertain the reliability of the scaled items. This pilot test was conducted on a non-probability convenience sample of 60 full-time undergraduate students that did not form part of the sample of the main study. Table 4-1 presents the results concerning the reliability of the advertising value scale for both social media and print media, as obtained in the pilot study.

**Table 4-1: Summary of the pilot test results**

Scale	Number of items	Mean	Standard deviation	Cronbach alpha
<b>Advertising value scale for print media</b>				
Informativeness	7	3.776	0.776	0.808
Entertainment	5	3.013	1.219	0.926
Value	3	4.000	1.601	0.891
Irritation	5	3.410	1.192	0.862
Credibility	3	3.922	1.159	0.884
<b>Advertising value scale for social media</b>				
Informativeness	7	4.619	0.972	0.912
Entertainment	5	4.380	1.464	0.960
Value	3	4.350	1.281	0.891
Irritation	5	3.693	1.175	0.823
Credibility	3	3.594	1.181	0.824

To determine the internal-consistency reliability, the Cronbach alpha coefficient was calculated for the advertising value scale for both print media and social media. For print media, the five dimensions, which are informativeness ( $\alpha = 0.808$ ), entertainment ( $\alpha = 0.926$ ), value ( $\alpha = 0.891$ ), irritation ( $\alpha = 0.862$ ) and credibility ( $\alpha = 0.884$ ), returned a Cronbach alpha value of above 0.7 as recommended by Malhotra (2010:319). The results of the advertising value scale for social media indicate that informativeness ( $\alpha = 0.912$ ), entertainment ( $\alpha = 0.960$ ), value ( $\alpha = 0.891$ ), irritation ( $\alpha = 0.823$ ) and credibility ( $\alpha = 0.824$ ) all exceeded the recommended level of 0.7 for the Cronbach alpha value. These results provided evidence of internal-consistency reliability (Pallant, 2010:97).

After the debriefing and pilot study were conducted, the 23 items of the advertising value scale for print media and social media were used in the main survey questionnaire (refer to Annexure A), which was administered to the main sample. A description of the variables and dimensions are presented in Table 4-2.

**Table 4-2: Description of variables and dimensions**

Code	Variables	Dimensions
<b>Advertising value scale for print media/ social media</b>		
D1	Advertisements are a good source of product/service information.	Informativeness of print media/ social media
D2	Advertisements supply relevant product/service information.	
D3	Advertisements provide timely information.	
D4	Advertisements are a good source of up-to-date product/service information.	
D5	Advertisements make information immediately accessible.	
D6	Advertisements are a convenient source of product/service information.	
D7	Advertisements supply complete product/service information.	

**Table 4-2: Description of variables and dimensions (continued)**

<b>Code</b>	<b>Variables</b>	<b>Dimensions</b>
<b>Advertising value scale for print media/ social media</b>		
D8	Advertisements are enjoyable.	Entertainment of print media/ social media
D9	Advertisements are entertaining.	
D10	Advertisements are pleasing.	
D11	Advertisements are fun to use.	
D12	Advertisements are exciting.	
D13	Advertisements are useful.	Value of print media/ social media
D14	Advertisements are valuable.	
D15	Advertisements are important.	
D16	Advertisements are confusing.	Irritation of print media/ social media
D17	Advertisements can be misleading.	
D18	Advertisements are annoying.	
D19	Advertisements are irritating.	
D20	Advertisements are an insult to people's intelligence.	
D21	Advertisements are credible.	Credibility of print media/ social media
D22	Advertisements are trustworthy.	
D23	Advertisements are believable.	

The next section explains the process followed to gather the data for this study.

### **4.3 DATA GATHERING PROCESS**

As indicated in Chapter 3, the data for this study were collected by distributing questionnaires to 500 full-time undergraduate South African Generation Y students enrolled at the two selected South African HEI campuses. A self-administered questionnaire was used to collect the data.

After ethical clearance was granted from the Ethics Committee of the Faculty of Economic and Management Sciences at the North-West University, as per Section 3.5 and the necessary permission was obtained, the questionnaire was distributed at two selected HEI campuses by making use of the mall-intercept method. The students were approached by fieldworkers and asked to complete the questionnaire. In accordance with the sample size, 500 questionnaires were distributed by the fieldworkers. The questionnaires were distributed during a three-week period. The preliminary data analysis process used in this study is explained in the following section.

### **4.4 PRELIMINARY DATA ANALYSIS**

The following section provides a discussion on the preliminary data analysis applied in this study, which includes coding and tabulation.

#### 4.4.1 Coding

For this study, a questionnaire consisting of four sections was used. Section A requested the demographical information of the participants. Section B consisted of nine questions pertaining to participants' background and usage information of social media. Section C comprised seven questions that requested participants' background and usage information of print media. Section D measured Generation Y students' perceived advertising value of social media and print media advertisements. Table 4-3 presents the coding information and assigned values used in Sections A, B, C and D of the final questionnaire.

**Table 4-3: Coding information**

<b>Section A: Demographical data</b>			
<b>Question</b>	<b>Code</b>	<b>Variable</b>	<b>Value assigned to responses</b>
Question 1	A1	Country of origin	South Africa (1), Other (2)
Question 2	A2	Province of origin	Eastern Cape (1), Free State (2), Gauteng (3), KwaZulu-Natal (4), Limpopo (5), Mpumalanga (6), Northern Cape (7), North West (8), Western Cape (9), Other (10)
Question 3	A3	Current year of study	1 <sup>st</sup> year (1), 2 <sup>nd</sup> year (2), 3 <sup>rd</sup> year (3), 4 <sup>th</sup> year (4), Post graduate (5)
Question 4	A4	Gender	Male (1), Female (2)
Question 5	A5	Mother tongue language	Afrikaans (1), English (2), IsiNdebele (3), IsiXhosa (4), IsiZulu (5), Sesotho (6), Sepedi (7), Setswana (8), SiSwati (9), Tshivenda (10), Xitsonga (11), Other (12)
Question 6	A6	Age	>18 (1), 18 (2), 19 (3), 20 (4), 21 (5), 22 (6), 23 (7), 24 (8), 24> (9)
<b>Section B: Social media background information</b>			
<b>Question</b>	<b>Code</b>	<b>Variable</b>	<b>Value assigned to responses</b>
Question 1	B1_F, B1_I, B1_T, B1_Y, B1_P, B1_L, B1_N, B1_O	Social media accounts	Do not have an account (0), Have an account (1)
Question 2	B2	Social media platform used most frequently	Facebook (1), Instagram (2), Twitter (3), YouTube (4), Pinterest (5), LinkedIn (6), Other (7)
Question 3	B3	Pay attention to advertisements	Yes (1), No (2), Sometimes (3)
Question 4	B4	Notice advertisements	Always (1), Frequently (2), Occasionally (3), Never (4)

**Table 4-3: Coding information (continued)**

<b>Question</b>	<b>Code</b>	<b>Variable</b>	<b>Value assigned to responses</b>
Question 5	B5	Advertisements made you aware of a product or service	Yes (1), No (2)
Question 6	B6	Recall brand/ product/ service that was advertised	Yes (1), No (2), Sometimes (3)
Question 7	B7	Comment, like or share of advertisements	Yes (1), No (2), Sometimes (3)
Question 8	B8_A, B8_B, B8_C, B8_D	Influence of advertisements	Not influenced (0), Influenced (1)
Question 9	B9_S, B9_DL, B9_T, B9_O	Devices used to access social media	Do not use device (0), Use device (1)
<b>Section C: Print media background information</b>			
<b>Question</b>	<b>Code</b>	<b>Variable</b>	<b>Value assigned to responses</b>
Question 1	C1_M, C1_N, C1_F, C1_O	Print media you have been exposed to	Not exposed to media (0), Exposed to media (1)
Question 2	C2	Print media used most frequently	Magazine (1), Newspaper (2), Flyers (3), Other (4)
Question 3	C3	Pay attention to advertisements	Yes (1), No (2), Sometimes (3)
Question 4	C4	Notice advertisements	Always (1), Frequently (2), Occasionally (3), Never (4)
Question 5	C5	Advertisements made you aware of a new product or service	Yes (1), No (2)
Question 6	C6	Recall of brand/ product/ service that was advertised	Yes (1), No (2), Sometimes (3)
Question 7	C7_A, C7_B, C7_C, C7_D	Influence of advertisements	Not influenced (0), Influenced (1)
<b>Section D: Advertising value scale</b>			
<b>Question</b>	<b>Code</b>	<b>Dimension</b>	<b>Value assigned to responses</b>
Item 1-7	D1_SM- D7_SM/ D1_PM- D7_PM	Informativeness	
Item 8-12	D8_SM- D12_SM/ D8_PM- D12_PM	Entertainment	
Item 13-15	D13_SM- D15_SM/ D13_PM- D15_PM	Value	Strongly disagree (1), Disagree (2), Slightly disagree (3), Slightly agree (4), Agree (5), Strongly agree (6)
Item 16-20	D16_SM- D20_SM/ D16_PM- D20_PM	Irritation	
Item 21-23	D21_SM- D23_SM/ D21_PM- D23_PM	Credibility	

The following section presents the tabulation of the data gathered using this questionnaire.

#### **4.4.2 Tabulation of variables**

Subsequent to preliminary data analysis, is the tabulation of data. Table 4-4 presents the frequencies obtained from the main sample for Section D of the questionnaire, which aimed to measure Generation Y students' perceived advertising value of social media and print media.

**Table 4-4: Frequency table of responses**

	1	2	3	4	5	6		1	2	3	4	5	6
<b>Advertising value scale for print media</b>							<b>Advertising value scale for social media</b>						
D1_PM	12	17	49	151	141	60	D1_SM	9	7	20	46	177	171
D2_PM	5	18	43	121	172	71	D2_SM	6	11	28	112	176	97
D3_PM	12	29	86	124	122	57	D3_SM	8	10	33	85	147	147
D4_PM	11	42	67	126	140	44	D4_SM	3	12	20	48	112	235
D5_PM	16	57	73	149	92	43	D5_SM	3	10	20	47	89	261
D6_PM	7	38	71	139	144	31	D6_SM	5	9	20	84	147	165
D7_PM	10	34	46	133	153	54	D7_SM	5	19	48	123	139	96
D8_PM	23	56	89	135	100	27	D8_SM	17	11	30	50	75	247
D9_PM	25	61	99	142	77	26	D9_SM	14	17	23	56	89	231
D10_PM	25	49	96	136	101	23	D10_SM	18	17	44	62	124	165
D11_PM	38	61	97	128	86	20	D11_SM	19	14	33	51	88	225
D12_PM	40	65	98	118	79	30	D12_SM	21	12	24	61	93	219
D13_PM	9	13	33	126	171	78	D13_SM	7	9	17	66	161	170
D14_PM	7	16	51	120	169	67	D14_SM	8	15	30	90	163	124
D15_PM	9	15	57	112	158	79	D15_SM	7	14	35	98	146	130
D16_PM	63	128	88	73	49	29	D16_SM	87	107	84	91	37	24
D17_PM	52	78	89	95	75	41	D17_SM	39	41	56	85	107	102
D18_PM	53	96	99	85	54	43	D18_SM	63	53	66	96	72	80
D19_PM	62	99	90	91	52	36	D19_SM	72	67	65	89	65	72
D20_PM	117	148	74	42	23	26	D20_SM	129	115	69	58	33	26
D21_PM	9	31	66	126	142	56	D21_SM	12	25	79	154	110	50
D22_PM	14	28	73	127	125	63	D22_SM	29	54	99	137	67	44
D23_PM	14	23	53	134	123	83	D23_SM	27	33	94	131	84	61

1=strongly disagree, 2=slightly disagree, 3=disagree, 4=agree, 5=slightly agree, 6=strongly agree

The following section, Section 4.5, reports on the demographic information and media usage behaviour of the participants of this study.

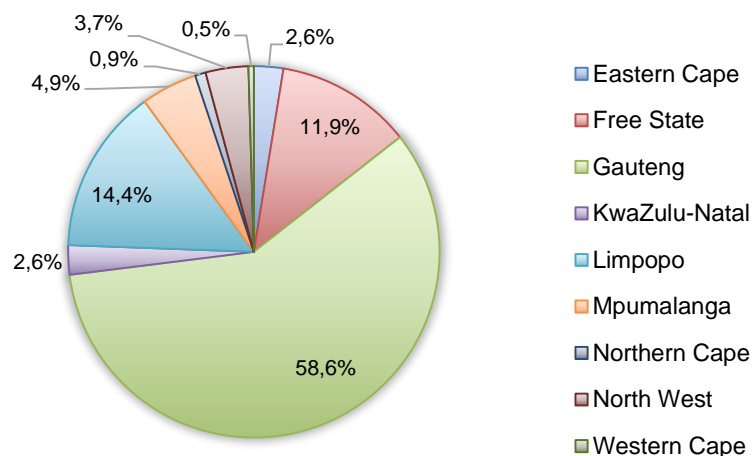
## 4.5 DEMOGRAPHIC AND MEDIA USAGE BEHAVIOUR ANALYSIS

This section provides a description of the sample of this study with regard to the demographics of the participants, as well as their print media and social media usage behaviour. Pie charts and bar graphs are used to represent the information acquired from the total sample of participants.

### 4.5.1 Sample description

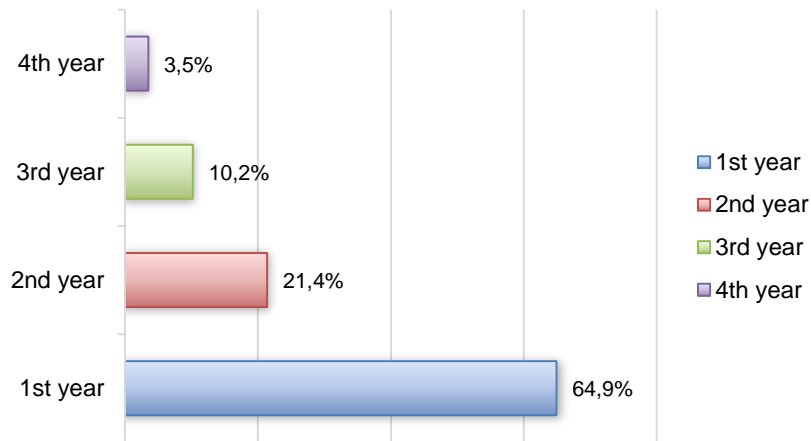
For this study, 500 questionnaires were distributed, of which 469 were completed and returned. This translated to a 93.8 percent response rate. Given the purpose and target population definition of the study, any questionnaires completed by non-South Africans or students that fell outside the age range of 18-24 years were discarded. Following the removal of questionnaires based on the target population specification, 430 questionnaires remained, rendering an effective response rate of 86.00 percent. Section A of the questionnaire relates to the demographical information of the participants which includes province of origin, current year of study, gender, mother tongue language and age distribution of the participants.

The presentation of the data, as well as a discussion on the total sample's demographical information follows. Figure 4-1 represents the province of origin of the participants.



**Figure 4-1: Province of origin**

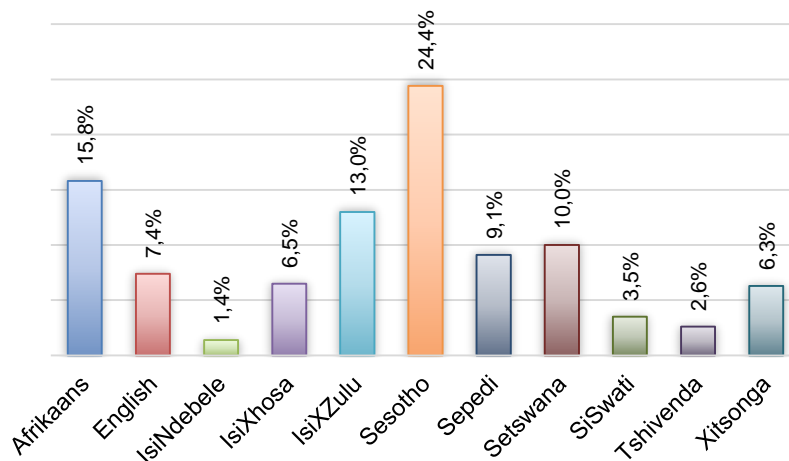
As illustrated in Figure 4-1, the sample included participants from all of the nine provinces in South Africa. For the majority of participants 58.6 percent of the sample, Gauteng is the province of origin. The Limpopo province was represented by 14.4 percent of the sample, while the Free State province was represented by 11.9 percent, the Mpumalanga province was represented by 4.9 percent and the North-West province was represented by 3.7 percent. The KwaZulu-Natal and Eastern Cape provinces were each represented by 2.6 percent of the sample. The two provinces that were the least represented are the Northern Cape, represented by 0.9 percent and the Western Cape provinces, with 0.5 percent.



**Figure 4-2: Current year of study**

Figure 4-2 presents the current year of study of each of the participants. This question was included to ensure that each participant is a full-time undergraduate student at one of the selected campuses. The majority of students were enrolled as first year students, which represent 64.9 percent of the sample. The second year students represented 21.4 percent of the sample, followed by the third years representing 10.2 percent and the smallest portion of the sample, representing 3.5 percent, is the fourth year students.

With regards to the gender of the participants, the sample included more females (59.1%) than males (40.9%).

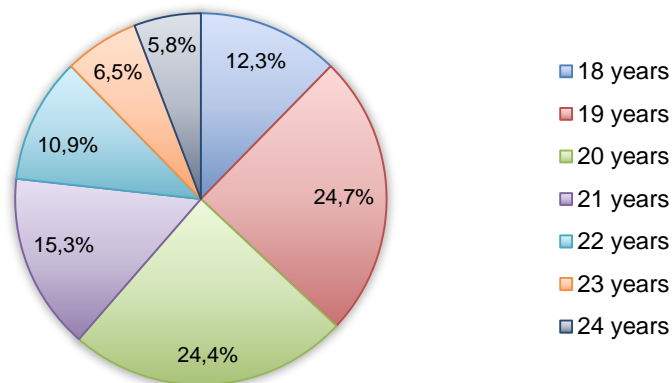


**Figure 4-3: Mother tongue language**

As indicated in Figure 4-3, most of the participants specified their mother tongue language as Sesotho (24.4%), followed by Afrikaans (15.8%), IsiZulu (13%), Setswana (10%), Sepedi (9.1%), English (7.4%), IsiXhosa (6.5%) and Xitsonga (6.3%). The remaining participants represent

smaller portions of the sample and indicated that their mother tongue language is SiSwati (3.5%), Tshivenda (2.6%) and IsiNdebele (1.4).

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**Figure 4-4: Age distribution**

Figure 4-4 indicates the demographical information relating to the participants' ages. This question was used as a screening question, as students needed to be between the ages of 18-24 years to form part of the final sample as identified in Chapter 3, Section 3.4.1. In accordance with Figure 4-4, 24.7 percent of the participants indicated they were 19 years of age, closely followed by the participants being 20 years of age (24.4%). Following suit are those who indicated being 21 years of age (15.3%), 18 years of age (12.3%) and 22 years of age (10.9%). The remaining two age groups represented the smallest portions of the sample, those who indicated being 23 years of age (6.5%) and 24 years of age (5.8%).

#### **4.5.2 Print media and social media usage behaviour**

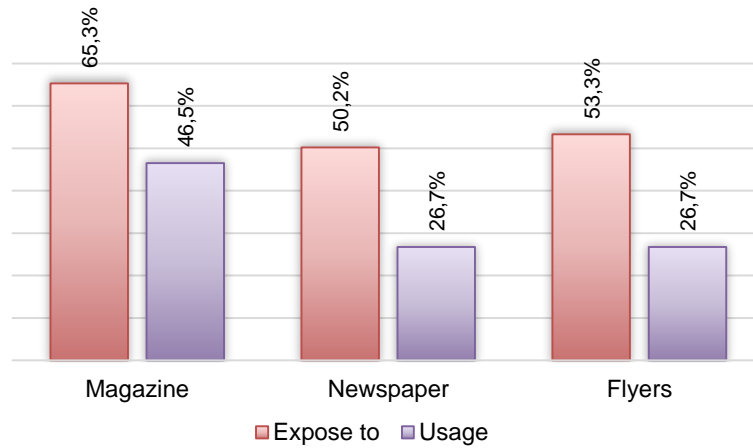
In addition to the questions requesting the students' demographical information in Section A of the questionnaire, Section B and Section C included nine and seven questions, respectively, to determine Generation Y students' social media and print media usage behaviour. These questions addressed the first empirical objective of this study, as formulated in Chapter 1 (refer to Section 1.3.3).

Figure 4-5 to Figure 4-13 represent the usage behaviour, respectively:

- Print media and social media usage
- Notice advertisements
- Pay attention to advertisements
- Awareness of new products/services
- Recall of brand/ product/ service that was advertised
- Influence of advertisements

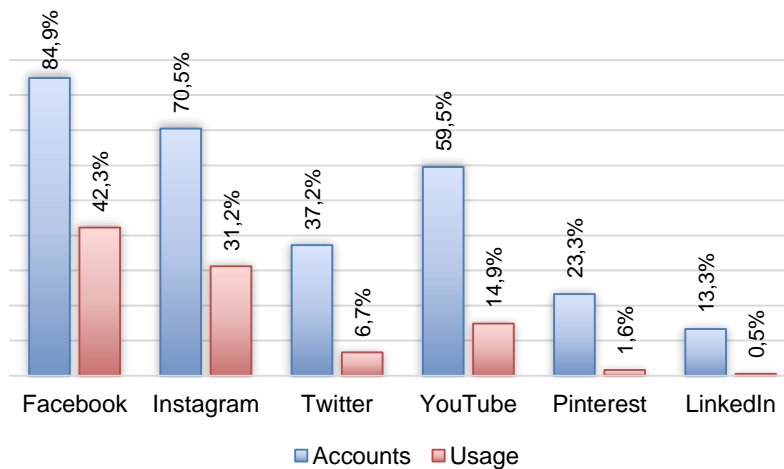
- Comment, like or share of advertisements
- Devices used to access social media

Figure 4-5 represents the print media that the participants are exposed to and use most frequently.



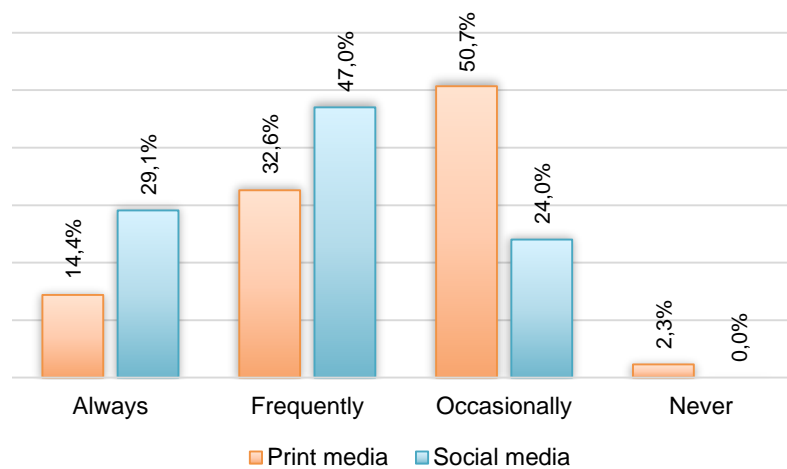
**Figure 4-5: Print media usage**

Figure 4-5 shows that 65.3 percent of the participants were regularly exposed to magazines, 53.3 percent indicated that they frequently encountered flyers and 50.2 percent regularly encountered newspapers. From these participants, 46.5 percent indicated that magazines are their most frequently used print media and only 26.7 percent indicated that they normally make use of flyers and newspapers. With regards to the 'other' option, which 0.9 percent of the participants selected, it was found that they are exposed to billboards, while one participant indicated not using print media at all.



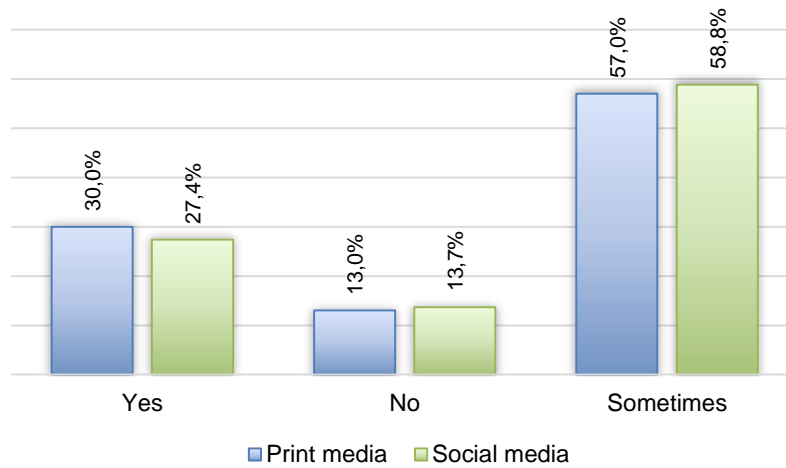
**Figure 4-6: Social media usage**

Regarding the participants' possession of social media accounts, as presented in Figure 4-6, the majority of the participants indicated that they have a Facebook account (84.9%), followed by those that indicated having an Instagram account (70.5%) and those who have a YouTube account (59.5%). In accordance with this finding, Facebook (42.3%), Instagram (31.2%) and YouTube (14.9%) are also rated the most frequently used social media. Although 37.2 percent of the participants indicated having a twitter account, only 6.7 percent indicated this social media as their most frequently used media. Based on the sample of this study, Pinterest (23.3%) and LinkedIn (13.3%) are the two social media platforms with the fewest number of users and the least usage by these participants. Ten percent of the participants selected the 'other' option and specified that they make use of WhatsApp, Snapchat, Wattpad, TikTok, WeChat and BBM.



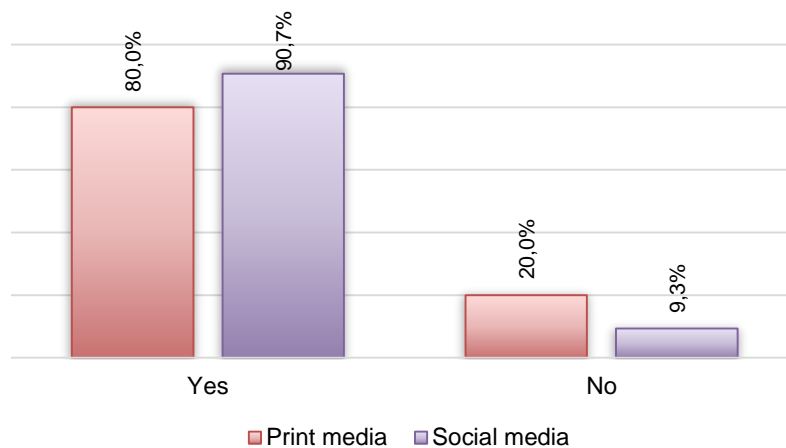
**Figure 4-7: Notice advertisements**

According to Figure 4-7, the majority of the participants indicated that print media advertisements are noticed occasionally (50.7%), whereas social media advertisements are noticed frequently (47%) rather than occasionally (24%). Furthermore, 29.1 percent of the participants indicated that they always notice advertisements on social media, while only 14.4 percent always notice print media advertisements. With reference to print media, 2.3 percent of the participants indicated that they never notice print media advertisements.



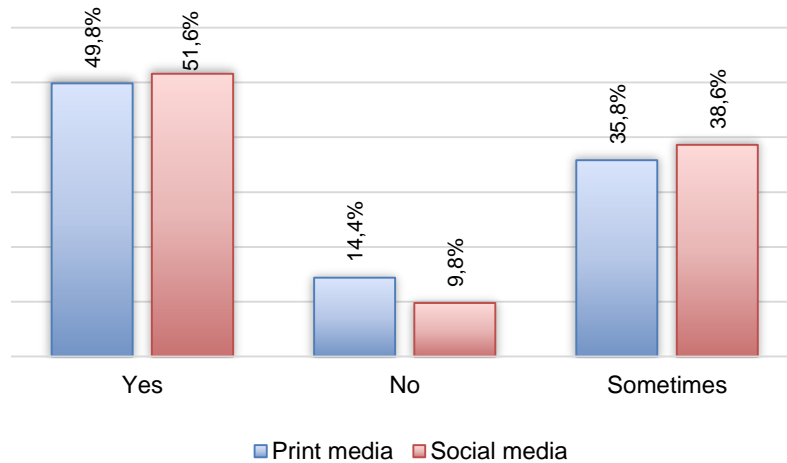
**Figure 4-8: Pay attention to advertisements**

As illustrated in Figure 4-8, the majority of the participants indicated that only on some occasions do they intentionally pay attention to advertisements on print media (57%) and social media (58.8%). Furthermore, 30 percent of the participants intentionally pay attention to print media advertisements and fewer pay attention to social media advertisements (27.4%). However, 13 percent and 13.7 percent of the participants indicated that they do not pay attention to advertisements on print media and social media, respectively.



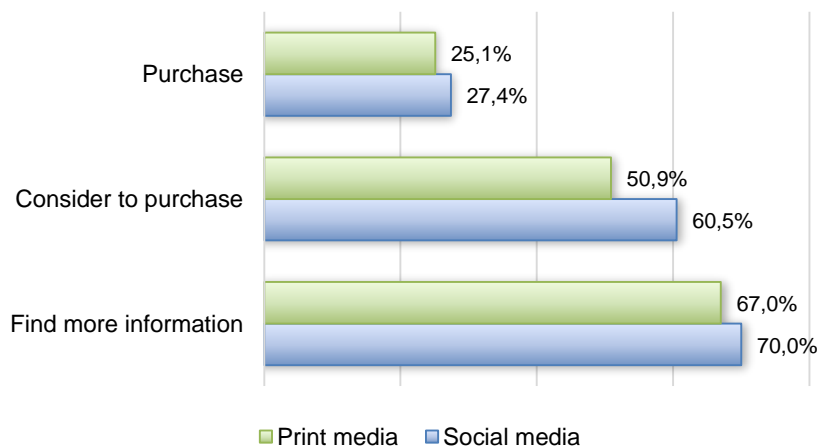
**Figure 4-9: Awareness of new products/services**

The results presented in Figure 4-9 indicate that social media (90.7%) brought awareness of brands, products or services to most of the participants, that they had not previously noticed, while print media (80%) has proven to be relatively successful at informing the participants about new brands, products or services. The remaining participants indicated that neither advertisements on social media (20%) nor print media (9.3%) advertisements made them aware of a brand, product or service.



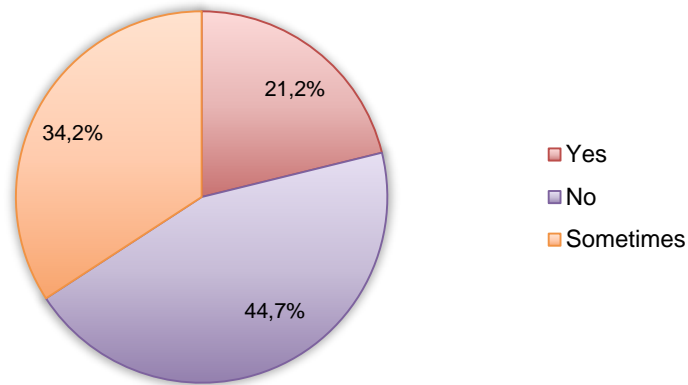
**Figure 4-10: Recall of brand/ product/ service that was advertised**

Figure 4-10 illustrates that 49.8 percent of the participants can recall a brand, product or service that was advertised in print media, while 51.6 percent can recall a brand, product or service that was advertised on social media. However, 35.8 percent of the participants indicated that they can sometimes recall a brand, product or service that was advertised in print media, whereas 14.4 percent have no recollection. Similarly, 38.6 percent of the participants indicated that they can sometimes recall a brand, product or service from a social media advertisement, while 9.8 percent have no recollection.



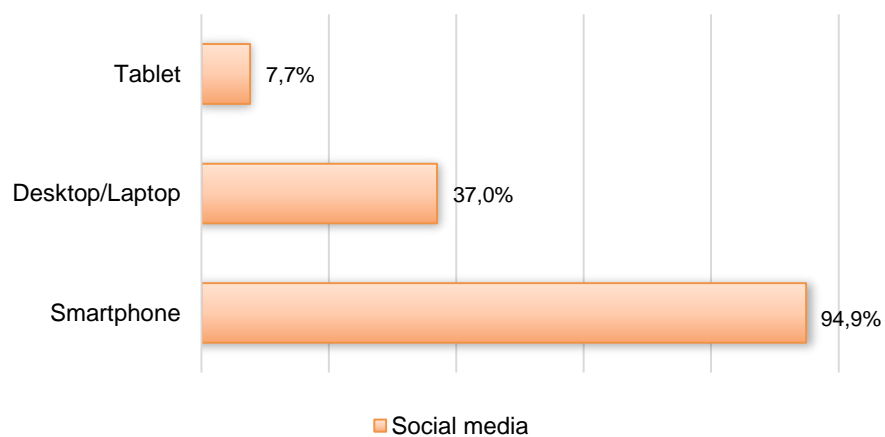
**Figure 4-11: Influence of advertisements**

According to Figure 4-11, more participants are influenced by social media advertisements than print media. Both print media advertisements (70%) and social media advertisements (67%) prompted participants to find out more information about an advertised brand, product or service. In addition, both advertising media influenced the participants to consider purchasing a product or service and some participants were ultimately convinced to make a purchase. However, some participants indicated that advertisements do not influence them at all.



**Figure 4-12: Comment, like or share of advertisements**

The results represented in Figure 4-12 indicate that 21 percent of the participants comment, like or share advertisements on their social media accounts, while 34 percent will interact with advertisements only on occasion and 45 percent will not interact at all on social media.



**Figure 4-13: Devices used to access social media**

With regard to the devices used to access social media accounts, Figure 4-13 shows that most of the participants use smartphones (94.9 %) to access their social media accounts, followed by the use of a laptop or desktop (37%). From all the device options, tablets (7%) are used the least for accessing social media accounts.

The demographical and background information of the total sample was discussed in the section above. The following section provides a discussion on the results of the descriptive statistical analysis of the main study.

#### 4.6 DESCRIPTIVE STATISTICAL ANALYSIS

Descriptive statistical analysis was performed to address the second to the sixth empirical objective set out in Chapter 1 (refer to Section 1.3.3). For the purpose of this study, measures of central tendency, dispersion and distribution were calculated for all scaled items. A six-point Likert-type scale was used, it ranged from 1 = strongly disagree to 6 = strongly agree. As such, higher mean values indicate greater agreement levels. Table 4-5 presents the descriptive statistics for print media and social media. The 'valid *N*' column presents the number of completed questionnaires.

**Table 4-5: Descriptive statistics: total sample for print media and social media**

Item	Valid <i>N</i>	Mean	Standard deviation	Skewness	Kurtosis
<b>Advertising value scale for print media</b>					
Informativeness	430	4.19	0.815	-0.796	0.473
Entertainment	430	3.62	1.127	-0.333	-0.278
Value	430	4.50	0.947	-0.764	0.883
Irritation	430	3.08	1.062	0.342	-0.338
Credibility	430	4.25	1.040	-0.510	0.265
<b>Advertising value scale for social media</b>					
Informativeness	430	4.95	0.725	-1.225	2.696
Entertainment	430	4.97	1.241	-1.452	1.618
Value	430	4.85	0.975	-1.077	1.393
Irritation	430	3.37	1.106	-0.118	-0.524
Credibility	430	3.90	1.059	-0.196	-0.056

Table 4-5 shows that means above three were attained for all the factors of the advertising value scale for print media and social media. The value factor of print media advertisements obtained the highest mean (mean=4.50), followed by the credibility (mean=4.25) and informativeness (mean=4.19) of print media advertisements. The entertainment factor obtained a mean value of 3.62, while the irritation factor (mean=3.08) obtained the lowest mean. This suggests that Generation Y students perceive print media advertisements as valuable, credible, informative and entertaining. Furthermore, it was found that print advertisements tend to irritate Generation Y students.

With regards to social media advertisements, Table 4-5 indicates that the highest mean was recorded for the entertainment of social media advertisements (mean=4.97), followed by the informativeness (mean=4.95) and the value of social media advertisements (mean=4.85). The factors with the lowest mean values are credibility (mean=3.90) and irritation (mean=3.37). These results suggest that Generation Y students perceive social media advertisements as entertaining, informative, valuable and credible. In addition, Generation Y students indicated that social media advertisements tend to be irritating.

In line with the values presented in Table 4-5, the data for print media and social media are classified as normally distributed since the skewness values of both scales fall within the range of -2 and +2 (Norman & Streiner, 2007:26). The kurtosis values indicate a sharper than normal distribution, as the values are positive for the majority of the factors, those are informativeness, and value for the print media and social media scales, as well as informativeness for the print media scale and entertainment for the social media scale (Malhotra, 2010:489). In addition, for irritation of both print media and social media, as well as for entertainment of print media and credibility of social media, negative kurtosis values were recorded.

Prior to performing regression analysis, a correlation analysis should be conducted to determine if there are significant relationships between the factors of advertisement value for print media and that for social media.

#### 4.7 CORRELATION ANALYSIS

Since a correlation analysis measures the relationships between two variables and the strength of these relationships (Iacobucci & Churchill, 2010:441), this analysis was performed by means of the Pearson's product-moment correlation coefficient. In addition, each pair of factors was assessed to determine the nomological validity of the proposed model. The correlation matrix for print media and social media is reported in Table 4-6.

**Table 4-6: Correlation between extracted factors for print media and social media**

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Advertising value scale for print media</b>				
Informativeness				
Entertainment	0.565**			
Value	0.496**	0.461**		
Irritation	-0.173**	-0.176**	-0.316**	
Credibility	0.317**	0.267**	0.406**	-0.241**
<b>Advertising value scale for social media</b>				
Informativeness				
Entertainment	0.417**			
Value	0.447**	0.523**		
Irritation	-0.214**	-0.300**	-0.317**	
Credibility	0.285**	0.255**	0.297**	-0.222**
** Correlation is significant at 0.01 level (2-tailed)				

Table 4-6 shows that at the  $\alpha = 0.01$  significance level, each of the pairs for print media and social media show a significant positive relationship, except for irritation. For both print media and social media, irritation has a significant negative relationship with each of the other factors. Owing to the significant relationships between each pair of factors, the nomological validity of the proposed model is implied (Malhotra, 2010:321).

The following section will report on the confirmatory factor analysis for this study.

#### **4.8 CONFIRMATORY FACTOR ANALYSIS**

To determine if the 23-item scale in Section D of the questionnaire produced the proposed constructs, a confirmatory principal components analysis was performed. Prior to performing this analysis, the Kaiser-Meyer-Olkin (KMO) test and Barlett's test of sphericity were performed to determine the factorability of the data. A KMO value of 0.6 or above (Pallant, 2010:183) and a significant Barlett's test of sphericity value suggest sampling adequacy, which indicates that the data are appropriate for factor analysis. Satisfactory values were returned for both print media [KMO=0.888, chi-square Barlett test=4457.571 (df=253),  $p=0.000<0.05$ ] and social media [KMO=0.872, chi-square Barlett test=4982.849 (df=253),  $p=0.000<0.05$ ], which confirmed that the data were appropriate for principal components analysis.

Principle component analysis was performed by means of the varimax rotation. Five factors were extracted from the scale with eigenvalues above 1.0. The five factors extracted for the print media and social media scale with the eigenvalues and percentage variances are presented in Table 4-7.

**Table 4-7: Confirmatory principal components analysis results for print media and social media**

	Factors										
	1	2	3	4	5	1	2	3	4	5	
<b>Advertising value scale for print media</b>						<b>Advertising value scale for social media</b>					
D1_PM		0.615				D1_SM	0.615				
D2_PM		0.613				D2_SM	0.630				
D3_PM		0.635				D3_SM	0.542				
D4_PM		0.717				D4_SM	0.711				
D5_PM		0.641				D5_SM	0.676				
D6_PM		0.684				D6_SM	0.642				
D7_PM		0.609				D7_SM	0.593				
D8_PM	0.789					D8_SM	0.815				
D9_PM	0.804					D9_SM	0.874				
D10_PM	0.791					D10_SM	0.864				
D11_PM	0.839					D11_SM	0.859				
D12_PM	0.808					D12_SM	0.875				
D13_PM					0.767	D13_SM				0.773	
D14_PM					0.771	D14_SM				0.760	
D15_PM					0.664	D15_SM				0.719	
D16_PM			0.644			D16_SM		0.589			
D17_PM			0.634			D17_SM		0.666			
D18_PM			0.790			D18_SM		0.784			
D19_PM			0.795			D19_SM		0.748			
D20_PM			0.657			D20_SM		0.553			
D21_PM				0.699		D21_SM				0.674	
D22_PM				0.877		D22_SM				0.847	
D23_PM				0.826		D23_SM				0.796	
Eigenvalues	7.125	2.633	1.801	1.516	1.185		6.986	2.266	2.149	1.692	1.279
%Variances	30.977	11.449	7.829	6.593	5.153		30.376	9.851	9.344	7.358	5.561

The rotated matrix, as represented in Table 4-7, indicates that all five factors aligned in accordance with the proposed constructs of the 23-item scale. For the advertising value scale for print media, 62.00 percent of the total variance is explained, while for the advertising value scale of social media, 62.49 percent of the total variance is explained. Furthermore, all the factor loadings are above 0.5, which suggests convergent validity (Hair *et al.*, 2014:618).

The reliability, discriminant validity and multi-collinearity of the data of this study is discussed in the following section.

#### 4.9 RELIABILITY, DISCRIMINANT VALIDITY AND MULTI-COLLINEARITY

The discriminant validity was measured by means of the Heterotrait-Monotrait Ratio of correlation (HTMT) method, whereby discriminant validity is evident when the HTMT values are below 0.85 (Henseler *et al.*, 2015:127). When multivariate statistical analysis is performed, it is important to test the multi-collinearity of the data (Burns *et al.*, 2017:413). As a result, the tolerance values are calculated and range from zero to one. Higher tolerance values signify a smaller degree of multicollinearity (Miles & Shevlin, 2010:130). Furthermore, variance inflation factor (VIF) values are calculated, where values between one and two indicate low levels of multicollinearity (Babin & Zikmund, 2010:392). Table 4-8 presents the collinearity diagnostics of the factors, tolerance, VIF and Cronbach alpha values for print media and social media.

**Table 4-8: Reliability, discriminant validity and collinearity diagnostics for print media and social media**

	1	2	3	4	Tolerance	VIF	Cronbach Alpha
<b>Advertising value scale for print media</b>							
Informativeness					0.602	1.660	0.814
Entertainment	0.653				0.636	1.571	0.971
Value	0.615	0.538			0.619	1.615	0.801
Irritation	0.229	0.220	0.403		0.884	1.131	0.767
Credibility	0.397	0.313	0.508	0.307	0.803	1.246	0.795
<b>Advertising value scale for social media</b>							
Informativeness					0.735	1.361	0.787
Entertainment	0.481				0.666	1.501	0.946
Value	0.554	0.592			0.632	1.581	0.827
Irritation	0.291	0.355	0.404		0.861	1.162	0.735
Credibility	0.369	0.304	0.377	0.296	0.864	1.157	0.752

As indicated in Table 4-8, all the HTMT values were below 0.85, which suggests discriminant validity (Henseler *et al.*, 2015:127). The tolerance values range from 0.602 to 0.884 and all the VIF values ranged between one and two. These results suggest that the data set has no major multi-collinearity issues (Babin & Zikmund, 2010:392).

The internal-consistency reliability was measured by means of the Cronbach alpha. Although the Cronbach alpha value can range between zero and one, a value of 0.60 is considered acceptable, however, values above 0.7 are preferred (Malhotra, 2010:319). With this in mind and as per Table 4-8, the Cronbach alpha values of the factors of the advertising value scale for print media and social media ranged from 0.735 to 0.946, which suggested internal-consistency reliability.

The hypotheses to be tested by means of regression analysis and a paired sample t-test will be addressed in the subsequent sections.

#### 4.10 REGRESSION ANALYSIS

A regression analysis was conducted to address the seventh empirical objective, as formulated in Chapter 1 (Section 1.3.3), which is to determine the influence of informativeness, irritation, entertainment and credibility on Generation Y students' perceived value of print media and social media advertisements. The following hypotheses were tested:

- H<sub>0</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of print advertisements.
- H<sub>a</sub>1: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of print advertisements.
- H<sub>0</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) do not have a significant direct influence on Generation Y students' perceived value of social media advertisements.
- H<sub>a</sub>2: Informativeness (a), entertainment (b), irritation (c), and credibility (d) have a significant direct influence on Generation Y students' perceived value of social media advertisements.

**Table 4-9: Regression model summary and ANOVA results**

	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>F</b>	<b>p-value</b>
<b>Model 1 (Value of print media advertisements)</b>	0.617	0.381	0.375	65.387	0.000**
<b>Model 2 (Value of social media advertisements)</b>	0.606	0.368	0.362	61.748	0.000**

As illustrated in Table 4-9, the significant F-ratios ( $p \leq 0.01$ ) suggest that Regression Model 1 predicts Generation Y students' perceived value of print media advertisements and Regression Model 2 predicts Generation Y students' perceived value of social media advertisements. The R<sup>2</sup> values of Models 1 and 2 show that 38 percent of the variance in Generation Y students' perceived value of print media advertisements (Model 1) and 37 percent of the variance in Generation Y

students' perceived value of social media advertisements (Model 2) is explained by the four independent factors, informativeness, entrainment, irritation and credibility.

Subsequent to performing the regression analysis, the contribution of each independent factor on the perceived value of print media and social media advertisements should be determined. This information is reported in Table 4-10.

**Table 4-10: Contribution of independent factors to predict the value of print media and social media advertisements**

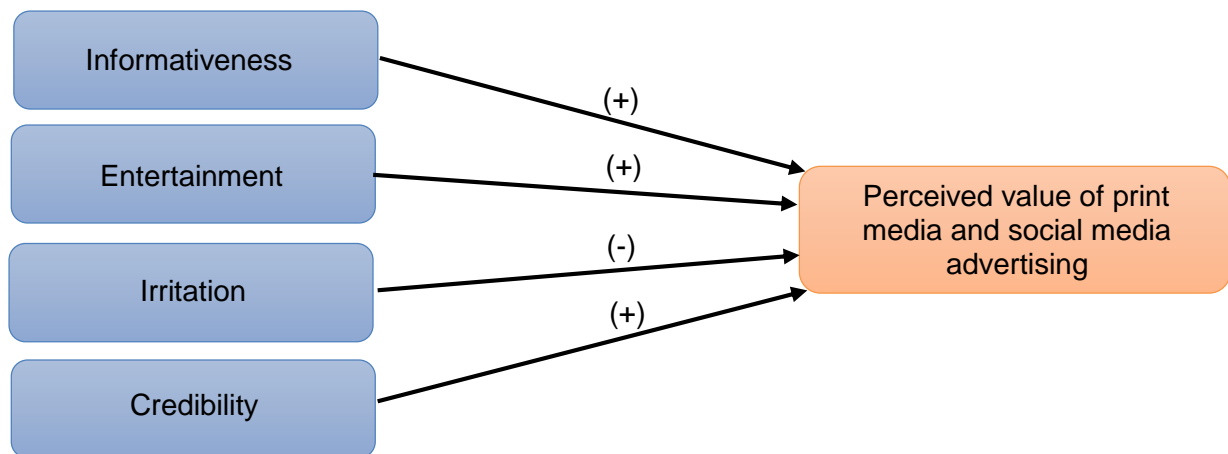
Independent factors	Value of print media advertisements			Value of social media advertisements		
	Standardised Beta	t-value	p-value	Standardised Beta	t-value	p-value
Informativeness	0.274	5.786	0.000**	0.240	5.516	0.000**
Entertainment	0.217	4.652	0.000**	0.355	8.064	0.000**
Irritation	-0.178	-4.485	0.000**	-0.135	-3.282	0.001**
Credibility	0.218	5.290	0.000**	0.108	2.618	0.009**

The results in Table 4-10 show that Generation Y students' perceptions of the informativeness ( $\beta=0.274$ ,  $p=0.000<0.05$ ), entertainment ( $\beta=0.217$ ,  $p=0.000<0.05$ ) and credibility ( $\beta=0.218$ ,  $p=0.009<0.05$ ) of print media advertisements have a significant positive influence on their perceived advertising value of print media advertisements. Moreover, irritation ( $\beta=-0.178$ ,  $p=0.001<0.05$ ) has a significant negative influence on their perceived value of print media advertisements. The largest beta coefficient was recorded for informativeness, which means that the information provided in an advertisement is the strongest contributor to Generation Y students' perceived value of print media advertisements.

With regards to social media advertisements, similar results were found in that Generation Y students' perceptions of the informativeness ( $\beta=0.240$ ,  $p=0.000<0.05$ ), entertainment ( $\beta=0.355$ ,  $p=0.000<0.05$ ) and credibility ( $\beta=0.108$ ,  $p=0.000<0.05$ ) of social media advertisements have a significant positive influence on their perceived value of social media advertisements. In addition, irritation ( $\beta=-0.135$ ,  $p=0.000<0.05$ ) has a significant negative influence on Generation Y students' perceived value of social media advertisements. The largest beta coefficient was recorded for entertainment, which means that entertainment is the strongest contributor to Generation Y students' perceived value of social media advertisements.

Therefore,  $H_01$  and  $H_02$  were rejected and the alternative hypotheses,  $H_{a1}$  and  $H_{a2}$ , were concluded.

The results concluded from the regression analysis performed, is illustrated in Figure 4-14.



**Figure 4-14: Model of factors influencing Generation Y students’ perceived value of print media and social media advertising**

Figure 4-14 shows that informativeness, entertainment and credibility have a significant positive influence on Generation Y students’ perceived value of print media and social media advertisements, whereas irritation have a negative influence.

#### 4.11 PAIRED SAMPLE T-TEST

To address the eighth empirical objective formulated in Chapter 1 (refer to Section 1.3.3), a paired sample t-test was performed to determine if there are any differences in Generation Y students’ perceived value, informativeness, entertainment, irritation and credibility of social media and print media advertisements. The hypotheses were formulated as follows:

H<sub>03</sub>: There is no significant difference between Generation Y students’ perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.

H<sub>a3</sub>: There is a significant difference between Generation Y students’ perceived value (a), informativeness (b), entertainment (c), irritation (d), and credibility (e) of print media and social media advertisements.

Table 4-11 indicates the means, standard deviations, standard errors, t-statistics, p-values and eta squared values pertaining to the informativeness, entertainment, value, irritation and credibility of print media and social media advertisement.

**Table 4-11: Paired sample t-test**

Factors	Mean	Standard deviation	Standard error	T Statistic	p-value	Eta Squared
<b>Pair 1 Informativeness</b>						
Social media	4.95	0.725	0.035	15.013	0.000*	0.344
Print media	4.19	0.815	0.039			
<b>Pair 2 Entertainment</b>						
Social media	4.97	1.241	0.060	19.163	0.000*	0.461
Print media	3.62	1.127	0.054			
<b>Pair 3 Value</b>						
Social media	4.85	0.975	0.047	6.477	0.000*	0.089
Print media	4.50	0.947	0.046			
<b>Pair 4 Irritation</b>						
Social media	3.37	1.106	0.053	5.302	0.000*	0.061
Print media	3.08	1.062	0.051			
<b>Pair 5 Credibility</b>						
Social media	3.90	1.059	0.051	-5.518	0.000*	0.066
Print media	4.25	1.040	0.050			

As illustrated in Table 4-11, a p-value of 0.000 ( $p < 0.05$ ) was recorded for Pair 1 (informativeness), Pair 2 (entertainment), Pair 3 (value), Pair 4 (irritation) and Pair 5 (credibility) of print media and social media. Therefore, statistical significant differences were found between Generation Y students' perceived value, informativeness, entertainment, irritation and credibility of social media and print media advertisements ( $p = 0.000 < 0.05$ ). As such, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was concluded, that is, Generation Y students differ in their perceptions regarding the value, informativeness, entertainment, irritation, and credibility of social media and print media advertisements. In view of these differences, Generation Y students perceive social media advertisements as more informative, entertaining, and valuable than print media advertisements. However, print media advertisements are perceived to be more credible and less irritating than social media advertisements.

The eta squared values were calculated to determine the effect size of the differences in the perceived value of print media and social media advertisements. The computed eta squared values for Pair 3, Pair 4 and Pair 5 were 0.089, 0.061 and 0.066, respectively, these results indicate a moderate effect, which means that there is a reasonable difference between the perceived value, irritation and credibility of print media and social media advertisements. For Pair 1 and Pair 2, eta squared values of 0.344 and 0.461 were calculated, respectively, signifying a large effect with a substantial difference in the perceived informativeness and entertainment of print media and social media advertisements (Pallant, 2016:212).

#### **4.12 SYNOPSIS OF CHAPTER**

This chapter reported on the results gathered from the empirical portion of this study. In Section 4.2, the results of pilot test of the study were outlined, which focused on the reliability and validity analysis. In Section 4.3, the data gathering process was discussed and was followed by Section 4.4 where the preliminary data analysis was outlined along with the coding and tabulation of the data for the main study. Section 4.5 presented the demographic information, as well as the participants' print media and social media usage behaviour. Thereafter, Section 4.6 provided a discussion on the descriptive statistical analysis conducted, while Section 4.8 presented the correlation matrix. Section 4.8 presented a discussion of the confirmatory factor analysis and Section 4.9 discussed the reliability, discriminant validity and collinearity diagnostics.

In Section 4.10, the regression analysis performed to test the first two hypotheses developed for this study was discussed. The results indicated that informativeness, entertainment, irritation and credibility significantly influence Generation Y students' perceived value of print media and social media advertisements. Section 4.11 relates to the paired-sample test that was used to test the third and last hypothesis of this study. The results thereof suggested that there was a significant difference between Generation Y students' perceived value of print media and social media advertisements.

In the following chapter, Chapter 5, a summary of the study and the recommendations, limitations, and opportunities for future research are provided. In addition, an overall conclusion of this study is provided.

## **CHAPTER 5**

### **RECOMMENDATIONS AND CONCLUSION**

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#### **5.1 INTRODUCTION**

In today's highly competitive local and international business environment, the importance of advertising cannot be overestimated. Advertising plays an integral part in creating awareness of a product, service or business and in communicating business information. As such, effective advertising paves the way towards business success. For this reason, businesses spend a substantial portion of their budget on advertising. Over time, various advertising media surfaced which increased the channels of communication to consumers. As a result, businesses started using multiple advertising media in attempt to reach consumers, which resulted in consumers being bombarded with an extraordinary number of advertisements from several businesses. This has made it increasingly challenging to select the most appropriate advertising media to reach the intended target audience. As such, it is important to determine and understand the target audience's preferred advertising media and their perceptions regarding advertising.

The youth, which comprise Generation Y individuals, are highly influential to their peers and other generations. These individuals value the opinions of others and constantly seek information prior to decision making. Therefore, advertising is likely to influence their purchase decision making. Generation Y consumers are known to spend money easily; furthermore, Generation Y individuals who pursue a tertiary education have a high future earning potential and disposable income. Owing to their current and potential spending, it is important to determine how to reach and capture the attention of this target market successfully through advertising. As such, it is necessary to gain a clear understanding of these consumers' perceptions regarding advertising and the factors that influence their perceived value of advertising on various advertising media. Therefore, the purpose of this study was to compare Generation Y students' perceived advertising value of print media and social media.

This chapter concludes this study with an overview in Section 5.2, followed by the main findings in Section 5.3 and the contributions made by this study in Section 5.4. The determinants of advertising value and the recommendations of how to utilise the determinants for creating successful advertisements are presented in Section 5.5. The study's limitations and future research opportunities are provided in Section 5.6, followed by the concluding remarks in Section 5.7.

#### **5.2 OVERVIEW OF THE STUDY**

The primary objective of this study was to compare Generation Y students' perceived value of print and social media advertisements. To achieve the primary objective, a literature review

relating to advertising, the different advertising media and the factors that influence the value of advertisements was conducted. This section provides a synopsis of the previous four chapters to supplement the understanding of the main findings, in Section 5.3 and the resulting recommendations, in Section 5.5.

Chapter 1 introduced the study by providing background information on advertising and the importance thereof. In addition, this chapter highlighted the factors that influence advertising value. Furthermore, given the target population of this study, the Generation Y cohort was defined and their characteristics were discussed. This chapter also introduced the research problem, from which one primary objective, eight theoretical objectives and eight empirical objectives were formulated (Section 1.3). The hypotheses that were formulated for this study are also presented in Chapter 1, in Section 1.4. The remainder of this chapter included a summary of the research design and methodology (Section 1.5), ethical considerations (Section 1.6), and chapter classification (Section 1.7).

Chapter 2 addressed the theoretical objectives of this study in the form of a literature review. This chapter defined marketing and marketing communication, followed by the classification of the marketing communication mix in Section 2.2. In Section 2.3, advertising was defined and the role, benefits and limitations of advertising were discussed. Section 2.4 provided an outline of the history of advertising. The various advertising decisions were addressed in Section 2.5. One of the key advertising decisions is to select the most appropriate advertising media for a particular target audience. Therefore, in Section 2.6, a brief discussion on each advertising media is provided, with a focus on print and social media. Given the South African context of this study, a brief discussion on the advertising landscape in South Africa is provided in Section 2.7. Thereafter, the characteristics of Generation Y consumers are discussed in Section 2.8, as well as the influence that advertisements and relevant information have on consumers' decision-making. A discussion on advertising value and the determinants thereof was included in Section 2.9. In particular, an overview of the advertising value model is included in Section 2.9.2. Subsequently, each of the determinants of advertising value was discussed in detail, with reference to informativeness (Section 2.9.3), entertainment (Section 2.9.4), irritation (Section 2.9.5) and credibility (Section 2.9.6). Thereafter, a proposed model of factors influencing Generation Y students' perceived value of social and print media advertising (Figure 2-5) was presented.

The literature review suggests that advertising media play a crucial role in the success of an advertisement; therefore, the appropriate advertising media should be selected to reach the specified target audience. Furthermore, other advertising decisions such as advertising objectives, budget, and message are equally important to the success of an advertisement. The literature review also revealed that a target audience's perceived value of advertisements, and

ultimately the success of an advertisement, are influenced by factors such as the informativeness, entertainment, irritation and credibility of the advertisement. Generation Y individuals are considered more tech savvy than previous generations, as they grew up in a digital era. As a result, interacting and communicating on social media is an essential part of their daily lives. These individuals also value the opinions of others, regardless of the platform on which it is shared. Therefore, this generation is considered highly influential when it comes to purchase decisions of their peers and other generations. Owing to the influence of these consumers and their current and potential future spending, it is essential to determine these consumers' perceived advertising value of the different advertising media. This will guide marketers and businesses in selecting the most appropriate advertising media to reach and capture the attention of this target market.

Chapter 3 explained the research design and methodology used in this study. A descriptive research design was followed (Section 3.2) using the quantitative research approach (Section 3.3). The sampling strategy (Section 3.4) provided clarity on the target population, which was demarcated as Generation Y individuals between 18 to 24 years of age, registered at a South African HEI (Section 3.4.1). The sampling frame of this study is the 26 public registered HEIs in South Africa (Section 3.4.2) which was narrowed down by means of judgment sampling to two HEIs located in Gauteng province. Of the two HEIs, one is a traditional university campus and the other is a university of technology campus. Thereafter, a non-probability convenience sampling technique was used to select full-time under-graduate Generation Y students that were registered at each of the two HEI campuses in 2019 (Section 3.4.3). A sample size of 500 full-time undergraduate Generation Y students was selected for this study (Section 3.4.4). A self-administered, structured survey questionnaire was used to gather the required data from the Generation Y students after ethical clearance was obtained (Section 3.5). Prior to administering the main survey, the questionnaire was debriefed by three experienced researchers and three administrative staff members, as well as pilot-tested on 60 students that did not form part of the main sample of this study (Section 3.6). The remainder of the sections in this chapter focused on the data analysis such as the preliminary data analysis, which is reviewed in Section 3.8, followed by the statistical analysis performed in this study, which is discussed in Section 3.9.

The empirical portion of the study is presented in Chapter 4, with reference to the statistical analysis and interpretation of the data collected for this study. The findings of the study, as presented in Chapter 4, are in accordance with the empirical objectives formulated in Chapter 1.

### **5.3 MAIN FINDINGS OF THE STUDY**

This section summarises the main findings of the study, which are in accordance with the empirical objectives formulated in Chapter 1. The following empirical objectives were addressed in this study:

- Determine Generation Y students' print media and social media usage and advertising awareness.
- Determine Generation Y students' perceptions of the informativeness of print/social media advertisements.
- Determine Generation Y students' perceived entertainment value of print/social media advertisements.
- Determine Generation Y students' perceived irritation with print/social media advertisements.
- Determine Generation Y students' perceived credibility of print/social media advertisements.
- Determine Generation Y students' perceived value of print/social media advertisements.
- Determine the influence of informativeness, entertainment, irritation, and credibility on Generation Y students' perceived value of print/social media advertisements.
- Determine whether Generation Y students differ in their perceived value, informativeness, entertainment, irritation and credibility of print/social media advertisements.

The first empirical objective formulated in Chapter 1 determined Generation Y students' print and social media usage behaviour and advertising awareness (Section 4.5.2). Frequency distribution was used to address this empirical objective. Based on the results, the most frequently used print media among Generation Y students is a magazine, while newspapers are used the least. In terms of social media, Facebook is the most frequently used media, whereas LinkedIn is used the least. The findings also revealed that Generation Y students notice more advertisements on social media than on print media. Furthermore, social media advertisements also made more students aware of a new product or service than print media advertisements and, as such, are more effective in influencing Generation Y students to gather more information, consider to purchase and ultimately purchasing a product or service.

Confirmatory factor analysis was conducted to determine whether the scaled items produced the proposed constructs as per the literature. Based on the results, five factors were extracted which are in line with the proposed constructs of the 23-item scale. The total variance of 62.00 percent and 62.49 percent were explained for the advertising value scale of print and social media, respectively.

Descriptive statistics were calculated to address the second, third, fourth, fifth and sixth empirical objectives, which aimed at determining Generation Y students' perception of the informativeness, entertainment, irritation, credibility and value of print and social media advertisements. With reference to the second empirical objective, the findings indicate that in South Africa, Generation Y students perceive advertisements on print and social media as a good source of information,

in that these advertisements supply relevant, up-to-date, convenient and complete information that is accessible immediately. As for the third empirical objective, these students reported that both print and social media advertisements are fun to use, entertaining, exciting and pleasing. The fourth empirical objective relates to the perceived irritation of print and social media advertisements. The findings suggest that advertisements on print and social media can be misleading, annoying and an insult to people's intelligence. Based on the findings that relate to the fifth empirical objective, it is implied that print and social media advertisements are perceived as being believable, credible and are trusted by Generation Y students. The sixth empirical objective was set to determine Generation Y students' perceived value of print and social media advertisements. The results indicate that these students perceive print and social media advertisements as important and useful, which makes them valuable.

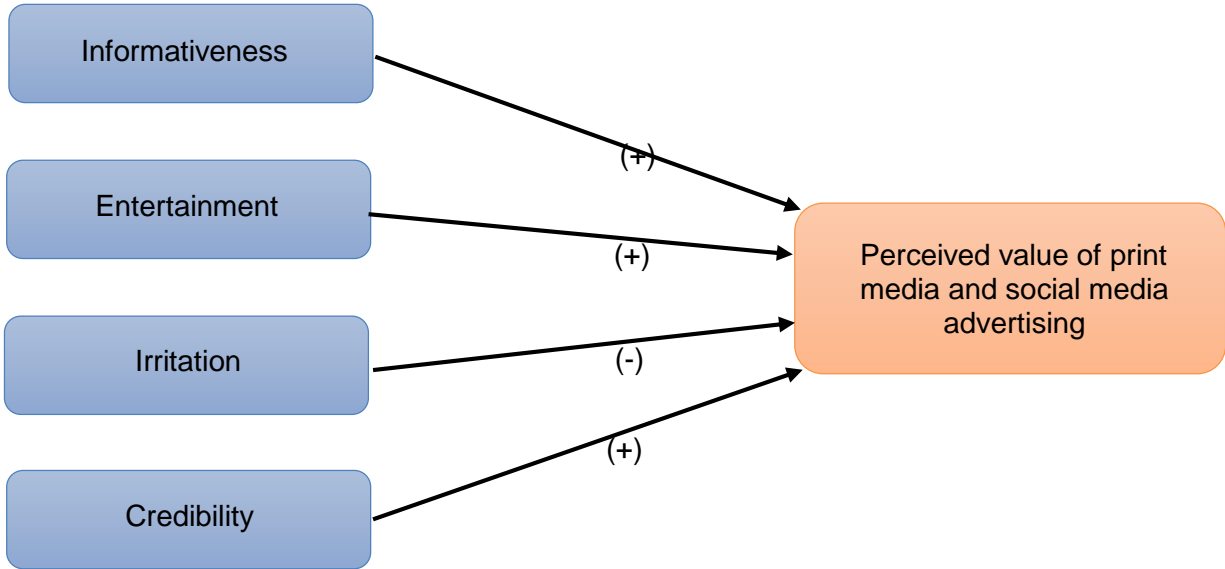
Correlation analysis was performed to determine whether the factors included in this study are related. The correlation matrix results indicate that informativeness, entertainment, credibility and value are positively related with one another. However, the irritation factor has a negative relationship with each of the other factors. Collinearity diagnostics was also performed. Based on the tolerance values and the VIF values, no major multi-collinearity issues were found. Furthermore, there was evidence of discriminant validity and internal-consistency reliability.

Regression analysis was performed to address the seventh empirical objective of determining the relationship between informativeness, entertainment, irritation, credibility and the advertising value of print and social media. The results indicate that informativeness, entertainment, and credibility have a statistically significant positive influence on Generation Y students' perceived value of print and social media advertisements. In addition, the results suggest that irritation has a statistically significant negative influence on Generation Y students' perceived value of print and social media advertisements. These results are in line with the findings of Logan *et al.* (2012:175) and Ducoffe (1995). Regarding the perceived value of print media advertisements, the informativeness of print media advertisements made the strongest contribution to explain Generation Y students' perceived value of print media advertisements. On the other hand, the entertainment of social media advertisements made the largest contribution to explain Generation Y students' perceived value of social media advertisements. Table 5-1 provides a summary of the hypothesised relationships and conclusions.

**Table 5-1: Summary of the hypothesised relationships and conclusions**

Hypothesis	Path	Conclusion
<b>The determinants of the perceived advertising value of print media</b>		
H <sub>a</sub> 1a	Informativeness (+) → value of print media advertisements	Supported
H <sub>a</sub> 1b	Entertainment (+) → value of print media advertisements	Supported
H <sub>a</sub> 1c	Irritation (-) → value of print media advertisements	Supported
H <sub>a</sub> 1d	Credibility (+) → value of print media advertisements	Supported
<b>The determinants of the perceived advertising value of social media</b>		
H <sub>a</sub> 2a	Informativeness (+) → value of social media advertisements	Supported
H <sub>a</sub> 2b	Entertainment (+) → value of social media advertisements	Supported
H <sub>a</sub> 2c	Irritation (-) → value of social media advertisements	Supported
H <sub>a</sub> 2d	Credibility (+) → value of social media advertisements	Supported

The findings of this study infer that the model presented in the following figure, Figure 5-1, illustrates the determinants of Generation Y students’ perceived value of print and social media advertising.



**Figure 5-1: Model of factors influencing Generation Y students’ perceived value of print media and social media advertising**

To address the eighth empirical objective which focused on determining if there is a difference in Generation Y students’ perceived value, informativeness, entertainment, irritation and credibility of print and social media advertisements, a paired sample t-test was performed. The results from the t-test indicate that Generation Y students exhibit statistically significant differences between the perceived value, informativeness, entertainment, irritation and credibility of social and print media advertisements. The findings suggest that Generation Y students perceive social media advertisements as more informative, entertaining and valuable than print media advertisements. However, print media advertisements are perceived to be more credible and less irritating than social media advertisements. These findings are in accordance with several other studies on

different advertising media (Aydin, 2016:3; Luna & Royo Vela, 2013:114; Tsang *et al.*, 2004:75). Table 5-2 provides a summary of the hypothesised differences and conclusions.

**Table 5-2: Summary of the hypothesised differences and conclusions**

<b>Hypothesis</b>	<b>Conclusion</b>
H <sub>a</sub> 3a Differences in perceived value of print media and social media advertisements	Supported
H <sub>a</sub> 3b Differences in perceptions of the informativeness of print media and social media advertisements	Supported
H <sub>a</sub> 3c Differences in perceived entertainment value of print media and social media advertisements	Supported
H <sub>a</sub> 3d Differences in perceived irritation with print media and social media advertisements	Supported
H <sub>a</sub> 3e Differences in perceived credibility of print media and social media advertisements	Supported

Eta squared was calculated to determine the effect size of the differences in the perceived value, informativeness, entertainment, irritation and credibility of print and social media advertisements. The results indicate that there is a moderate difference in Generation Y students' perceived value, irritation and credibility of print and social media advertisements. However, there is a large difference in Generation Y students' perceived informativeness and entertainment of print and social media advertisements. The subsequent section includes a discussion on the contributions made by this study.

#### **5.4 CONTRIBUTION OF THE STUDY**

With the intense competition between businesses both nationally and internationally, it is essential to create advertisements that successfully attract consumers. As consumers are flooded with advertisements on a daily basis, it is more challenging for businesses to break through the clutter of advertisements on various advertising media and to effectively reach and attract consumers. As a result, businesses and marketers are faced with the task of selecting the most appropriate advertising media for a particular target market. Given that Generation Y consumers actively seek information prior to decision making, it is crucial that businesses and marketers understand the factors that influence Generation Y students' perceived value of advertisements. This study contributes to the body of knowledge regarding the perceptions of informativeness, entertainment, irritation, value and credibility of print and social media advertisements. A model was tested that presents the influence of these four factors on the advertising value of print and social media. It is suggested that informativeness, entertainment and credibility have a positive influence on advertising value, while irritation negatively influences the advertising value. Furthermore, this study contributes to the ProGenY research project of the North-West University (Vanderbijlpark Campus), which aims to profile South African Generation Y students.

The results of this study have important implications for South African and international marketing practitioners and businesses that advertise to Generation Y consumers. The results provide a better understanding of South African Generation Y students' perceived advertising value of print and social media. As a result, this study offers guidance for selecting the most appropriate advertising media when targeting these consumers and to create advertisements that will be of high value to this target audience.

## **5.5 RECOMMENDATIONS**

Advertising is essential for business success. For this reason, marketers are tasked to develop an advertising strategy. One of the most challenging decisions is to select the most appropriate advertising media for a particular target audience. In addition, the effectiveness and value of the advertisement is influenced by factors such as its informativeness, entertainment, irritation and credibility of the advertisement. Consequently, when developing an advertising strategy, it is important to consider these factors in understanding consumers' perceptions.

In accordance with the findings of the study, the subsequent sections outline recommendations for print and social media advertisements when targeting South African Generation Y consumers.

### **5.5.1 Enhance the informativeness of the advertisement**

In accordance with the second empirical objective, the informativeness of an advertisement should be enhanced. The main function of an advertisement is to provide information to consumers (Wang & Sun, 2010:102), thereby educating them about the business, product or service (LaMarco, 2018). Generation Y consumers, particularly, value the opinions of others and actively seek information prior to making purchase decisions or trusting a business, product or service (Fallon, 2014; Jörg, 2017). More specifically, these consumers use advertisements to compare the information prior to purchase decision making (Ruane & Wallace, 2013:322). This study found that Generation Y students perceive print and social media advertisements as informative; and that informativeness has a significant positive influence on their perceived value of an advertisement. In particular, the findings suggest that marketers ensure that advertisements on print and social media provide useful, accurate, and timely information.

It is important to note that information in a print advertisement should be simple and include information such as contact details of the business, so that the consumer knows how to reach the business if they require more information. It is also recommended to make use of infographics to provide as much information as possible in a unique and interesting way. Given that Generation Y consumers value the opinions of others, marketers could incorporate reviews or testimonials about how consumers or experts experience a product or service as part of an advertisement. These reviews can be provided in an article format and published in print media.

With regards to social media advertisements, testimonials can be provided in video format and shared on social media, It is advised to share industry research or information that will improve consumers' understanding about the product or service. When providing information like this, it is not necessary to include all the information on the advertisement, but to make the content available as an attachment to download. Furthermore, "How To" videos on social media is another way to gain consumers' attention and at the same time provide information on how the product or service functions.

### **5.5.2 Create entertaining advertisements**

With regards to the third empirical objective of this study, it is important to create entertaining advertisements to keep consumers interested. Consumers are entertained differently. For some, humour is the most entertaining appeal, while others are entertained by storytelling or animation. Nevertheless, the majority of consumers are entertained by humour (Beer, 2014), which can be incorporated into both print and social media advertisements. As soon as consumers find an advertisement entertaining and creative, they will share or talk about the advertisement with their peers and family (Fakih, 2018), thereby extending the reach of the advertisement. In this study, the findings indicate that Generation Y students perceive print media and social media advertisements as entertaining, and that entertainment is a significant predictor of the advertising value of social media. This suggests that marketers should incorporate entertaining and fun features in the advertisements that are directed at the Generation Y cohort.

With print media, one of the most effective means of entertaining consumers is through the use of colour and humour. Humour can be introduced through captions, idioms, irony and metaphors, which are presented in visuals such as pictures and comics. In addition, emojis are being used more than text, due to its entertainment value. Coupons are also an effective way of creating excitement amongst consumers, which contributes to the entertainment value of the advertisement. As a result, the use of special coupon codes in print advertisements can assist businesses with drawing consumers' attention. Furthermore, print media contests like 'word search' or 'spot the differences' are effective techniques that keep people entertained and attract their attention. Moreover, giveaways, which can be incorporated in print and social media advertisements, can create excitement and capture consumers' attention.

Given that entertainment is a dominant factor in the value of social media advertisements, entertaining videos or gifs can be used in advertisements. Furthermore, contests could also be incorporated into social media advertisements; for example, the consumer to share a particular advertisement with the most people will receive a prize. This is also an effective technique to retain consumers' attention. Similarly, businesses can host a photo contest that requires consumers to post photos of them while using the product or service, or businesses could involve consumers by requesting them to provide a caption for an advertisement. Social media also

allows for more interactive games to be played. In an attempt to create awareness, businesses could ask questions about a new product or service and the consumer that provided the correct answer first, would be announced as the winner and be awarded a prize. Another technique that could be used is to encourage consumers' involvement by tagging a friend on social media; this would increase the number of consumers that view the advertisement or picture of the product or service. When providing real-time advertisements, the use of memes is a humorous and entertaining way to keep up with trends and events happening at that specific time.

### **5.5.3 Reduce the perceived irritation of advertisements**

In line with the fourth empirical objective of this study, it is essential to reduce consumers' perceived irritation with print media and social media advertisements. Consumers are flooded with advertisements on a daily basis. This causes irritation towards advertisements, which can lead to avoidance of advertisements (Ducoffe, 1996:31-32). Furthermore, irritation can be caused by consumers being confused, misled, distracted and offended when reading or seeing the advertisement (Ducoffe, 1996:32; Taylor *et al.*, 2011:269; Tsang *et al.*, 2004:75). Hence, as soon as a consumer feels uncomfortable with the advertisement, irritation follows. In this study, it was found that Generation Y students are more easily irritated by social media advertisements than by print media advertisements. This could be because Generation Y consumers use social media in their leisure time to socialise and build relationships with other users, which is interrupted by advertisements (Ali, 2018). Another reason why social media advertisements might annoy consumers is the personalised advertising approach used on social media. By using this approach, relevant advertisements of products or services that the consumers are interested in appear on the home page of their social media accounts. As a result, the consumers might feel that their privacy is invaded in having advertisements, which they did not request, catered for them according to their online activity (Mendenhall, 2019).

Unprofessional advertisements are those where necessary information is lacking, which adds to consumers' irritation with the advertisements. For this reason, it is essential to ensure that the advertisement is professional and provides all the required information, as this will increase the accessibility of the advertisement.

For print media, it is important to clearly present the brand or business within the advertisement, since one of the greatest let-downs of print advertisements is that consumers are unable to identify the brand that is being advertised. Advertisements that are misleading significantly contribute to irritation, as the advertisement promises something that is not delivered in reality.

In order to reduce the irritation of social media advertisements, it is recommended that social media users be allowed to apply custom settings on their social media accounts. This would allow for consumers to view advertisements when and how they prefer. Furthermore, if a digital

advertisement is accompanied by a link to access additional information, it is essential to ensure that the link works properly and directs the user to the intended page in order to limit irritation with the advertisement.

#### **5.5.4 Establish credibility through advertisements**

The fifth empirical objective of the study relates to the perceived credibility of print media and social media advertisements. Therefore, the following recommendations present ways to establish credibility through advertisements, since credibility significantly influences the advertising value of an advertisement (Dickinger *et al.*, 2004:7; Tsang *et al.* 2004:71). The perceived credibility of advertisements is affected by both the message and the media through which the message is delivered (Prendergast *et al.* 2009:321:325). Another predictor of credibility is the information provided in advertisements. Therefore, businesses should ensure that the information and message communicated to the consumers is clear, trustworthy and believable in order to reinforce the credibility of the advertisement. Furthermore, businesses should understand which advertising media are trusted amongst the target audience. The findings of this study indicate that print media advertisements are perceived as more credible than social media advertisements. This could be because consumers perceive print media as more secure and trustworthy than social media.

In order to establish credibility, it is essential that the information communicated in the advertisement is true and not misleading. In addition, the information communicated should be relevant. Furthermore, it is crucial that contact information is correct, as it would otherwise hinder a consumer's ability to reach the organisation which could result in a loss of credibility. By providing detailed information about the product or by offering money-back guarantees, the credibility of the advertisement will be enhanced. Since the appeal of the advertisement also influences the credibility, it is advised that advertisements be kept professional. Furthermore, less intrusive advertisements are perceived as more credible, while repeatedly publishing or sharing the same advertisement might be perceived as unprofessional. Another way to instil credibility is by sharing statistics about the popularity and performance of the product or service in the industry, as well as specific facts rather than general information. For Generation Y individuals in particular, it is important to share testimonials or reviews as this contributes to their trust in businesses, products and services.

#### **5.5.5 Use social media to build customer relationships with Generation Y consumers**

The Generation Y cohort was born in a digital era in which social media was developed and used on a daily basis. In addition, this cohort values the opinions of their peers and family, therefore building a relationship with them is important so they can trust and value the opinion of the business as well. Businesses can build a community through social media by means of communicating with consumers through advertisements and interacting with them through

comments on these advertisements (Redegg, 2017). The social media advertisements should be structured in such a way that they invite consumers to interact with the post (Jens, 2018). Furthermore, responses to comments or enquiries on an advertisement are essential for maintaining the relationship between consumer and business (Redegg, 2017). A good relationship with Generation Y individuals is important for business success as these consumers are highly influential figures to other consumers making purchase decisions.

#### **5.5.6 Monitor Generation Y consumers' perceived advertising value**

In the current marketing environment, advertising is changing continuously with a shift towards digital advertising. As more advertising media are available and being invented, it is important to keep track of consumers' preferred advertising media or platform. Although Generation Y students prefer social media advertising due to it being more valuable, entertaining and informative than print media, these perceptions might change over time. Therefore, it is recommended that marketers continuously track Generation Y students' perceived advertising value of print and social media.

### **5.6 LIMITATIONS AND FUTURE RESEARCH OPPORTUNITIES**

This study measured Generation Y students' perceived advertising value of print and social media. As with most studies, this study has limitations which present prospective research opportunities.

The first limitation of this study is that a quantitative research approach was used. Consequently, this study determined Generation Y students' perceived advertising value of print and social media, but did not uncover the reasons for these perceptions. By conducting a qualitative study, clarity could be provided regarding the reasons behind these perceptions. Furthermore, a non-probability convenience sample was drawn for this study. Therefore, caution should be taken when interpreting and generalising the results to the larger population.

In this study, registered students at two HEI campuses in the Gauteng province were selected as the sample from which the required data was collected. Even though the sample included elements from all nine South African provinces (Section 5.5.1), there is an opportunity to conduct a more extensive study by including more HEIs from the different provinces in the sample. Furthermore, the opportunity exists to extend the study by including other countries for a comparative study between South African and international students' perceived advertising value of print and social media.

The sample of this study was full-time undergraduate Generation Y students aged between 18 and 24 years. Therefore, the opportunity exists to determine the perceptions of part-time and post-graduate students. Moreover, opportunities exist to determine the perceptions of the non-

student population or consumers across all generations. Such a study might provide different results, as these consumers are already part of the workforce and earn salaries.

This study was limited to two advertising media namely, print and social media. As such, there is an opportunity to measure consumers' perceptions of other advertising media, such as out-of-home, internet and broadcast media. Given that only 38 percent of the variance in Generation Y students' perceived value of print media advertisements and 37 percent of the variance in Generation Y students' perceived value of social media advertisements were explained by the informativeness, entertainment, irritation and credibility of the advertisements, it is evident that other factors influence Generation Y students' perceived advertising value of these two advertising media. As a result, the opportunity exists to investigate factors other than those tested in this study, which might have an influence on the perceived advertising value of these media.

## **5.7 CONCLUDING REMARKS**

Within the highly competitive environment that businesses operate today, there is little dispute that advertising is essential for business success. The variety of advertising media used by businesses to reach consumers is increasing rapidly and for an advertisement to break through the clutter, an advertisement needs to draw consumers' attention immediately. Moreover, the selection of the most appropriate advertising media is vital for attracting the intended target audience. As such, the success of advertising strategies largely depends on the marketer's understanding of the target audience and their perceptions and preferences. Currently, the youth is highly influential but also values the opinions of others which help them to gather information about products, services and businesses prior to making purchase decisions. Therefore, it is essential for marketers to understand this target market's perceptions regarding advertisements.

This study compared Generation Y students' perceived value, informativeness, entertainment, irritation and credibility of print media and social media advertisements. In addition, this study investigated how informativeness, entertainment, irritation and credibility influence the advertising value of print and social media amongst Generation Y students. By understanding these perceptions and influences, and using the proposed model developed in this study as guidance, marketers and business owners can select the most appropriate advertising media to communicate with this target market and develop advertisements that will be perceived as high in value by these consumers. In addition, this target market would be reached more effectively and the advertisements could positively influence on their decision making. Additionally, this model may be applied to determine the influence of informativeness, entertainment, irritation and credibility on advertising value across different advertising media and different population segments.

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## ANNEXURE A: QUESTIONNAIRE



### A comparison between social media and print advertisements: Generation Y students' perceptions

Dear participant

I am conducting a research project, under the supervision of Dr H. Lues, Prof A.L. Bevan-Dye and Dr M. van Deventer as part of the requirements for completing my MCom in Marketing Management at the North-West University. The purpose of this research is to compare Generation Y students' perceptions of the entertainment, informativeness, irritation, value and credibility of social media and print advertising.

Please assist me by completing the following questionnaire. Participation in this study is completely voluntary. The questionnaire should take approximately 10 minutes to complete. Confidentiality of all information enclosed in this questionnaire is guaranteed and no personal questions linking you to this specific questionnaire are included (e.g. name, address, student number). Demographical questions will be used for sample description purposes. One demographic question, namely gender will be used for comparative purposes.

Thank you - your assistance and contribution is highly appreciated.

Marcelle Saraiva (mfs25799290@gmail.com)

North-West University

Faculty of Economic and Management Sciences

School of Management Sciences

***I have read the above description of this research study. I have been informed that it is a low risk study and I am aware of the purpose of the study. I voluntarily agree to take part in this study and by continuing and completing this questionnaire I consent to the information being used in aggregate form.***

### SECTION A: DEMOGRAPHICAL INFORMATION

Please mark the appropriate box with a cross (X) or write down your answer.

A1	<b>Country of origin:</b>	South Africa	Other (please specify):
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A2	<b>Province of origin:</b>	Eastern Cape	Free State	Gauteng	KwaZulu-Natal
	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
Other (please specify):					

A3	<b>Current year of study:</b>				
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	Post graduate

A4	<b>Gender:</b>	Male	Female
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A5	<b>Please indicate your mother tongue language:</b>				
	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu
	Sesotho	Sepedi	Setswana	SiSwati	Tshivenda
	Xitsonga	Other (please specify):			

A6	<b>Age at your last birthday:</b>	<input type="checkbox"/> <18	<input type="checkbox"/> 18	<input type="checkbox"/> 19	<input type="checkbox"/> 20	<input type="checkbox"/> 21	<input type="checkbox"/> 22	<input type="checkbox"/> 23	<input type="checkbox"/> 24	<input type="checkbox"/> 24>
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## SECTION B: SOCIAL MEDIA BACKGROUND INFORMATION

Please mark the appropriate box with a cross (X) or write down your answer.

*Social media advertising: Any post on social media relating to an advertisement or sale of a product or a service by either a company or private person.*

B1	<b>Which of the following social media accounts do you have?</b> (You may tick more than one if applicable)				
	Facebook	Instagram	Twitter	YouTube	Pinterest
	LinkedIn	None	Other, (please specify):		

B2	<b>Which social media platform do you use most <u>frequently</u>?</b> (Only tick the most applicable one)				
	Facebook	Instagram	Twitter	YouTube	Pinterest
	LinkedIn	Other, (please specify):			

B3	<b>Do you pay attention to advertisements on social media?</b>	Yes	No	Sometimes
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B4	<b>How often do you notice advertisements on social media?</b>			
	Always	Frequently	Occasionally	Never

B5	<b>Has an advertisement on social media ever made you aware of a new product or service that you were previously unaware of?</b>	Yes	No
----	--	-----	----

B6	<b>After seeing an advertisement on social media, were you able to recall the brand/product or service that was advertised?</b>	Yes	No	Sometimes
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B7	<b>Do you comment, like or share advertisements on social media?</b>	Yes	No	Sometimes
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B8	<b>An advertisement on social media has influenced me to</b> (You may tick more than one if applicable)			
A	find out more information about the product or service			
B	consider to purchase the product or service			
C	purchase the product or service			
D	Other, (please specify):			

B9	<b>What device do you use to access your social media account(s)?</b> (You may tick/write down more than one if applicable)	Smart phone	Desktop / Laptop	Tablet
	Other, (please specify):			

## SECTION C: PRINT MEDIA BACKGROUND INFORMATION

Please mark the appropriate box with a cross (X) or write down your answer.

*Print media advertising: A broad form of advertising that appear in newspapers, magazines and includes brochures or flyers.*

C1	<b>Which of the following print media have you been exposed to?</b> (You may tick more than one if applicable)			
	Magazine	Newspaper	Flyers	
	Other, (please specify):			
C2	<b>Which print media do you use most <u>frequently</u>?</b> (Only tick the most applicable one)			
	Magazine	Newspaper	Flyers	
	Other, (please specify):			
C3	<b>Do you pay attention to print media advertisements?</b>	Yes	No	Sometimes
C4	<b>How often do you notice print media advertisements?</b>			
	Always	Frequently	Occasionally	Never
C5	<b>Has a print media advertisement ever made you aware of a new product or service that you were previously unaware of?</b>	Yes	No	
C6	<b>After seeing a print media advertisement, were you able to recall the brand/product or service that was advertised?</b>	Yes	No	Sometimes
C7	<b>A print media advertisement has influenced me to</b> (You may tick more than one if applicable)			
	A	find out more information about the product or service		
	B	consider to purchase the product or service		
	C	purchase the product or service		
	D	Other, (please specify):		

**SECTION D: Advertising value**

Please indicate the extent to which you disagree/agree with each of the following statements by placing a mark (X) in the appropriate box; 1 being strongly disagree and 6 strongly agree.

	Advertisements on:	Social Media						Print Media					
		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
D1	Is a good source of product/service information.	1	2	3	4	5	6	1	2	3	4	5	6
D2	Supplies relevant product/service information.	1	2	3	4	5	6	1	2	3	4	5	6
D3	Provides timely information.	1	2	3	4	5	6	1	2	3	4	5	6
D4	Is a good source of up-to-date product/service information.	1	2	3	4	5	6	1	2	3	4	5	6
D5	Makes information immediately accessible.	1	2	3	4	5	6	1	2	3	4	5	6
D6	Is a convenient source of product/service information	1	2	3	4	5	6	1	2	3	4	5	6
D7	Supplies complete product/service information.	1	2	3	4	5	6	1	2	3	4	5	6
D8	Is enjoyable.	1	2	3	4	5	6	1	2	3	4	5	6
D9	Is entertaining.	1	2	3	4	5	6	1	2	3	4	5	6
D10	Is pleasing.	1	2	3	4	5	6	1	2	3	4	5	6
D11	Is fun to use.	1	2	3	4	5	6	1	2	3	4	5	6

	Advertisements on:	Social Media						Print Media					
		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
D12	Is exciting.	1	2	3	4	5	6	1	2	3	4	5	6
D13	Is useful.	1	2	3	4	5	6	1	2	3	4	5	6
D14	Is valuable.	1	2	3	4	5	6	1	2	3	4	5	6
D15	Is important.	1	2	3	4	5	6	1	2	3	4	5	6
D16	Is confusing.	1	2	3	4	5	6	1	2	3	4	5	6
D17	Can be misleading.	1	2	3	4	5	6	1	2	3	4	5	6
D18	Is annoying.	1	2	3	4	5	6	1	2	3	4	5	6
D19	Is irritating.	1	2	3	4	5	6	1	2	3	4	5	6
D20	Is an insult to people's intelligence.	1	2	3	4	5	6	1	2	3	4	5	6
D21	Is credible.	1	2	3	4	5	6	1	2	3	4	5	6
D22	Is trustworthy.	1	2	3	4	5	6	1	2	3	4	5	6
D23	Is believable.	1	2	3	4	5	6	1	2	3	4	5	6

Thank you.

## ANNEXURE B: ETHICAL CLEARANCE CERTIFICATE

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25 April 2019

Dr H T Lues, Prof A L Bevan-Dye and Dr M van Deventer

*Per e-mail*

Dear Dr Lues, Prof Bevan-Dye and Dr van Deventer,

### **FEEDBACK – ETHICS APPLICATION 25042019 – M F Saraiva (25799290)(NWU-0095-19-A4) MCom in Marketing Management – Dr H T Lues, Prof A L Bevan-Dye, Dr M van Deventer**

Your ethics application on *A comparison between social media and print advertisements: Generation Y students' perceptions*, that served on the EMS-REC meeting of 25 April 2019 refers.

#### **Outcome:**

Approval as a minimal risk study. A number NWU-0095-19-A4 given for three years of ethical clearance.

Kind regards,

A handwritten signature in black ink, appearing to read 'B Linde'.

Prof B Linde  
Chairperson: Economic and Management Sciences Research Ethics Committee (EMS-REC)