Factors influencing impulse buying behaviour amongst Generation Y students

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Vanderbijlpark

2016

DECLARATION

I declare that:

“Factors influencing impulse buying behaviour amongst Generation Y students”

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

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J A Neves

November 2016

Vanderbijlpark

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LETTER FROM THE LANGUAGE EDITOR

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To whom it may concern

This is to confirm that I, the undersigned, have language edited the **dissertation** of

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

Yours truly,

Linda Scott

ABSTRACT

Factors influencing impulse buying behaviour amongst Generation Y students

Keywords: impulse buying behaviour, external factors, situational factors, consumer behaviour, Generation Y students, South Africa.

Impulse buying is regarded as an important phenomenon in the context of retail business and marketing. Impulse buying is regarded as an important marketing tool for maximising revenues for businesses as it signifies an extensive amount of products sold in the retail environment. This is because impulse buying has significant influence on consumer buying behaviour and consumer decision making. As a result, impulse buying behaviour has been identified as a key research concern amongst marketing scholars and marketing practitioners. Impulse buying behaviour is an often-arising phenomenon experienced by consumers when purchasing products. For example, in 2013, South African consumers spent, on average, R13.5 billion a month on impulse items. Most consumers buy impulsively at one time or another. The literature indicates that impulse buying behaviour is influenced by external and situational factors. External factors are defined as the attempts to entice consumers into a purchasing behaviour by marketing cues that are placed and controlled by the marketer or storeowner. External factors include in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups. Situational factors are defined as the actual or perceived time available for shopping and the amount of spending power of consumers. In other words, situational factors include time and money availability.

The subjects of this study were Generation Y students. Generation Y consumers are an important marketing segment in the global marketplace, because they account for 40 percent of South Africa's total population of 55 908 000 in 2016. Generation Y students are aged 18 to 24 years. In particular, Generation Y students are spending more than the other generations in South Africa. The average student is spending R3 510 per month, which amounts to R42 120 per annum per student. Therefore, due to the population size of South African students, at approximately 938 000 students, together they have the potential to spend R39.5 billion per year, which makes Generation Y students an attractive segment to target.

The purpose of this study was to determine the factors that influence impulse buying behaviour amongst Generation Y students. The study employed a quantitative approach in realising its objectives. The target population of this study comprised of full-time undergraduate Generation Y students, aged between 18 and 24 years and enrolled at South African registered public higher education institutions (HEIs). The sampling frame comprised the 26 registered South African public HEIs. A non-probability judgement sample was utilised to select two HEI campuses, a traditional university and a university of technology, located in the Gauteng province, from the sampling frame. For the purpose of this study, the sampling method used was a non-probability convenience sample of 400 students (200 per institution). Convenience sampling was used to select the participants from two HEI campuses situated in the Gauteng province. The primary data were obtained by means of a survey method, using a self-administered questionnaire, which was hand-delivered to the contacted lecturers at each of the two HEIs. The questionnaire requested the students to indicate on a six-point Likert scale the level of their agreement and disagreement on 49 items designed to measure what factors they found the most influential, as well as to provide certain demographic data.

Based on the statistical analysis done in this study, marketers and businesses should focus on in-store atmosphere, in-store browsing, promotions and reference groups influencing Generation Y students' affective response. Retailers could use the insights from the study when designing marketing strategies to increase revenue. Findings from this study contribute to the growing body of research on consumer shopping behaviour by highlighting factors influencing impulse buying behaviour amongst Generation Y students. Marketing academics and researchers could use this study to assist in further research.

Although there were other studies in the topic of impulse buying and shopping behaviour, this study (determining the factors influencing impulse buying) was the first conducted in South Africa. This study could answer questions some retailers might have. Future research opportunities could consider using credit cards, which can play a major role in impulse buying behaviour. This provides an opportunity to determine whether credit cards can be a factor influencing impulse buying behaviour.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

A marketing tool referred to as impulse buying is used to increase sales for businesses; as it facilitates to an extensive amount of products sold in the environment of retail (Das & Das, 2015:188). In 2013, South African consumers spent, on average, R13.5 billion a month on impulse items (Times Live, 2014). In addition, when consumers travel by car to shops in comparison to other means of transport, such as by train, bus or bicycle, there is a likelihood of 44 percent more impulse purchases. This is due to a car providing convenience, independence and space that other means of transport cannot provide. While impulse purchases are increased by 88 percent during sale and bargain products in the stores, impulse buying increases further by 23 percent when the shopping purchases are unplanned. Furthermore, shoppers make an average of three impulsive purchases during 40 percent of all store visits (BetaBait, 2013).

Prior to 1982, the definition of impulse buying was focused on how the product was utilised to persuade consumers to purchase the product rather than the consumer's decision as the motivator of impulse purchases (Hausman, 2000:404). However, after 1982, Hausman (2000:404) stated that researchers began to refocus their attention on impulse buying tendencies and started investigating the dimensions that influenced impulse buying amongst consumers. Bayley and Nancarrow (1998:99) define impulse buying as an unexpected, persuasive, hedonically complicated buying behaviour in which the promptness of an impulse conclusion prevents the consumer to investigate additional information generating a purchase. Similarly, Prajapati and Rathod (2013:128) define impulse buying as an instant purchase. An instant purchase is done when a consumer has no objective to obtain a product while shopping (Prajapati & Rathod, 2013:128).

Consumer behaviour is described as the actions consumers reveal while investigating, buying, consuming, assessing and disposing of products and services that are expected to fulfil the consumer's requirements (Schiffman *et al.,* 2010:23).

Complex buying behaviour, dissonance-reducing behaviour, habitual buying behaviour, variety-seeking buying behaviour and impulse buying are various topics that create an overall concept called consumer behaviour (Mäkinen, 2015:23).

Impulse buying is an occurrence experienced by consumers when purchasing products (Verplanken & Sato, 2011:197). It involves a sudden, unexpected desire to buy a product that was not considered before going on the shopping trip (Bink, 2010:4). Hausman (2000:405) is of the view that consumers who partake in impulse buying are often regretful of their purchasing decision. Impulse products are characterised as low-cost frequently purchased products that require a slight cognitive (planning) effort from consumers (Rook & Hoch, 1985:23). MediaScope, Inc. (2013), revealed the nine most common impulsive products, namely clothing, beer, magazines, books, food, shoes, wine, toiletries and DVDs.

Impulse buying behaviour pertains to a person's affective and cognitive response to purchasing on impulse (Dawson & Kim, 2009:24). The consumers' affective responses are influenced by their mood, self-feelings or emotional state (Youn, 2000:43). The cognitive response refers to how the consumer understands, thinks and interprets the information of the product. In addition, an impulse purchase and disregard for the future may result from the cognitive response outcome (Youn, 2000:34). According to Karbasivar and Yarahmadi (2011:176), the consumer has control over their affective and cognitive response, as these factors are internal.

Various factors may influence a consumer's impulse buying behaviour (Kalla & Arora, 2011:148-153; Muruganantham & Bhakat, 2013:156; Vishnu & Raheem, 2013:69), which may be classified as external factors (Kalla & Arora, 2011:148-153; Muruganantham & Bhakat, 2013:156; Vishnu & Raheem, 2013:69) and situational factors (Beatty & Ferrell, 1998:171; Tinne, 2011:217; Muruganantham & Bhakat, 2013:156).

External factors relating to impulse buying behaviour refer to the attempts to entice the consumers into a purchasing behaviour. This is done by implementing factors positioned and monitor by the marketer or storeowner (Youn & Faber, 2000:180) of which the consumer has no control over (Karbasivar & Yarahmadi, 2011:175). In particular, when promotional tools are utilised, and offered to consumers, a need is

triggered and consumers then have a higher motivation to buy on impulse (Dholakia, 2000:977). According to Dawson and Kim (2009:23), external factors influencing consumers' impulse buying behaviour are essential to marketers and retailers due to the increase of purchasing by existing consumers as well as helps to attract new consumers (Dawson & Kim, 2009:23). Muruganantham and Bhakat (2013:152) and Cho *et al.* (2014: 39) are of the opinion that in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups are the external factors that influence impulse buying behaviour.

Situational factors that might impact impulse buying behaviour comprise real or observed availability of time and the expenditure ability the consumers possess (Beatty & Ferrell, 1998:175). According to Bhatt and Pandya (2015:1782), consumers who do not have the spending power or the available time will avoid the shopping environment. Muruganantham and Bhakat (2013:156) opine that time and money availability is essential situational aspects that affect impulse buying behaviour.

Generation Y consumers are an important segment to market in the global marketplace, as Generation Y accounts for 40 percent of South Africa's entire population (55 908 000 individuals in 2016) (Statistics South Africa, 2016). According to Markert (2004:21), the Generation Y cohort encompasses individuals born between 1986 and 2005. This generation is known also as millennials or echo-boomers (Acar, 2014:13). The marketplace are in great numbers of Generation Y individuals and have surpassed any other group of generation with regards to spending power (Khan *et al*., 2016:144), making this particular generation an attractive market to target. Similarly, Yigit and Aksay (2015:107) regarded the largest group of consumers as Generation Y. This group of consumers adapt and experiment to new products that have come into the market (Viswanathan & Jain, 2013:484), therefore, Generation Y consumers have high brand awareness, but are not brand loyal to the product (Noble *et al*., 2009:622) which creates an opportunity for impulse purchases.

Members of the Generation Y student cohort are typically aged 18 years to 24 years (Kilber *et al.,* 2014:82). According to Sowetan Live (2013), on average, a student is spending around R3 510 per month that amounts to R42 120 per annum. The

population size of South African students, at approximately 938 000 students in 2013, with their potential spending power of R39.5 billion per year, makes Generation Y students an attractive market segment to target. According to Khan *et al.* (2016:144), Generation Y students may be persuaded to buy on impulse when the factors influencing impulse buying behaviour are understood and implemented by marketers and retailers. Branchik (2010:174) points out that, Generation Y students should pay close attention from marketers, retailers and researchers due to the population size and spending power of this generation.

1.2 PROBLEM STATEMENT

Impulse buying has a significant influence on consumer buying behaviour and consumer decision-making. Therefore, impulse buying is a key research concern amongst marketing researchers due to its views on consumer behaviour; in addition, impulse buying contributes to the concept of marketing (Khuong & Tran, 2015:223). At one time or another in the consumer's life, they will purchase a product on impulse (Kacen & Lee, 2002:163).

As elucidated earlier, impulse buying has the potential to increase revenues for businesses and Generation Y has become an important market segment for businesses. Furthermore, when the factors influencing impulse buying are understood and determined, businesses will be able to concentrate on those factors to increase their revenues by employing appropriate marketing strategies in targeting Generation Y students. Therefore, it is crucial for researchers to dedicate time and energy to gain knowledge and understanding of the factors that trigger impulse buying behaviour of consumers (Duarte *et al*., 2013:1234).

Globally, research on impulse buying behaviour of Generation Y students has been scarce due to researchers concentrating only on the everyday consumer (Ebitu, 2015:42). Khan *et al*. (2016:144) concur, stating that limited studies have been conducted on impulse buying behaviour amongst Generation Y members. Furthermore, there is a scarcity of studies available on the factors influencing members of this cohort's impulsive buying behaviour. Studies that were conducted in South Africa on the topic of impulse buying behaviour by other researchers, have concentrated only on certain aspects of impulse buying behaviour, in comparison to

this particular topic. Hamilton (2010) focuses on how culture influences impulse buying behaviour and Retief (2012) highlights how pop-up stores influence impulse buying behaviour. Although significant progress has been made in recent years in the field of consumer behaviour, there remains a gap regarding factors that influence impulse buying behaviour amongst Generation Y students in South Africa. This investigation intends to contribute to filling this void.

1.3 OBJECTIVES OF THE STUDY

The following objectives have been formulated for the study.

1.3.1 Primary objective

The primary objective of this study was to determine the factors that influence the impulse buying behaviour of South African Generation Y students in order to guide the formation of marketing strategies for effectively targeting this market.

1.3.2 Theoretical objectives

In order to achieve the primary objective, the following theoretical objectives were formulated for the study:

- Review the literature on consumer behaviour definition and the decision making process.
- Review the literature on impulse buying definition, impulse buying process, types of impulse buying and the levels of involvement.
- Review the literature regarding the factors that influence impulse buying behaviour.
- Review the literature pertaining to the characteristics of the Generation Y cohort.

1.3.3 Empirical objectives

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

- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups' influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups' influence Generation Y students' affective response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' affective response to buy on impulse.
- Determine whether male and female Generation Y students differ in their impulse buying behaviour.

1.4 HYPOTHESIS TESTING

The following items were formulated for the study:

H_o1: External factors do not have a significant influence on Generation Y students' cognitive response.

H_a1: External factors have a significant influence on Generation Y students' cognitive response.

H_o2: External factors do not have a significant influence on Generation Y students' affective response.

H_a2: External factors have a significant influence on Generation Y students' affective response.

H_o3: Situational factors do not have a significant influence on Generation Y students' cognitive response.

H_a3: Situational factors have a significant influence on Generation Y students' cognitive response.

H_o4: Situational factors do not have a significant influence on Generation Y students' affective response.

H_a4: Situational factors have a significant influence on Generation Y students' affective response.

H_o5: There is no significant difference between male and female Generation Y students' in their impulse buying behaviour.

H_a5: There is a significant difference between male and female Generation Y students' in their impulse buying behaviour.

1.5 RESEARCH DESIGN AND METHODOLOGY

The study comprises a literature review and an empirical study. Quantitative research, using the survey method, was used for the empirical portion of the study. A descriptive research design with a single cross-sectional sample was followed.

1.5.1 Literature review

In order to support the empirical study, a review of the literature on factors influencing impulse buying behaviour amongst Generation Y students in South Africa was conducted using secondary data sources, such as the Internet, textbooks and online academic databases.

1.5.2 Empirical study

The empirical portion of this study comprises the following methodology dimensions:

1.5.2.1 Target population

The target population for this study comprise full-time undergraduate Generation Y students, aged between 18 and 24, registered at South African public higher education institutions (HEIs) in 2016. The target population was defined as follows:

- Element: Full-time, Generation Y students aged between 18 and 24 years
- Sampling Unit: South African registered public HEIs
- Extent: Gauteng, South Africa
- Time: 2016

1.5.2.2 Sampling frame

The sampling frame that was used to conduct the study comprises the 26 registered South African public HEIs (Universities South Africa, 2016). From this sample frame, a non-probability judgement sample of two HEI campuses – a traditional university and a university of technology – located in the Gauteng province was selected. The reason for selecting the Gauteng province was that it comprises the largest population of South African.

1.5.2.3 Sample method

For the purpose of this study, the sampling technique that was used was a non-probability convenience sample of 400 Generation Y, full-time undergraduate students, between the ages of 18 and 24. The participants were conveniently selected from the two HEI campuses after the necessary permission was obtained from the relevant academic staff members.

1.5.2.4 Sample size

A sample size of 400 full-time undergraduate Generation Y students was selected for this study. This sample size was in range of other studies of this nature such as those conducted by Dawson and Kim (2009) (sample size of 400); Yang *et al*., (2011) (sample size of 360); and Badgaiyan and Verma (2015) (sample size of 384), therefore, it was considered sufficiently large.

1.5.2.5 Measuring instrument and data collection method

A self-administered structured questionnaire was utilised to gather the required data for this study. The questionnaire included existing scales used in previously published research. In order to measure the factors influencing impulse buying behaviour of South African Generation Y students, three measuring scales were utilised for the empirical portion of the study. A 20-item, Impulse Buying Tendency Scale (IBTS), developed and validated by Verplanken and Herabadi (2001), was utilised to measure the students' impulse buying behaviour. In order to measure the influence of external factors on students' impulse buying behaviour, a 23-item scale, developed and validated by Cho, Ching and Luong (2014) was used. A six-item

measuring scale, developed and validated by Beatty and Ferrell (1998), was utilised to measure the situational factors influencing students' impulse buying behaviour.

The participants were requested to complete a questionnaire consisting of five sections. The first section (Section A) was used to gather the participant's demographic data. The second section (Section B) was used to gather information pertaining to the participants' impulse purchasing. The third section (Section C) measured the impulse buying behaviour, namely cognitive response (10 items) and affective response (10 items). The fourth section (Section D) measured the external factors influencing impulse buying behaviour, namely in-store atmosphere (3 items), in-store browsing (3 items), in-store layout (4 items), salespersons (4 items), promotions (6 items) and reference groups (6 items). The last section (Section E) measured the situational factors influencing impulse buying behaviour, namely time availability (3 items) and money availability (3 items).

All scaled answers were determined on a six-point Likert scale, starting with strongly disagree (1) and ending with strongly agree (6). The questionnaire included a front page describing the nature of the study and requesting participation, in addition to ensuring the privacy of the participant's information.

In order to ensure reliability, the survey was piloted on a convenience sample of 50 students of a South African HEI campus that was not included in the sampling frame. Subsequently, the outcomes of the pilot test were inputted and the outcome was utilised in implementing the final study.

1.5.3 Statistical analysis

The captured data will be evaluated using the statistical package IBM Statistical Package for the Social Sciences (SPSS), version 23.0. The statistical methods utilised on the empirical data sets to realise the study`s objectives are as follows:

- Confirmatory factor analysis
- Reliability and validity analysis
- Descriptive statistical analysis
- Correlation analysis
- Significance tests

- Regression analysis
- Two independent-samples t-test.

1.6 ETHICAL CONSIDERATIONS

The research study conformed to the ethical standards of academic research. The required permission was obtained from the academic staff members involved. Ethical clearance was obtained from the North-West University's Ethics Committee (ethical clearance number ECONIT-2016-020). The identities and interests of the participants were protected as well as guaranteed confidentiality of the information provided by the participants. The participation was voluntary, assuring that no individual person or institution was forced to participate against his or her own will.

1.7 CHAPTER CLASSIFICATION

Chapter 1: Introduction and background to the study

This chapter includes the introduction and background to the research study. It contains an overview of the problem statement, the research objectives, hypothesis testing, research methodology, chapter classification, general comments and clarification of key terms.

Chapter 2: Impulse buying

This chapter gives a review of the literature linked to consumer behaviour, impulse buying, factors influencing impulse buying behaviour and Generation Y cohort. This chapter includes the definition of consumer behaviour, an explanation of consumer buying decision process, the history of impulse buying, definitions, types of impulse buying, level of involvement, past and current studies on factors influencing impulse buying behaviour and characteristics of the Generation Y cohort.

Chapter 3: Research methodology

An examination of the questionnaire design, preparation, coding and distribution is discussed. Additionally, a detailed explanation on the target population, sampling method, sample frame, sample size, measuring collection and data collection

method utilised. The data analysis and statistical techniques utilised are presented and explained in this chapter.

Chapter 4: Data analysis and interpretation

In this chapter, data were analysed using statistical techniques and outlined further. Problems experienced in this research were discussed, as well as the response rate to the questionnaire. Research conducted and the findings were tabulated, analysed, interpreted and evaluated.

Chapter 5: Summary, conclusions and recommendations

This chapter provides an assessment of the whole research study and conclusions drawn from the study. Recommendations from the study were made and recommendations for research in the future were included in this chapter.

1.8 GENERAL

- Appendix is placed at the back of the dissertation.
- The lists of the tables and figures are shown subsequent to the table of contents in the dissertation.
- The tables and figures can be found on the appropriate pages in the dissertation.
- Referencing is constructed by the NWU Harvard-style referencing, using the NWU referencing guide.

1.9 CLARIFICATION OF KEY CONCEPTS

- **Consumer behaviour:** is described as the actions consumers reveal while investigating, buying, consuming, assessing and disposing of products and services that are expected to fulfil the consumer's requirements.
- **Impulse buying:** is defined as a sudden, unexpected desire to buy a product that was not considered before going on the shopping trip.
- **Impulse buying behaviour:** is defined as the shopper's persona, which describes an individual rather than the atmosphere in the shops. Internal factors are managed by the consumer (impulse buying behaviour includes a consumer's affective and cognitive response).

- **External factors:** is defined as factors implemented by marketers and storeowners to entice consumers into a purchasing behaviour by placing marketing cues (external factors include in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups).
- **Situational factors:** Situational factors that might affect impulse buying behaviour comprise real or observed availability of time and the expenditure ability the consumers possess (situational factors include time availability and money availability).
- **Generation Y:** Generation Y consumers are born from 1986 to 2005. This year gap is calculated at 17 to 39 years old in 2016.
- **Generation Y students:** is defined as students between the ages of 18 to 24.

1.10 SYNOPSIS

Consumers buy impulsively at one time or another in their lives, often without realising it. For this reason, impulse buying has a significant influence on consumer buying behaviour and consumer decision making. Therefore, impulse buying is a key research concern amongst marketing researchers due to its perspectives on consumer behaviour; in addition, in the environment of marketing, impulse buying has become a contributing factor. Impulse buying has several factors that influence a consumer. Marketers could implement these factors to influence the Generation Y students' buying behaviour, thereby increasing revenue (sales).

Similar studies to the one undertaken here have been conducted to determine the factors influencing impulse buying behaviour in various countries; however, there has been a lack of research on this particular topic in South Africa. Studies concerning impulse buying behaviour by other academic researchers in South Africa have focused on only one element, whereas this study concentrates on many factors. Other academic researchers in South Africa focused on culture influencing impulse buying behaviour and pop-up store influencing impulse buying behaviour. Although research has been done in the field of consumer behaviour, this field is extensive. Therefore, this provides a gap to determine whether certain factors influence impulse buying behaviour amongst Generation Y students in South Africa.

The Generation Y cohort is the largest population group when compared to other generations today. This study intends to fill this void.

This chapter stipulated an overview of this study's introduction, problem statement, objectives (primary, theoretical and empirical), hypotheses, research design and methodology, ethical considerations, chapter classification, general comments and clarification of key concepts. In the subsequent chapter, Chapter 2, an evaluation of the literature concerning consumer behaviour, impulse buying, the factors influencing impulse buying behaviour of the Generation Y cohort is undertaken.

CHAPTER 2

IMPULSE BUYING

2.1 INTRODUCTION

As stated in Chapter 1 (refer to Section 1.3.1), the primary objective of this study was to determine the factors that influence impulse buying behaviour of South African Generation Y students, in order to guide the formation of marketing strategies for effectively targeting this market. The main aim of this chapter is to achieve the theoretical objectives (refer to Section 1.3.2). This is realised by describing consumer behaviour, impulse buying, the factors that influence impulse buying behaviour and information on the traits of the Generation Y cohort.

The remainder of the chapter is arranged as follows. Section 2.2 discusses the overall theory of consumer behaviour and the steps to the decision-making process. Section 2.3 discusses impulse buying by demonstrating how the theory of impulse buying has evolved over time, the impulse buying process, identifying the types of impulse buying and lastly, identifying and describing impulsive items in terms of the level of involvement. Section 2.4 discusses the factors influencing impulse buying behaviour. Section 2.5 discusses the Generation Y cohort of South Africa that was used as the target population of the study. Lastly, Section 2.6 provides a conclusion of the chapter.

The next section discusses consumer behaviour.

2.2 CONSUMER BEHAVIOUR

This section defines consumer behaviour and describes the decision-making process.

2.2.1 Defining consumer behaviour

Solomon *et al.* (2006:6) define consumer behaviour as the process involved when consumers select, purchase, use or dispose of products and services, ideas or experiences that are expected to fulfil the consumer's needs and desires. Schiffman *et al.* (2010:23) explained how consumer behaviour focuses on shoppers and

relatives, as to how they use their time, their financial position and how they consume the products. The knowledge ascertained by the consumer behaviour of consumers helps the marketer to understand how the consumer may feel, think and select items in stores (Brosekhan *et al.,* 2013:8). According to Sahney (2003:23), consumer behaviour entails what consumer's purchase, why consumers purchase them, at what time consumers purchase them, the place the consumer purchases them, the frequency of the purchase, usage frequency, and the evaluation of the post-purchase and the influence of the evaluation on upcoming purchases.

Consumer behaviour is referred to as a continuous process, which comprises three stages, specifically the pre-purchase, purchase and post-purchase stages (Solomon, 2013:32). Therefore, Section 2.2.2 describes the decision-making process of consumer behaviour.

2.2.2 Decision-making process

Decision-making is defined as a process that entails selections by determining objectives, assembling the required information and evaluating alternatives. Consequently, a systematic decision-making process assists consumers to make more of a precise decision by providing relevant information on products and narrowing down the possible alternatives (Lunenburg, 2010:3). The systematic decision-making process ensures that the best alternative is chosen (Al-Tarawneh, 2012:3).

Researchers have identified different steps within the decision-making process namely, the seven step decision making process (Dönmez, 2011:20) which includes identifying the decision, gathering information, identifying alternatives, weighing the evidence, choosing among the alternatives, taking action and reviewing the decision made. The other commonly used decision making process is the five-step decision-making process (Munthiu, 2009:27) which includes problem recognition, information search, pre-purchase alternative evaluation, purchase and post-purchase evaluation The five step decision making process will be used for this study. Figure 2.1 below displays the phases of the decision-making process.

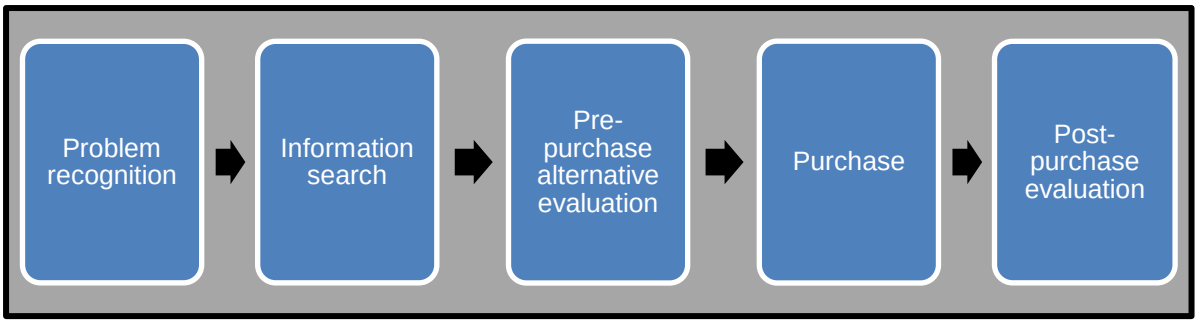

Figure 2.1: Steps of the decision-making process (Kotler, 2000:179)

The following section describes the steps in the decision-making process.

2.2.1.1 Step 1: Problem recognition

Problem recognition refers to when a consumer identifies a difference between how the product is perceived and the actual product the consumer wants to purchase, which influences the decision-making of the consumer (Engel *et al.,* 1995:176).

This stage of the process is the most important. A need for a product has to be identified by the consumer before it can be recognised; otherwise, there is no intention for a purchase (Rutenberg, 2003:78). Marketers often convince consumers that there is a need for a product (Tanner & Raymond, 2012: 68). In this step, the need recognition occurs when internal/external stimuli created by marketer's triggers the unresolved needs (Saarela *et al.,* 2008:12). For example, in this step, a consumer realises a need for a suitcase to travel after graduation.

2.2.1.2 Step 2: Information search

As soon as the need is recognised, the consumer has to investigate for information, concerning possible solutions to the problem or requirement (Rutenberg, 2003:82). In this step, information search occurs when a consumer has identified possible products that could fulfil a certain need (Saarela *et al.,* 2008:12).

Once a need has been identified, the consumer will make a conclusion to help guide the choice of brand or product and internal and external information will assist in the decision-making process.

Internal information exists within the consumer's mind. Furthermore, internal information originates from former occurrences and views the consumer experienced

with a product or brand. Internal information is sufficient for the purchasing of everyday products (for example, milk and bread). However, when it comes to a major purchase of uncertainty or higher involvement and the consumer has not gained enough information, another source is considered – an external source. External information on a product or brand is proposed by associates, relatives, evaluations from other consumers or from the media (Bettman *et al.,* 1998:189; Levy & Weitz, 1998:129).

During the consumer decision-making process, the consumer pays attention to what friends, family and other consumers have mentioned about the product or brand (Hawkins *et al.,* 2001:534; Engel *et al.,* 1995:185). The internal information gained from others will be judged more fairly than information from marketing tools (for example, an advert or brochure) (Kardes *et al.,* 2010:196-197). For example, in this step, consumers begin looking at different suitcases on the web, talking to friends about the suitcases and visiting stores to look at the suitcases.

2.2.1.3 Step 3: Pre-purchase alternative evaluation

An evaluation of alternatives is the stage of the decision-making process whereby a consumer uses the information gathered in the information search (Kotler, 2000:180). In this step, the views of the brand or product are recognised and used to fulfil the need, based on the product features (Saarela *et al.,* 2008:12). The views of the brand or product are determined by objective characteristics and subjective characteristics. Objective characteristics include performance of the product, whereas the subjective characteristics signify the brand worth, status and the consumer's opinion (Anon (a), 2005:69; Rudani, 2013:230).

Good salespeople and marketing professionals have discovered that when a consumer is offered a variety of selections, it can become overwhelming; therefore, the consumer will refrain from purchasing. Consequently, the consumer develops evaluative criterion to help narrow down the choices. An evaluative criterion is defined as certain characteristics that are important to the consumer. Furthermore, marketing professionals utilise the evaluative criteria to convince consumers to purchase the product by reflecting only on the strengths of the product to make the product more appealing (Tanner & Raymond, 2012:69).

The process will be guided to an evoked set, correspondingly recognised as the consideration set (positive). The evoked set is defined as the possibility of buying the collection (brands or products) since the consumer has had a good experience with the product (Step 2) (Anon (a), 2005:68).

The process may also lead to inept set or inert set. Samli (1998:314) defined inept set as the collection of brands or products that do not have a possibility of being acquired, the reason being consumers having a negative opinion or a negative buying occurrence with the product earlier. However, inert set is the collection of brands or products for which the consumer has no judgement (neutral) (Samli, 1998:314). For example, in this step, the consumer decides on the price the consumer is willing to pay and specific criteria that a suitcase must have. The consumer then examines each suitcase based on each of those criteria.

2.2.1.4 Step 4: Purchase

As soon as the consumer has assessed the various outcomes of the available products to fulfil the want, the consumer then selects the product or brand that fulfils the need (Rutenberg, 2003:92). Thus, a decision to purchase a product is made (Saarela *et al.,* 2008:12). The decision will depend on the factors of the product, namely the products features, perceived value and capabilities identified in the previous step (Joubert, 2010:138). Furthermore, the decision to buy could be dependent by the occurrence of shopping the consumer experiences in the store. For example, in this step, the consumer decides on the best suitcase, based on the evaluative criteria by the consumer and decides when, where and how to purchase the suitcase.

2.2.1.5 Step 5: Post-purchase evaluation

The post-purchase assessment is employed to decide whether the consumer is content or unhappy with the product purchased (Rutenberg, 2003:98). When the consumer purchases and uses the product, the consumer will assess whether the product satisfied the original need identified in the first step. The satisfaction level is determined when the consumer evaluates the performance of the product (Saarela *et al.,* 2008:12). Furthermore, the consumer can be delighted, satisfied or dissatisfied

with the product and choice. Figure 2.2 displays how this process works in the post-purchase evaluation in terms of consumer satisfaction.

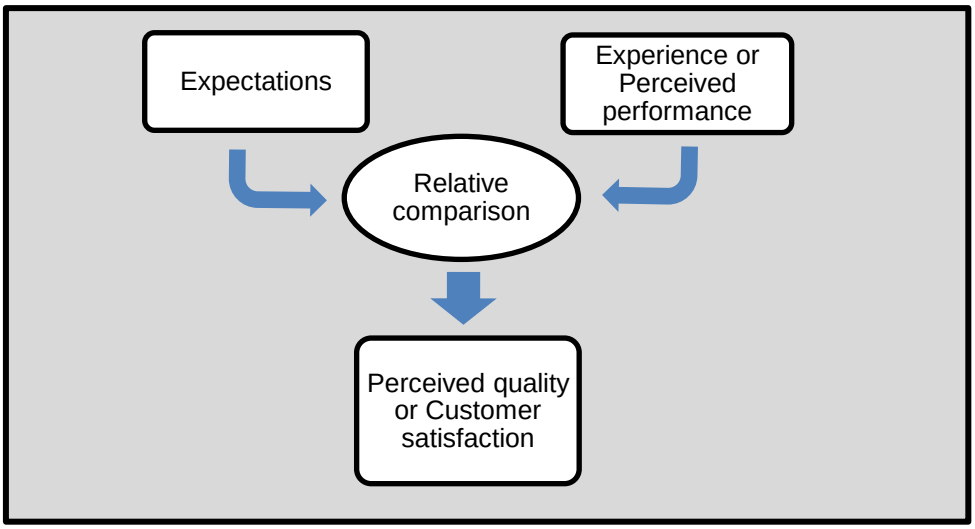

Figure 2.2: Consumer evaluations = experiences – expectations (Iacobucci, 2013:185)

In the event of the consumer being delighted, the consumers' experiences should exceed their expectations. When consumers are satisfied, the consumers' experiences should meet the expectations, and lastly, when consumers are dissatisfied, the consumers' experiences fall short of the expectations (Iacobucci, 2013:185).

In addition, when the consumer is satisfied with the product, the information search and alternative evaluation stages within the decision-making process are dismissed when making future purchases. Moreover, the satisfied consumer then becomes loyal to the brand. On the other hand, when the consumer is dissatisfied with the experience of the product, the decision-making process will be repeated by the consumer in the purchases to come and therefore will not become brand loyal (Iacobucci, 2013:185). For example, in this step, the consumer decides whether the suitcase is everything the consumer thought it would be and meets the initial needs.

In the following section, impulse buying behaviour is discussed by demonstrating how the theory of impulse buying behaviour has evolved over time, the impulse buying behaviour process, types of impulse buying and lastly, describing impulsive items in terms of the levels of involvement.

2.3 IMPULSE BUYING

This section defines impulse buying, the impulse buying process, types of impulse buying and the level of involvement of impulsive products.

2.3.1 Defining impulse buying

Impulse buying is described as a purchase that is not planned. Consumers engage in impulse buying when a consumer experiences an accumulation of emotions over an item, which then leads to the purchase of the item without giving to much thought about the situation (Gamage *et al.,* 2008:1).

An impulsive decision-making process implies an unplanned action, which is opposite to the prepared planning, which takes place in the consumer decision-making process (Cant *et al.,* 2009:64). The impulsive decision-making process and consumer decision-making process is not completely different, in the impulsive decision-making process the consumer also engages in the stages of the consumer decision-making process. Furthermore, once a decision has been made an action follows and to a consumer it appears that the planning did not follow the action. An impulsive action is defined as an action made at that particular point of purchase, and cannot be regarded as an unplanned approach to purchasing. The consumer impulsively buys a product immediately after becoming aware of a need that was not satisfied, but the consumer may not realise it at that point of purchase (Strydom *et al.,* 2000:73).

Brodén & Sőderberg (2011:14) state that several researchers through history have defined the concept of impulse buying, however there has been several focuses on the concept throughout time. Furthermore, Brodén and Sőderberg (2011:14) conclude that earlier researchers of impulse buying focused more on when the purchase decision and purchase itself was made, instead of the consumer making the impulse purchase. Table 2.1 presents various definitions provided by influential researchers in the area of impulse buying.

Table 2.1: Definitions of impulse buying over time

Author	Year	Definition
Clover	1950	A act of unplanned buying without any consideration
Stern	1962	Sudden urge to buy
Rook, Rook and Fisher	1987 &1995	A sudden urge to buy something is backed up by an unplanned act of buying
Hoch and Loewenstein	1991	If the person is not passionate, there will be inconsistent buying
Kacen and Lee	2002	A subjective bias leads to the possession of something
Zhou and Wong	2003	A sudden desire to buy something is triggered within the consumer. This sudden desire becomes persistent and the consumer immediately buys it
Vohs and Faber	2007	A buying choice, which is influenced by emotions, makes a sudden urge
Xiao and Nicholson	2013	An external stimulus leads to the feeling of regret or happiness by making an unplanned and sudden act of buying

Source: Abbas and Bashir (2015:468)

Several studies have been documented on impulse buying in different contexts over the past several decades. Table 2.2 provides a chronological record of some of the studies conducted on the subject and highlights the main contribution of each study.

Table 2.2: Chronological study of impulse buying

Author	Year	Contribution
Clover	1950	Recognised that certain product groups are bought more on impulse. Remained the initial study to identify the impulse buying mix.
Stern	1962	Described impulse buying by sorting the theory as planned, unplanned, or impulse, correspondingly proposed that impulse buying might foresee certain product-related factors.
Rook	1987	Presented a lifestyle attribute known as consumer impulsion, which can be associated to greediness, looking for sensation and entertaining characteristics of shopping.
Rook and Fisher	1995	Consumers tend to buy unexpectedly, non-reflectively, instantly and kinetically, correspondingly identified as a personality attribute.
Beatty and Ferrell	1998	Described impulse buying as a unexpected and instant purchase, with no shopping purposes to buy the exact product or to involve in a particular buying assignment.
Kacen and Lee	2002	Impulse purchasing of individuals can be obstructed by cultural influences. Individuals partaking in impartial self-concept involve further impulse buying.
Verplanken *et al.*	2005	Negative rather than positive affect is a pushing power following on-going impulse buying. The outcome of the negative condition of mind can be affected by impulse buying.

Table 2.2: Chronological study of impulse buying (continued…)

Author	Year	Contribution
Dawson and Kim	2009	Examined online impulse buying and discovered that the affective-cognitive traits have meaningful association's concerning a person's affective and cognitive condition and their online impulse-buying behaviour.
Chang *et al.*	2011	Impulsive purchases are an outcome of the positive expressive replies of the consumer in the retail setting.

Source: Muruganantham and Bhakat (2013:151-152)

The impulse buying process is discussed in the following section.

2.3.2 Impulse buying process

Churchill and Peter (1998:142) suggested a model that shows the process of impulse buying. Figure 2.3 illustrates how the impulse buying process works.

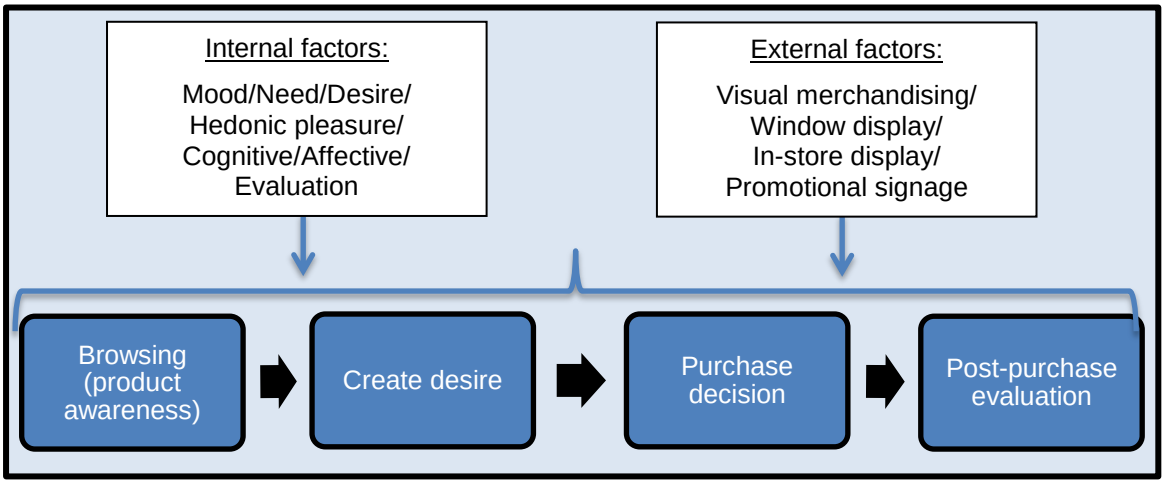

Figure 2.3: A model of the impulse buying process (Kim, 2003:9 as adapted from Churchill & Peter, 1998:142)

The following section describes the steps in the impulse buying process.

2.3.2.1 Step 1: Browsing (product awareness)

The impulse buying process begins when consumers start to browse (product awareness). Browsing refers to when a consumer explores items displayed on shelves and aisles, or in other sources (for example, a newspaper or television) to establish whether there are items the consumer wants to purchase (Kolb, 2008:100). Browsing within the impulse buying process begins when the consumer enters a

store without intending to purchase an item (Kim, 2003:8; Hubrechts & Koktürk, 2012:7). Furthermore, as consumers glance at the products, consumers are influenced by internal and external factors that activate their impulsive desire.

2.3.2.2 Step 2: Create desire

Desire refers to wish, long for, crave, or want something (Dictionary.com, 2016). Consumers create their own desire to buy an item by browsing in the store and finding an item, they did not intend to buy. That desire was caused by the internal factors of the consumer and external factors of the store or marketer. Therefore, when a consumer creates the desire to buy a product that was initially not on their list, this makes them a potential impulse buyer.

2.3.2.3 Step 3: Purchase decision

Consumers make a purchase decision without prior knowledge and information about the product. At this phase of the process, consumers purchase the product regardless of the consumer's prior intention (Kim, 2003:10; Hadjali *et al.,* 2012:246).

2.3.2.4 Step 4: Post-purchase evaluation

In the post-purchase evaluation stage, consumers may be satisfied or dissatisfied with the purchase of the impulsive product (Kim, 2003:8). Dissatisfaction of impulsive products has been experienced by consumers, but there remains a level of satisfaction with the product purchased (Maclinnis & Price, 1987:480; Sherry, 1990:27).

In the impulse buying process, consumers are influenced by internal and external factors that activate their impulse buying behaviour (Kim, 2003:10), which is explained in detail in Section 2.4.

The following section describes the types of impulse buying that consumer's experience.

2.3.3 Types of impulse buying

Stern (1962:59) proposed an impulse buying framework by classifying the buying behaviour as planned, unplanned, or impulse. Planned purchases are defined as a

purchase that requires lot of time and information searching to facilitate the decision-making, whereby impulse buying is referred to as making a choice at that point of time. Figure 2.4 indicates the impulse buying framework, which is divided into four types of impulse buying (Stern, 1962:59-60). The typology refers to a system used categorising items into groups of similarity (Croft, 2003:1).

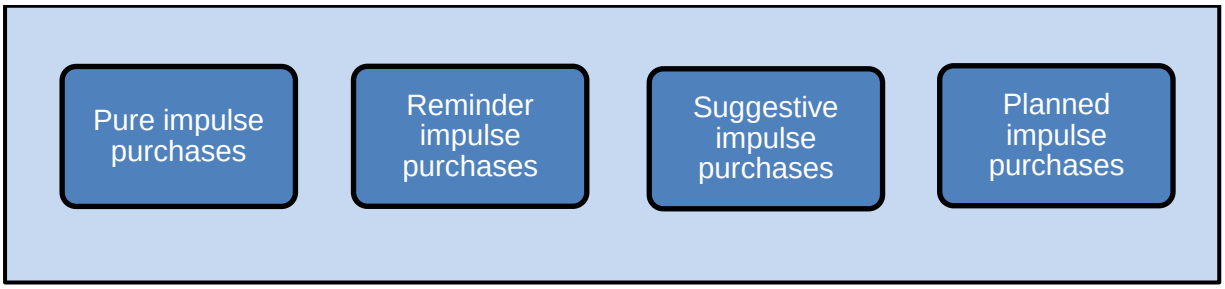

Figure 2.4: Typology of impulse buying types (Stern, 1962:59-60)

An explanation of each type of impulse buying follows:

2.3.3.1 Pure impulse buying

Pure impulse buying is described as a unique purchase, whereby the consumer's normal buying pattern is affected (Stern, 1962:59). For example, a consumer that seldom purchases magazines notices a YOU magazine at the counter aisles while lingering in a queue at the convenient store. Furthermore, the story and pictures on the front page of the magazine persuade the consumer to buy the magazine (Hodge, 2004:9).

2.3.3.2 Reminder impulse buying

Reminder impulse buying is described as a consumer recalling an advertisement (media channel) or other information based on seeing an item and remembering that the stock at home is low (Stern, 1962:60). For example, a consumer is in the toiletries aisle buying paper towels and notices the toilet paper. This visual signal provides the consumer a reminder that the supply of toilet paper is low, which results in the purchase of the toilet paper (Hodge, 2004:10).

2.3.3.3 Suggestion impulse buying

Suggestion impulse buying can be described as a consumer who notices a product initially and envisions a want for this product (Stern, 1962:60). For example, a consumer spots the plastic peeler for the first time in the store. The display of the plastic peelers is located next to the vegetables, and display full-colour pictures with directions. Moreover, this item appeals to the consumer due to being easier and faster than using a paring knife and therefore the plastic peeler is purchase by the consumer (Hodge, 2004:10).

2.3.3.4 Planned impulse buying

Planned impulse buying is described as the choice the consumer makes to buy an item based on sales endorsements (Stern, 1962:60). For example, a consumer wants to buy milk, eggs and bread. Only these items are on the consumer's shopping list. When the consumer proceeds towards the checkout counter, Simba has a display of chips that are on sale. The consumer becomes aware that their children love Simba chips as they consume the chips every day for lunch and that one bag of chips is consumed per week. The consumer remembers that there is a full bag of chips at home because a bag of chips was purchased last week. Regardless, the consumer adds the Simba chips to the shopping trolley (Hodge, 2004:10).

The following section describes the level of involvement in terms of impulse buying items.

2.3.4 Levels of involvement

Impulse buying involves a concept called level of involvement, which is referred to how important the product is to the consumer or how interested the consumer is in consuming the product (Tanner & Raymond, 2012:73). Lamb *et al*. (2009:146) concur that the level of involvement entails when the consumer purchases a product, the consumer determines the level of importance and the degree of information processing which is attached to the product.

Parboteeah (2005:15-16) states how certain products are bought more on impulse than other products. Impulse items can be categorised as any product, for example, the latest product, trials or products at a low prices (Tinne, 2011:209). Butkeviciene *et al.* (2008:59) state that products bought on impulse depend on the category, price and symbolic meaning of the products. Stern (1962:62) suggests that products are bought more on impulse when the products are not so expensive or when they have a shorter production cycle.

2.3.4.1 Low involvement products

Low involvement products bought by consumers have been found to have a different influence on consumption patterns than the high involvement of products (Rook & Hoch, 1985:24).

Low involvement products are often bought on impulse however, the frequency of this is minimal. Low involvement products are categorised as inexpensive and result in a low risk purchase if the consumer feels as thou the product was a mistake (Tanner & Raymond, 2012:73). Consumers are found to buy the products automatically without giving to much thought. Examples of low involvement products include toothpaste, matches and snacks. When a consumer buys toothpaste, there is no risk involved even if the consumer buys toothpaste that is not the consumer's favourite brand.

2.3.4.2 High involvement products

High involvement products is categorised as a high risk for consumers if the product does not work, complicated, or expensive. Consumers will often spend majority of the time comparing the products features, prices and warrantees (Tanner & Raymond, 2012:73).

High involvement products can also extend to big-ticket items such as automobiles and home appliances. A cell phone in particular entails an emotional approach as well as a reasonable approach when purchasing (Kannan & Vinayagamoorthy, 2014:19). An example of a high involvement product is a car, whereby the consumer researches the various models and different features of all the cars that are within

the budget before a decision is made. A high risk is involved as the consumer is spending a lot of money on the item.

In the next section, the factors influencing impulse buying behaviour are discussed in detail.

2.4 FACTORS INFLUENCING IMPULSE BUYING BEHAVIOUR

Research done by Schiffman *et al.* (2010:36) revealed that consumers purchase impulsively when the influence of family, friends, advertising and role models come into play, but also by their mood, situational moments and emotions. Moreover, Schiffman *et al.* (2010:36) concludes that all of these factors collectively form the concept of thinking and research regarding consumer behaviour. The first factor discussed is impulse buying behaviour.

2.4.1 Impulse buying behaviour

A consumer's internal differences concerning an impulsive act may be regarded as the most influential when purchasing on impulse (Chen, 2008:155). Personality-related factors are characteristics of the consumer rather than the shopping environment, which can influence impulse buying behaviour. This leads to the business utilising the characteristics of the consumer to influence them to a minor extent, but cannot control them completely (Žnideršić *et al.,* 2014:84). Patil and Agadi (2016:190) concur by stating that impulse buying behaviour symbolises the consumer's internal traits that persuade the consumer to interact in impulse buying.

Rook and Hoch (1985:23) highlight that the consumer's experience the impulsive urge during the shopping trip and not the product. Rook and Fisher (1995:305) stated that when a consumer has a tendency to engage in impulse shopping, the concept is referring to as the buying impulsiveness trait.

Chen (2008:155) states that when a consumer buys on impulse, the consumer is influenced significantly by situational and social norms. Likewise, Kannan and Vinayagamoorthy (2014:21) state that although the consumer's emotional state (affective response) and personality traits (cognitive response) are important, they are trigged by external factors to buy on impulse. Equally, Bessouh *et al.* (2015:861-862) state that in the presence of others, the consumers senses are stimulated, due

to the physical environment, the atmosphere, or the product itself (considered external and situational factors). In Maymand and Ahmadinejad's (2011:13058) study, they proposed a research design whereby external and situational factors are the independent variables, which directly influence impulse buying behaviour (affective and cognitive response), which are the dependent variables.

The cognitive and affective response is regarded as factors within the impulse buying behaviour that ultimately determine the buying decision of the consumer. Kim and Mattila (2010:433) indicate that the consumer satisfaction level is influenced by the cognitive and affective response of the consumer. A discussion pertaining to these factors follows.

2.4.1.1 Cognitive response

The cognitive response entails the lack of planning when a purchasing decision is made (Dincer, 2010:155). The cognitive response refers to mental structures and processes involved reflecting and interpreting (Sharma, 2012:24). In addition, cognitive response entails that once the consumer has experienced the product, a combination of the consumer's cognition, knowledge and perceptions acquired assist in the purchase. High involvement products such as laptops and cars involve cognitive decision-making (Swarnalatha & Soundhariya, 2015:267).

2.4.1.2 Affective response

The affective response is regarded as the consumer's feelings of excitement and the urge to buy a product (Dincer, 2010:155). The affective response entails the consumer's irresistible desire to buy, positive buying emotions and mood management (Sharma 2012:26). Low involvement products are selected by the affective response of the consumer (Swarnalatha & Soundhariya, 2015:267).

The external factors influencing impulse buying behaviour are discussed next.

2.4.2 External factors

External factors are defined as factors implemented by marketers and storeowners to entice consumers into a purchasing behaviour by placing marketing cues (Youn & Faber, 2000:181). External factors are related to the shops atmosphere and

marketing atmosphere. The shops atmosphere incorporates the magnitude of the store, setting and arrangements, while the marketing atmosphere is the various sales and advertising performances (Patil & Agadi, 2016:189). Unlike internal factors, external factors are controlled by the marketers or storeowners to motivate impulse buying behaviour (Žnideršić *et al.,* 2014: 84). A consumer can be persuaded to buy on impulse once a consumer encounters graphic stimulus in the retail setting, or several stimuli is positioned by the marketer or storeowner (Piron, 1991:509).

Applebaum (1951:175) remained the primary researcher to suggest that when consumers are exposed to stimulus in the store, they are likely to make impulse purchases. Xu (2007:40) states that the consumer's emotions are influenced by the store environments, which could additionally guide to impulse buying in the shop.

Rook and Hoch (1985:24) highlight that the consumer's sensation and perception to buy on impulse is determined by the external stimulus, which leads to a sudden urge to buy. Similarly, Mattila and Wirtz (2001:564) discovered that impulse buying behaviour is positively affected by the store environment, particularly when the store setting over stimulates the stimuli within the store. Consumer emotions are affected by the store environment (Donavan & Rossiter, 1982:54). Furthermore, Zhou and Wong (2003:43) identified that point of purchases (POP) are informative and experimental facets that influence impulse buying.

Mattila and Wirtz (2001:363) carried out an experimental study on how music and the scent of the store influence the consumers purchasing decisions. The findings demonstrated significant influence of both factors on their own as well as when combining the two factors together. Zhou and Wong (2003:39) classified the in-store shopping environment into two influences, namely promotional and atmospheric influence. The promotional influence entails promotional discounts (for example, vouchers and gifts) and is inexpensive, whereas, atmospheric influences entail the enjoyment and attractiveness (for example, the crowds in the shop and salespersons).

Patil and Agadi (2016:190) explained that retailers and storeowners are spending a lot of money on promoting products and brands, with the aim of increasing brand and product awareness, trail usage and market share. Hence, retailers and storeowners

need to become knowledgeable on the effectiveness of the store atmosphere and determine to what extent they can influence the consumers purchasing behaviour. This information and knowledge helps to determine where the business can utilise their resources more effectively, which is designed to generate more sales and become different to their competitors. External factors are independent variables; they are outside of the consumer's control. These factors include in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups. A discussion pertaining to these factors follows.

2.4.2.1 In-store atmosphere

In-store atmosphere refers to the dynamics within the stores presentation (for example, fittings, parquet, odour, noise intensity, lights, the level of the hot or cold atmosphere in the store, and the backdrop). These factors within the store can be used to observe how the consumers buying mood are influenced (Eroglu & Machleit, 1993:34). An important element of a store atmosphere is music, music has been found to influence a consumers purchasing behaviour (Mattila & Wirtz, 2001:276). According to the findings of Mattila and Wirtz (2001:285), good background music within the store influences consumers to stay in the store as well as browse longer. The outcome of a decent melody played in the background activates the consumer's awareness that make them engage in impulse buying.

Store scent has also been found to influence consumer's purchasing intention (Hussain & Ali, 2015:36). Pleasant aroma in a store makes consumers devote more time observing their products, which will result in an impulsive purchase (Nishanov & Ahunjonov, 2016:4).

2.4.2.2 In-store browsing

Consumers engaging in in-store browsing, means that the consumers scan through the shops items for gaining knowledge and keeping themselves entertained with no intention to purchase an item, which is an important part of impulse buying behaviour (Vänniä, 2013:21). Consumers purchase more on impulse when they browse in the stores than those who do not. In addition, consumers are then exposed to more stimuli in the store when browsing longer (Vänniä, 2013:21). Therefore, the consumers urge to buy on impulse increases (Kim, 2003:14).

2.4.2.3 In-store layout

Store layout refers to the organisation of the stores sections and aisles to ensure that the layouts are well designed to expose consumers to all the possible products the store has to offer in the given floor space (Shivangunde *et al.,* 2012:7).

Good store layout assists consumers to find the product quickly (Bitner, 1992:66). Ohta and Higuchi (2013:209) state that creating convenience for consumers involves a well-organised store layout that enhances shopping process. However, in majority of the stores, everyday essential products (for example, bread and milk) are located towards the back of the shop to make sure consumers browse longer in the shop, which amplifies the possibilities of impulse buying (Levy & Weitz, 2011:472).

Hubrechts and Koktűrk, (2012:15) state that the common layouts used is the grid path layout, the free path layout and the forced path layout.

The grid pattern layout is a traditional layout that is preferred by superstores (Vrechopoulos *et al.,* 2004:14). This shop setting is characterised as long lanes and the lines are organised in a rectangular arrangement (Vrechopoulos, 2004:42). Moreover, this setting has numerous benefits, namely being a cheap layout to implement, easy maintenance, ease of cleaning, consumers are familiar with where the items are and the layout is easy to change (Shivangunde *et al.,* 2012:17).

The free flow layout is characterised by the lanes, demonstrations and shelf levels; hence, the liberty of movement. It is the simplest type of store layout, used mostly for fashion stores (Banat & Wandebori, 2012:85). Moreover, the free flow layout has several advantages, namely it gives a consumer the opportunity to browse anywhere and provides flexibility to the consumer in a relaxed carefree environment (Ijaz *et al.,* 2014:313).

The forced path layout is a kind of setting that manipulates consumers to enter every aisle through the store and consumers are forced to browse all products the store has to offer (Li, 2010:14). This setting increases the odds of unintentional purchases (Faizal and Radha, 2014:80). Moreover, the forced path layout has several advantages such as forcing the customer to view all the items displayed in the store

and increasing the consumers' willingness to purchase items (Masudin & Fuadi, 2014:143).

2.4.2.4 Salespersons

A salesperson is a person who sells or assists consumers to buy items within the store (Cambridge University Press, 2016). Consumers have shown to enjoy the shopping experience more when there are helpful and friendly shop assistants. The good service provided by the salespeople can positively influence the shopping experience. However, it has also been determined that the consumers enjoy the shopping environment more when there is no arrogant salesperson present (Jones, 1999:135). Research studies have shown that purchasing online encourages less impulse purchases due to the absence of a salesperson to encourage the sale. Therefore, the presence, behaviour and selling techniques of salespersons affect the consumer's impulse buying behaviour (Ahuja, 2015:51).

2.4.2.5 Promotions

Sales promotion is defined as a marketing tool to persuade a consumer to buy the product (Tutor2u, 2015). Offering products on discount or at a promotional price encourages more impulse purchases. Marketers have learned that consumers fear the future. Consumers immediately purchase the product due to not having enough money available in the future, the product might not be available in the future, or the promotion will not be on offer in the near future. Offers like scratch and win, by two get one free, stop and shop, coupons, referral gifts and lucky draws manipulate consumers to believing they are saving costs and getting value for money. Impulsive purchases are implemented when consumers buy more than what they need (Jamal & Lodhi, 2015:30-31).

2.4.2.6 Reference groups

A reference group entails a number of different groups, for example family, friends, celebrities and religious groups (Mothapo, 2013:41). Reference groups compare their attitudes, values, knowledge and behaviour over several aspects (including buying behaviour) (Kumar, 2007:327). Impulse purchases are increased in the

presence of others (Tinne, 2011:212). For example, as soon as individuals are in a crowd, they are inclined to consume more food (Luo, 2004:431).

Mothapo (2013:41) explained that family is considered an important group to many consumers as from a young age the consumer belonged to this group first. The consumer's parents or family members are the most influential at a young age, as consumers learn from others purchasing behaviour. The younger generations purchasing decisions are significantly influenced by reference groups. Generation Y consumers engage in more purchases with the presence of others, and therefore family and friends play a significant role (Feltham, 1998:377).

The situation factors influencing impulse buying behaviour are discussed next.

2.4.3 Situational factors

Situational factors entail all the factors that are related to the time and place of observation (Mihic & Kursan, 2010:49-50). When the consumer buys on impulse, the situational factors originate from the store environment (Rhorrami *et al.,* 2015:824). The situational factors such a time availability moderates the relationship between the store environment and the consumer's impulsiveness (Xu, 2007:44, 51).

The consumer's available time and tendencies positively affect the browsing in the store (Beatty & Ferrell, 1998:184). Stern (1962:61) identified the various characteristics of the product that is confronted within the store, can possibly influence impulse buying. Circumstances such as the consumers' economic situation, time constraints, social visibility and emotions contribute to the feeling of buying on impulse (Beatty & Ferrell, 1998:172, 184). A discussion pertaining to these factors follows.

2.4.3.1 Time availability

Time indicates the temporal perspective of circumstances (Belk, 1975:427). Time accessibility is employed to determine the situational traits in the temporal perspective. Consumers shopping have been affected by the time available to perform a task (Gehrt & Yan, 2004:6). Situations whereby the consumer has time restraints, the consumer may change shopping habits or store choices and will not notice the in-store marketing efforts and displays (Salman *et al.,* 2014:188). In

contrast, when consumers are in the store and there is a higher availability of time, the consumer may feel a positive emotional response to engage in unexpected buying. On the other hand, consumers with a low accessibility of time could be influenced negatively, whereby the chance of impulse buying will be reduced (Chang *et al.,* 2014:302).

2.4.3.2 Money availability

In the impulse buying process, availability of money has an important role, for example, Beatty and Ferrell (1998:176) state that the money available facilitates in increasing the buying power of the consumers. Consumers avoid the shopping experience when they have no money available (Foroughi *et al.,* 2012:42).

The next section discusses the traits of Generation Y.

2.5 GENERATION Y COHORT

Generation or age cohorts are a group of consumers who have had similar experiences in terms of political, social, economic and social environments (Hawkins *et al.,* 2007:124). Individuals from the same generation usually have similar attitudes, behaviours and value due to their similarities (Hawkins *et al.,* 2007:124). Throughout time, six diverse generations have been identified, specifically GI Generation, Mature/Silents, Baby Boomers, Generation X, Generation Y/Millennium and Generation Z/Boomlets (Marketing Teacher, 2016) of which Generation Y is currently receiving the most attention.

Generation Y is regarded as the first generation to have an opportunity for women to apply for jobs, income shared equally between men and women of the household, family types differ, ethnic and cultural diversity are being respected and becoming custom to divorce (Hawkins *et al.*, 2007:184). Higher incomes are expected from this generation, as this generation is more educated than other generations (Bakewell & Mitchell, 2003:96-97). Although this generation has been brought up in a society vulnerable to the economic uncertainty, drug abuse, AIDS, homelessness and gang violence, Generation Y consumers have been characterised being emotional, assertive, intellectually expressive, innovative, self-reliant, have a sense of

independence, curious and are optimistic for now and the future (Hawkins *et al.,* 2007:124).

Embracing diversity, being open-minded and techno-savvy are characteristics of South African Generation Y consumers (Jide-akinwale, 2013:41). Generation Y consumers are born from 1986 to 2005 (Markert, 2004:21). This generation is also known as Millennial or Echo-Boomers (Acar, 2014:13).

The first generation born into a postmodern society are the Generation Y (Best & Kellner 2003:76). They are the first generation to exist in a digital domain (Szekely & Nagy, 2011:2187). From birth, Generation Y consumers have been exposed to the digital world that is driven by the technology developments, namely cell phones, the internet and iPods. This generation is known as a well-informed generation as the knowledge gained on technological developments contribute towards this statement (Yarrow & O'Donnell, 2009:83). Consumers born before technology was invented will only appreciate the technology of today, as Generation Y takes the technological developments for granted.

The society and economic circumstances of the future will be determined by Generation Y and generations to come (Szekely & Nagy, 2011:2187). Generation Y is considered as the biggest collection of individuals, while being compared to the other six generations. Based on Generation Y group size, this generation can utilise global networks to link individuals together, giving this group the capabilities to movements of mobilise mass.

The following section provides a synopsis of the chapter.

2.4 SYNOPSIS

This chapter focused on achieving the theoretical objectives set for this study. The first objective was reviewing the literature on consumer behaviour, this objective was achieved by describing the term consumer behaviour and how the consumer decision-making process works. The second objective was reviewing the literature on impulse buying. This objective was achieved by describing the definitions of impulse buying, how impulse buying has revolutionised, the chronology of impulse buying, the types of impulse buying, specifically pure, reminder, suggestive and

planned impulse purchases and how impulse products and level of involvement (low and high) impacted impulse buying.

The third objective was reviewing the literature on the factors that influence impulse buying behaviour. The main objective was to determine the factors influencing impulse buying behaviour, as this was the primary objective of the study. The primary and theoretical objective was achieved by describing the factors that had an influence on impulse buying behaviour (cognitive and affective response) namely, external factors (in-store atmosphere, browsing, layout, salespersons, promotions and reference groups) and situational factors (time availability and money availability). The last objective was reviewing the literature pertaining to the characteristics of Generation Y cohort; this was achieved by describing the definition as well as the characteristics of the Generation Y cohort, as this signifies the sample size.

The next chapter describes the research methodology of the empirical portion of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

According to Malhotra (2015:28), marketing research is used to solve a specific problem, improve decision-making or recognising a marketing opportunity by identifying, collecting, analysing and reporting the data. Correspondingly, Iacobucci and Churchill (2010:5) define marketing research as what connects the consumer to the marketer by means of information, which is used to observe the marketing performances, improve the marketing opportunities and problems identified, and to help understand the concept marketing.

As indicated in Chapter 1 (refer to Section 1.3.1), the primary objective for this study was to verify the factors that affect impulse buying behaviour of South African Generation Y students in order to guide the formation of marketing strategies for effectively targeting this market. This primary objective was then organised into five empirical objectives (refer to Section 1.3.3), which influence the grouping of the data explained below:

- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotion and reference groups' influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotion and reference groups' influence Generation Y students' affective response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' affective response to buy on impulse.
- Determine whether male and female Generation Y students differ in their impulse buying behaviour.

This chapter describes the theoretical background of the research methodology used in collecting and analysing this data, including the questionnaire design, sampling procedure, data collection process and the statistical techniques used to analyse the descriptive analysis and tests of significance. This chapter begins with a discussion of the marketing research design.

3.2 RESEARCH DESIGN

Hair *et al.* (2013:36) define the research design as an overall plan to utilise different methods, in aim of gathering and examining the data. Moreover, identifying the research design that is the most appropriate is determined by research objectives and information requirements. Similarly, Clow and James (2014:34) define the research design as a plan that is utilised to address the research problem, question or hypothesis of the specific study. The research design is used to determine how to collect the data and assist in the research process. The research designs are divided into three classifications, specifically exploratory research, causal research and descriptive research.

Exploratory research is conducted when more information is required about a problem, for identifying relevant courses of action, as well as developing an approach by gaining insights (Malhotra, 2015: 85-86). Causal research is referred to as holding other variables constant; however expose the cause-and-effect relationship amongst the dependent and independent variables (Wiid & Diggines, 2009:55-56). Descriptive research is conducted to determine the relationship of two variables (Iacobucci & Churchill, 2010:59). Malhotra (2010:106) adds that there are vast uses for descriptive research, namely describing the characteristics of specific groups, making predictions and estimating consumer behaviour. Descriptive research is used to respond to queries such as who, what, at what time, where and in what way (Hair *et al.,* 2008:32).

Additional categorises of descriptive research are longitudinal and cross-sectional research designs (Iacobucci & Churchill, 2010: 86). A longitudinal research design examines the same group of participants but at different time intermissions (Welman *et al.,* 2005:95). In contrast, a single cross-sectional research design uses any sample or population only once for collecting the required information (Malhotra,

2010:108). However, inside a multiple cross-sectional design participants (two or more samples) are used only once to collect the required information (Malhotra, 2010:108).

For the purpose of this study, descriptive research design using a single cross-sectional method was followed as this study attempts to uncover participants' impulse buying behaviour and the factors that influence their impulse buying behaviour from the sample only once.

The following section discusses the research approach utilised in this study.

3.3 RESEARCH APPROACH

Within a research study, qualitative and quantitative research are the two basic approaches used to collect and analyse data (Berndt & Petzer, 2011:45). According to Cant *et al.* (2003:144), qualitative research is characterised as an unstructured, exploratory research approach using a small sample size, which aims to provide an understanding of the research problem. In addition, Burns and Bush (2014:146) describe quantitative research as research conducted on a larger sample size that involves administrating structured questions with predetermined response options. Correspondingly, Hair *et al.* (2008:81) state that in quantitative research studies, questionnaires utilise formal questions with predetermined response options, using a large amount of participants.

This study pursued a quantitative research method since this research provides itself to statistical evaluation of huge numbers of representative cases. The following section discusses the sampling strategy employed in this study.

3.4 SAMPLING STRATEGY

The sampling strategy is the strategy the researcher uses to ensure the sample is the closest representative of the sample as possible (Malhotra, 2015:271). According to Berndt and Petzer (2011:33), a sample is referred to as a subgroup within the population, whereby the data will be obtained; representing the sample utilised to participate in the study. The following sub-sections describe the target population, the sampling frame, the sampling method and the sampling size used in this study.

3.4.1 Target population

The first step of the sampling process is defining the target population. A population is defined as a group who share in similar characteristics (Zikmund & Babin, 2010:301). Similarly, Malhotra (2015:272) defines target population as to when a researcher collects information of the participants and making conclusions. When defining the target population, Sokhela (2015:28) suggests that researchers should consider the participants in the survey research (element), the information needed by the elements the information needed by the elements (sampling units), the geographical boundaries (extent), as well as including the time period (term).

The target population appropriate for this study is full-time Generation Y students aged 18 to 24, listed at South African public HEIs in Gauteng during 2016.

3.4.2 Sampling frame

Welman *et al.* (2005:57) briefly state that researchers need to clarify the population to which the hypothesis applies before a sample of the population can be chosen. Malhotra (2010:373) defines a sampling frame as the target population that represents the elements.

The sampling frame for this study comprised 26 registered South African public HEIs (Universities South Africa, 2016). From this sample frame, a non-probability judgement sample of two HEI campuses, a traditional university and a university of technology, located in the Gauteng province, was chosen. The reason for selecting the Gauteng province is that it comprises the largest share of the South African population.

3.4.3 Sample method

According to Gilbert and Churchill (1996:56), two types of sampling methods exist, specifically probability and non-probability sampling. Probability sampling is a sampling method whereby a random sampling technique is used, so the population has a fixed possibility of being included in the sample (Malhotra, 2015: 275). In contrast, non-probability sampling rather relies on a researcher's opinion than a random selection (Malhotra, 2010:376).

There are four various types of probability sampling techniques, specifically simple random sampling, systematic sampling, stratified sampling and cluster sampling (Malhotra, 2010:376), whereby non-probability sampling techniques include, judgement sampling, quota sampling, snowball sampling and convenience sampling (Welman *et al.,* 2005: 56). A convenience sampling technique pertains to participants that are quick to access (Hair *et al.,* 2008:131). The advantages of this technique are time and cost savings (Bradley, 2013:168).

The sampling method that was utilised in this study was a non-probability convenience sampling of full-time Generation Y students aged 18 to 24 that were registered at two South African HEIs in 2016.

3.4.4 Sample size

Malhotra (2015:274) describes a sample size as the amount of participants that will be included in the research. Struwig and Stead (2010:120) suggest that similar studies in nature utilising the same sample sizes, gives an opportunity for the researcher to draw comparisons.

For the purpose of this study, a sample size of 400 full-time undergraduate Generation Y students was chosen. The sample size is in the range of other studies of this nature such as those conducted by Dawson and Kim (2009) (sample size of 400); Yang *et al.* (2011) (sample size of 360); Badgaiyan and Verma (2015) (sample size of 384), therefore, was considered sufficiently large.

Within the succeeding section, the data collection method used in this study is discussed.

3.5 DATA COLLECTION METHOD

Data collection refers to a task that entails collecting the responses from the participants of the sample (Berndt & Petzer, 2011:202). Malhotra (2015:149) distinguished between two types of quantitative descriptive data collection techniques, specifically the survey method and the observation method. The observation technique implies obtaining data from the participants by observing their behaviour (Walliman, 2011:100), whereas the survey method is used to collect data

from participants in a controlled manner by means of a self-administered questionnaire (Malhotra, 2010: 211).

The survey method can be administered using different methods, specifically personal interviews, telephone surveys, online interviews, mail surveys, self-administered questionnaires and drop-off surveys (Hair *et al.,* 2013:111). The responsibility is dependent on the participants to read and complete the questions in the self-administered questionnaires (Zikmund & Babin, 2010:166). In particular, the drop-off survey method entails when the researcher of the study explains the studies purpose to the participants of interest, once explained, the self-administered questionnaires are left with the participants and are collected at a specified time agreed upon (Aaker *et al.,* 2011:231). In addition, Malhotra (2010: 228) states that although drop-off surveys are similar to mail surveys, drop-off surveys are known to have a higher response rate.

In this study, the method of data collection used was the survey method, whereby a standardised self-administered questionnaire was utilised, using the drop-off survey method to obtain the required data. The questionnaire was submitted for approval and ethics clearance to the Ethics Committee of the Faculty of Economic Sciences and Information Technology at the North-West University (Vaal Triangle campus). Once the ethics clearance certificate was issued (Ethics Clearance Number: ECONIT-ECON-2016-020) and permission was solicited, the questionnaires were hand-delivered to the participating academic staff members of the two selected HEI campuses to be distributed to the students for voluntary completion. The questionnaires were distributed before the respective classes and were completed before the class commenced with the teaching. The questionnaires were collected once the participants were done completing them.

This next section describes the research instrument in this study, namely the questionnaire.

3.5.1 Questionnaire design

A questionnaire is designed to obtain and collect primary raw data by creating a framework consisting of set questions and scales. In addition, a construction of a questionnaire entails validated scale measurements and formatting them into a

complete measuring instrument for communicating with participants (Hair *et al.,* 2003:449). According to Wiid and Diggines (2009:172), the questionnaire assists in solving the research problem; therefore, the questions within the questionnaire are essential.

A questionnaire entails several objectives, namely a set of specific questions should be translated in such a way that participants are able to answer, participants should be motivated to complete the questionnaire and lastly, response errors within the questionnaire should be minimise (Malhotra, 2010:335). A participant should not take longer than 20 minutes to complete the questionnaire (McDaniel & Gates, 1999:379). According to Iacobucci and Churchill (2010:221), the questionnaire's physical appearance can affect the accuracy of replies, participant's reactions and processing the questions with ease. The instructions of the questionnaire should be easy for participants to understand (Welman *et al.,* 2005:180). The questionnaire should concentrate on a single topic; furthermore, the information required from the questionnaire should be clear and brief without unnecessary words (Berndt & Petzer, 2011:187). A front page must be included in the self-administered questionnaire stating the reason for the study (Bradley, 2013:189).

The recommendations mentioned above directed the design of the questionnaire utilised in this study. The questionnaire employed in this study portrayed simple and brief objectives. Due care was taken to ensure that simple English terminology was used in order for the participants to have a clear understanding of the questions. In addition, the questionnaire could be completed within 10 minutes, verified during the pre-testing stage of the questionnaire, making the length of the questionnaire acceptable. The questionnaire used a front page clarifying the reason of the study, which stipulates the relevant contact information and the participation from participants. The questionnaire is presented in appendix A.

3.5.2 Questionnaire format

The questionnaire used in this study, was designed in accordance with achieving the empirical objectives of the research study as formulated in Chapter 1 (Section 1.3.3). In accordance with the data required to achieve these objectives, this study adapted and used three previously validated scales, namely the Verplanken and Herabadi's

(2001) impulse buying behaviour scale, the Cho *et al.* (2014) external factors influencing impulse buying behaviour scale and the Beatty and Ferrell's (1998) situational factors influencing impulse buying behaviour scale.

The first scale, namely the Verplanken and Herabadi's (2001) impulse buying behaviour scale (20 items), was utilised to determine Generation Y students' impulse buying behaviour and included two constructs, namely cognitive response (10 items) and affective response (10 items) (refer to appendix A). The second scale, namely the Cho *et al.* (2014) external scale (23 items), was utilised to determine the Generation Y student's impulse buying behaviour, comprising six constructs, namely in-store atmosphere (3 items), in-store browsing (3 items), in-store layout (4 items), salespersons (4 items), promotions (6 items) and reference groups (3 items) (refer to appendix A). The third scale, namely the Beatty and Ferrell's (1998) situational scale (6 items), was utilised to determine Generation Y student's impulse buying behaviour, which consists of two constructs, namely time availability (3 items) and money availability (3 items) (refer to appendix A). A six-point Likert scale, ranging from strongly disagree (1) to strongly agree (6) was used to measure the participants' rate of agreement or disagreement with each specific item in this study.

The format of a question refers to the extent of freedom given to the participant's responses (Aaker *et al.,* 2011:277). Questionnaires may be classified in two types, a disguised questionnaire, which is appropriate when the intention of the study is unknown to the participant by not making the questions easily readable, or an undisguised questionnaire, where the purpose of the study is not hidden (Iacobucci & Churchill, 2010:188). Furthermore, two major types of question formats were identified, specifically unstructured (open-ended) and structured (closed-ended) (Pallant, 2010:7). An unstructured questionnaire refers to participants providing their own answers (Pallant, 2013:13); whereas, a structured questionnaire utilises specific set of response options and response format (Malhotra, 2010:344).

Characteristics of object being measured are assigned with a numerical value known as measurement (Iacobucci & Churchill, 2010:234). According to Malhotra (2010:282), the characteristics of the item are being determined rather than the real item, which includes the attitude, perception, behaviour, opinion or preference itself. In order for the characteristics to be measured, a scale is utilised. A closed question

is a type of scale (Bradley, 2013:202). According to Zikmund and Babin (2010:241), a scale selected by the researcher is essential for the study.

An itemised rating scale refers to categorising each category by means of brief descriptions or numerical values. The participant selects the best appropriate category by means of the participant's perceived attitude or opinion on the question (Wiid & Diggines, 2009:156). The three frequently utilised itemised rating scales are semantic differential scale, the Stapel scale and the Likert scale (Cant *et al.,* 2003:141). The format of a question refers to the extent of freedom given to the participant's responses.

According to Burns and Bush (2014:208), marketing researchers commonly use Likert scale. Burns and Bush (2014:208) define a Likert scale by providing a series of statements that the participants have to answer by indicating to what extent they agree or disagree on agrees-disagrees scale. Likert scales used in previous studies have found this scale to be reliable, therefore making Likert scales the most popular amongst researchers (Chisnall, 1992:170), and in addition, Likert scales are easy to understand.

In this study, an undisguised, self-administered questionnaire was employed. The questions were utilised to acquire the participants' demographic information contained three dichotomous questions. The three dichotomous questions had to be answered by indicating an 'x' on the name of their institution, their country of origin and gender. Eight multiple-choice questions were answered by indicating an 'x' on their year of degree, province of origin, ethnic group, mother tongue language, age, income per month, the category of impulse buying behaviour they engage in as well as when last did they purchased on impulse. The questions that relate directly to the topic of the study were configured in the form of three multiple-item scales in Section C, Section D and Section E of the research instrument, respectively. A six-point Likert scale, ranging from strongly disagree (1) to strongly agree (6), was used to measure the participants' rate of agreement or disagreement with each specific item pertaining to the study.

3.5.3 Questionnaire layout

A questionnaire layout is the order or flow of questions included in the questionnaire (Burns & Bush, 2010:341). The layout of the questionnaire is essential due to the effect it has on the participants willingness to complete the questionnaire for the study (Aaker *et al.,* 2011:289). Placing the easy questions first in the questionnaire is crucial, as this avoids intimidating the participants (Cant *et al.,* 2003:156). Iacobucci and Churchill (2010:220) state that the investigating questions of the participants must be at the beginning of the survey. Questions should be grouped together in the relevant sections of the questionnaire; this will avoid confusion and will ensure the items are answered correctly (Malhotra, 2010:352; Struwig and Stead, 2010:89).

Berndt and Petzer (2011:184) state that the characteristics of the participants also known as the demographic information could not be changed or controlled by marketing efforts. Malhotra (2010:340) advised that the demographic section should entail filtered questions; to clarify the participants used for this study are correct. One requirement that was required for this study was the participant's age, as the specified age of 18 to 24 was utilised.

This study comprise five sections (refer to appendix A). Section A (A1-9) was designed to collect the demographical information of the participants. Section B (B1-2) was designed to collect information pertaining to Generation Y students' impulse purchasing. Section C (C1-20) was designed to measure the impulse buying behaviour of Generation Y students, this scale was adopted from the Verplanken and Herabadi (2001) scale. Section D (D1-23) was designed to measure the external factors that influence impulse buying behaviour amongst Generation Y students, this scale was adopted from the Cho *et al.* (2014) scale. Section E (E1-6) was designed to measure the situational factors that influence impulse buying behaviour amongst Generation Y students, this scale was adopted from the Beatty and Ferrell (1998) scale.

The following explains the pre-testing of the questionnaire.

3.6 PRE-TESTING OF THE QUESTIONNAIRE

According to Smith and Albaum (2012:72), a questionnaire should be pretested and then piloted. A questionnaire is pretested in order to detect possible problems concerning the understanding and completion of the questions (Aaker *et al.,* 2011:292).

Recommendations made by the participants who partook in the pre-testing of the questionnaire should be taken into consideration and changes should be made before the questionnaire is administered to the sample size of the main study (McDaniel & Gates, 2007:355). However, Aaker *et al.* (2011:294) state that the problems occurred in the pre-testing are not guaranteed that all the problems would be resolved in the main questionnaire.

Once the questionnaire was designed, a debriefing approach was utilised on the pre-testing of the questionnaire. Four knowledgeable researchers pre-tested the survey. The purpose of the pre-test was to gain feedback on the wording of questions and structure of the questionnaire to ensure that the questionnaire was well understood. Academic researchers acquired 10 minutes to complete the survey, which remained sufficient according to McDaniel and Gates (2007:352). The feedback provided by the academic researchers utilised in pre-testing phase was utilised to improve the questions in the questionnaire.

Once the questionnaire had been adjusted, as proposed by the academic researchers, the questionnaire was distributed for pilot testing. A pilot study is defined as giving out the questionnaire to a small-scale to test what the survey will entail, including all the activities that will go into the main survey. Furthermore, Smith and Albaum (2012:72) state that the pilot study helps manage the potential research errors by testing how the survey fits together. Convenience sampling was utilised to choose participants for the pilot test. The sample size of 50 undergraduate students was used in the pilot testing and was not included in the main sample size. Complications in the pilot test were improved upon. Subsequently, the final questionnaire (Appendix A) was distributed for the main study.

The next section discusses how the questionnaire was administered for the main study.

3.7 ADMINISTRATION OF THE QUESTIONNAIRE

The main questionnaire for this study was administered between July and August in 2016, to a sample of 400 undergraduate students. A standardised questionnaire with the same format on each questionnaire was used, to ensure consistency and accuracy.

Lecturers at the two HEI's were approached, as permission was needed before the distribution of the questionnaires. The self-administered questionnaires were distributed to participating staff members at each of the two HEIs (200 per campus) to be completed by the students. The questionnaires were distributed before the respective classes and were completed in the class time. The questionnaires were collected once the participants were done completing them.

The following section discusses the preliminary data analysis of the study.

3.8 PRELIMINARY DATA ANALYSIS

Data preparation involves basic statistical analysis procedures that will have to be performed once the data has been collected (Gupta, 2003:285). Data preparation involves editing, coding and tabulating. In this study, all questionnaires that had 10 percent or more missing values were excluded. However, the statistician completed questionnaires with less than 10 percent missing values, where necessary, by the mean value of the respective questions at each of the missing values.

Editing prepares the data for coding (Beri, 2013:256). The purpose of editing the questionnaires used in the study was to eliminate errors and to prepare the data for tabulation (Brown, 2008:303). Berndt and Petzer (2011:218) state that questionnaires should be evaluated how they have been completed by means of scanning through the answers.

Beri (2013:267) defines coding as the process of categorising the answers into meaningful groups. This implies that codes are given symbols to represent the coding. Moreover, Burns and Bush (2010:460) highlight numerical codes are given to simplify the data analysis process.

For this study, the questionnaire was pre-coded in consultation with the statistician, supervisor and co-supervisor of this study. Table 3.1 indicates the coding information employed.

Table 3.1: Coding information

Data type	Code	Question number
Demographical data	**A1 – A9**	**Section A: Questions A1 – A9**
Impulse purchasing information	**B1 – B2**	**Section B, Items B1 – B2**
Impulse buying behaviour	**C1 – C20**	**Section C, Items C1 – C20**
Cognitive response	C1 – C10	Section C, Items C1 – C10
Affective response	C11 – C20	Section C, Items C11 – C20
External factors	**D1 – D23**	**Section D, Items D1 – C23**
In store atmosphere	D1 – D3	Section D, Items D1 – D3
In store browsing	D4 – D6	Section D, Items D4 – D6
In store layout	D7 – D10	Section D, Items D7 – D10
Salespersons	D11 – D14	Section D, Items D11 – D14
Promotions	D15 – D20	Section D, Items D15 – D20
Reference groups	D21 – D23	Section D, Items D21 – D23
Situational factors	**E1 – E6**	**Section E, Items E1 – E6**
Time availability	E1 – E3	Section E, Items E1 – E3
Money availability	E4 – E6	Section E, Items E4 – E6

Tabulation implies arranging the data into various groups and totalling the amount of cases that fit to each group (Hair *et al.,* 2008:233; Beri, 2013:269). Wiid and Diggines (2009:240) identified three forms of tabulation, namely univariate (single variable is analysed), bivariate (two variables is analysed simultaneously) and multivariate (many variables are analysed simultaneously). For this study, univariate was used to tabulate the data.

The subsequent section discusses the statistical evaluation of the study.

3.9 STATISTICAL ANALYSIS

The statistical package for social sciences (SPSS), version 23.0 was employed to examine the captured data. The following statistical techniques were utilised:

- Factor analysis
- Reliability and validity analysis
- Descriptive statistical analysis
- Correlation analysis
- Significance tests

- Regression analysis
- Two independent-samples t-test

3.9.1 Factor analysis

Factor analysis is a process used for data reduction and summarisation (Malhotra, 2010:636). Wiid and Diggines (2009:249), state that factor analysis is employed to simplify the data by reducing the large number of variables (of which some are interrelated) into factors (that are not interrelated) that still contain the original data. Furthermore, Wiid and Diggines (2009:249) agree that factor analysis is employed to structure the data by means of taking a large number of variables that measures the characteristics of the small sample.

Factor analysis has two main approaches, namely exploratory and confirmatory (Pallant, 2013:188). Furthermore, Struwig and Stead (2010:142) define exploratory factor analysis, as an analysis that determines the dependent or independent variables in the early stages of the study. On the other hand, Pallant (2013:188) states that confirmatory factor analysis is used on a set of variables to test specific hypotheses or theories of the study. Malhotra (2010:727) concurs, defining confirmatory factor analysis as a method used to determine if the variables used in the scale loaded are as expected in the relevant factor.

Prior to running factor analysis, it is essential to check the sampling adequacy. The Kaiser-Meyer-Olkin (KMO) tests for sampling adequacy, as well as the Bartlett's test of sphericity were run and executed. A value of 0.6 and greater for the KMO test is recommended and a significant Bartlett's test of sphericity value indicates the adequacy of the sample data for principle component analysis (Pallant, 2010:183).

For the purpose of this study, confirmatory factor analysis, using the principle component analysis, using the direct-oblimin rotation, was used to determine whether the items in the impulse buying behaviour, external and situational factors of impulse buying scales, load as expected, based on Verplanken and Herabadi (2001), Cho *et al.* (2014) and Beatty and Ferrell (1998) study.

A discussion pertaining to reliability analysis follows.

3.9.2 Reliability analysis

Reliability is employed to evaluate whether the measuring instrument produces consistent outcomes if repeated measurements are made (Malhotra, 2010:318). Correspondingly, Wiid and Diggines (2009:7), describe reliability as results obtained when the research is repeated or undertaken by other researchers. According to Pallant (2013:6), the reliability of a scale indicates how free it is from random error.

Reliability has two types of indicators, namely test-retest reliability and internal consistency (Pallant, 2013:6). McDaniel and Gates (1999:307) define internal consistency reliability as the ability to produce similar results using different samples to measure a phenomenon during the same time period. According to Iacobucci and Churchill (2010:259) internal consistency can be measured in several ways, the most commonly used statistic is the Cronbach's coefficient alpha. Malhotra (2010:319) indicated that coefficient varies from zero to one, but a value less than 0.6 indicates weak internal consistency reliability. For the purpose of this study, internal consistency reliability was conducted, using the Cronbach alpha.

The following section discusses validity analysis.

3.9.3 Validity analysis

Malhotra (2010:320) defines validity by reflecting the true changes among the objects on the characteristics being measure while observing the difference of scores in the observed scale. Similarly, Wiid and Diggines (2009:6) define validity as research that measures what was intended. Hair *et al.* (2003:303-304) identified internal and external validity. Iacobucci and Churchill (2010:107) define the internal validity as how accurate the research design identifies causal relationships, whereas on the contrary, external validity is defined as how true the entire target population is expected to be based on the causal relationship. The validity can be measured by using face validity, content validity and construct validity (McDaniel & Gates, 1999:309).

Face validity is defined as a measuring instrument for researchers to judge the degree to what it should measure (McDaniel & Gates 1999:309). Hair *et al.*

(2008:151) state that a researcher's intuitive judgement is used to determine face validity. Face validity is not a sufficient evaluation of validity.

Content validity and face validity are considered the same according to Aaker *et al.* *(*2011:269). Malhotra (2010:320) defines content validity as a subjective but systematic evaluation of how well the content of a scale represents the measurement task. Furthermore, Iacobucci and Churchill (2010:257) state that a researcher of the study has to determine if the entire domain of the constructs being measured is covered within the scale.

Construct validity is defined as measuring the hypothesis created from concepts and theories of the study (McDaniel & Gates, 1999:309). In comparison, Malhotra (2010:320) defines construct validity as a validity that takes the constructs of the scale and addresses the question the scale is measuring. Furthermore, Iacobucci & Churchill (2010:257) state that when assessing the construct validity, deductions are made by the researcher, deductions are determined by trying to respond to the theory questions such as why the selected scale succeeds.

Clow and James (2014:271) identified that the construct validity can be broadened into two categories, specifically convergent and discriminant validity. Convergent validity is defined as to what extend the constructs being tested (similar or identical) correlate (Struwig & Stead, 2010:142). Discriminant validity is defined as to how differently the constructs are measured (McDaniel & Gates, 2007:262).

For the purpose of this study, content validity of the scales used in this study was determined by asking two experienced researchers to assess the scale. Thereafter, the questionnaire was piloted on a small sample of participants to assess the internal consistency of the scaled items, as reported in Chapter 4. The construct validity of the scales that were utilised was determined by making use of the inter-item correlations. The inter-item correlations should range from 0.15 to 0.50 (Clark & Watson, 1995:316).

The following section discusses the descriptive statistical analysis used for this study.

3.9.4 Descriptive statistical analysis

Descriptive statistics are used on a sample of participants to summarise and describe the data obtained (Hair *et al.,* 2013:257). Similarly, Zikmund and Babin (2010:354) define descriptive statistics as transforming the raw data into a way that describes the basic characteristics.

Clow and James (2014:378) states that basic descriptive statistics are when the researcher reports the results of every question in the survey, whereby the demographic profile of the sample is included. Descriptive statistics include the overall data obtained by the questionnaire. Descriptive statistical techniques utilised in this study measures of location, measures of variability and measures of shape (Malhotra, 2010:486).

Measures of location are used to determine the distributions central point or the most frequent response (Malhotra, 2010:486) and involve the mean, median and mode (Malhotra, 2015:332). The mean is the average of all the responses. The mean is determined by adding all the responses and then dividing by the number of participants (Kolb, 2008:254). The median can be described as data arranged in ascending or descending rank order and identifying the middle point (Malhotra, 2015:322). Mode can be described as the most common variable for all participants (Kolb, 2008:254). The measure of location selected was the mean.

Measures of variability are used to determine differences amongst the variables in the data as well as to what extent the data is distributed (Burns & Bush, 2010:466). Malhotra (2015:333) identified range, variance and standard deviation as measures of variability. Range can be described as the distance between the smallest and the largest values of a frequency distribution (Zikmund & Babin, 2010:330). Variance can be described as the square root of the standard deviation (Malhotra, 2010:487). Standard deviation is used to measure the range of results determined by the mean. In addition, when the range of the results is more at a distance from each other, the more the results are away from the mean (Welman *et al.,* 2005:233). The measure of location chosen for this study was standard deviation.

Measures of shape are used to identify the distribution of the data. Skewness and kurtosis are used to measure the measure of shapes. Skewness refers to how the

distribution is located around the mean. A kurtosis is defined by the frequency distribution, which determines the peakedness or flatness of the curve, in addition, the peaked distribution presents an ordinary distribution (positive figure) and a flatter distribution represents a negative figure (Malhotra, 2010:488-489). The measure of shapes chosen for this study was skewness and kurtosis.

The following section discusses the correlation analysis for the captured data of the study.

3.9.5 Correlation analysis

Correlation analysis is defined as the association between changes in one variable affecting another (McDaniel & Gates, 1999:569). Correlation analysis indicates that there is association between certain variables, but that does not necessarily mean that a cause and effect relationship exists, in addition, correlation analysis should be handled with care and common sense.

According to Hair *et al.* (2008:286), there are several correlation techniques; the Pearson product-moment correlation coefficient and Spearman rank order correlation coefficient are discovered as the most common. A common statistical test to measure correlation is the Pearson's correlation coefficients. The Pearson's product-moment correlation coefficients test examines the change of one variable compared to that of another. Person correlation coefficient is denoted by making use of the symbol r (Berndt & Petzer: 2011:239).

Berndt and Petzer (2011:239) state that a correlation with a positive sign refers to two variables increasing together, whereas, when one variable decreases and the other increases, this represents a negative correlation. Furthermore, Pallant (2013:139) concluded that when the correlation is equal or close to zero, there is no relationship between two variables.

According to Pallant (2013:139), the value size presented in the correlation coefficient determines the strength of the relationship; correlation coefficients should vary from +1 to −1 (Clow & James, 2014:309). Hair *et al.* (2013:312) state that a value ranging between 0.10 and 0.29 is regarded as a small relationship, a value ranging between 0.30 and 0.49 is regarded as a medium relationship and value

between 0.50 and 1.0 is regarded as a strong relationship between the variables. The direction of the relationship may be positive or negative (Malhotra, 2010:563).

For the purpose of this study, Pearson's correlation coefficients were computed and utilised to determine the relationship between the external factors and situational factors that influence Generation Y students. Based on these findings, the hypotheses were then formulated for the study.

While correlation analysis determines the possible relationship and strength between two variables (Hair *et al.,* 2008:291), the strength of the association between the two variables does not determine whether the variables are dependent or independent (Brace *et al.,* 2012:256). Therefore, in order to determine the influence of external factors and situational factors towards impulse buying behaviour (affective and cognitive response) by means of hypotheses testing, regression analysis is required. The following section discusses the statistical techniques utilised to test the hypotheses and empirical objectives of the study.

3.9.6 Significance tests

A significance test identifies whether the variables utilised within the test are either significant or not (Harper, 1991:307). Significance testing is used for testing a hypothesis (Daly *et al.,* 1995:325). A result is said to be significant when there is no sampling errors (Bradley, 2013:325). The test of significance enables researchers to conclude whether the hypotheses are rejected or accepted for the study (Chisnall, 1992:330). The process for hypothesis testing involves the formulation of hypotheses, selecting an appropriate test, choosing level of significance, collecting data, calculating test statistics, determining and comparing probability and then making a conclusion (Malhotra, 2010:489).

Five hypotheses (Section 1.4) were devised for this study with a significance marker at $a = 0.05$ (Malhotra, 2010:492).

The following section discusses the regression analysis utilised for the captured data of the study.

3.9.6.1 Regression analysis

Regression analysis is defined as a predictive analysis technique in which one or more variables are used to predict the level of another by use of the straight-line formula (Burns & Bush, 2014:407). Pallant (2013:154) defines regression analysis as a straight association amongst a single dependent variable and one or more independent variable. In addition, Huizingh (2007:298) states that the dependent variable is what the researcher wants to explain, whereas, the independent variable explains this phenomenon. Regression analysis is used to investigate the hypothesis conducted in the study. Regression analysis comprises bivariate, simple and multiple regression analysis (Malhotra, 2010:568-577).

Bivariate regression analysis is referred to as a statistical technique that analyses the linear relationship between two variables. This is achieved by estimating coefficients for an equation for a straight line (Hair *et al.,* 2003:572). Multiple regression analysis is the adaptation of simple regression analysis. According to Malhotra (2010:578), the research questions raised in the context of bivariate regression can also be answered by the multiple regression but additional independent variables have to be considered. Multiple regression analysis involves determining the influence of several independent variables on a single dependent variable, which may be measured simultaneously or on an interval-scale (Malhotra, 2015:372).

For the purpose of this study, bivariate regression analysis was employed to investigate the hypothesis devised for this study, namely to determine whether there is a significant influence with the external factors and the cognitive and affective response, as well as the situational factors and the cognitive and affective response.

The following section discusses the t-tests utilised for the captured data of the study.

3.9.6.2 T-test

A t-test determines whether the means observed between two groups is sufficiently large to change some variables or was it by chance. T-tests are used to determine two groups (Welman *et al.,* 2005:237). Chapman and Feit (2015:142) define a t-test

as a mean of one sample against the mean of another. A t-test has three tests that can be conducted, namely one sample, paired sample and independent sample.

A one-sample t-test is employed to examine if a specified mean differs from the mean of a sample distribution (Clow & James, 2014:409). Paired sample t-tests are employed between the similar participants to test the variance between the means from the same group (Pallant, 2013:252). Independent sample t-test is tests selected by two distinctive samples with different means (Zikmund & Babin, 2010:378).

A two independent-sample t-test was performed for this study to establish whether male and female Generation Y students vary in their impulse buying behaviour.

3.10 SYNOPSIS

This chapter discussed the research methodology utilised. The first section discussed the research design; a descriptive research design was utilised using a single cross-section. The second section discussed the research approach, the quantitative research design was utilised. The third section discussed the sampling strategy, specifically the target population, sampling frame, method of sampling and sample size of the study. The fourth section discussed the data collection method, namely the questionnaire design, questionnaire format and questionnaire layout. The fifth section discussed the pre-testing of the questionnaire and the sixth section discussed the administration of the questionnaire.

The seventh section discussed the data preparation (namely, editing, coding and tabulating was utilised). Lastly, the last section discussed the statistical analysis, whereby the SPSS, Version 23.0 was used. The statistical analysis included confirmatory factor analysis (the principle component analysis, with the direct-Oblimin rotation was utilised), reliability (the internal consistency using the Cronbach alpha was utilised), validity (namely, the face validity, content validity and construct validity was utilised), descriptive statistics (namely, the mean, standard deviation, skewness and kurtosis was utilised), correlation analysis and the significance tests (namely, regression analysis and two independent-sample t-test was utilised).

The results of the empirical part are given in Chapter 4. This includes the tabulation and explanation of the pilot and the main study's findings, additionally the findings

concerning the demographic data, descriptive evaluation and hypotheses testing. Having Chapter 4 has a basis, conclusions and recommendations are summarised in Chapter 5.

CHAPTER 4

DATA ANALYSIS AND INTEPRETATION

4.1 INTRODUCTION

In the previous chapter, Chapter 3, the research methodology used was explained. Based on the knowledge gained in Chapter 3, this chapter reviews and discusses the analysis and interpretation of the empirical findings of the study. The primary reason of this chapter is to achieve the six empirical objectives indicated in the first chapter.

This chapter commences with a discussion of the results of the pilot test in Section 4.2, which is followed by a discussion of the preliminary data analysis that entailed the coding, the data gathering process and the tabulation of the data in Section 4.3. Section 4.4 presents a description of the sample and a summary of their impulse buying behaviour. Subsequently, Section 4.5 provides a discussion on the various inferential statistics applied in this study.

The chapter concludes with a synopsis highlighting the findings of the study. The data evaluation was conducted utilising the SPSS, version 23.0 for Microsoft Windows. The next section reports on the results of the pilot study.

4.2 PILOT TEST RESULTS

Following the pre-testing of the questionnaire, as outlined in Section 3.6, the questionnaire was piloted on a judgment sample of 50 full-time undergraduate students registered at a South African public HEI campus that did not form part of the sampling frame in the main study. The pilot study was undertaken to determine the internal-consistency reliability of the three scales employed within the questionnaire before carrying out the main survey. Table 4.1 presents the results pertaining to the reliability of the scales during the pilot test.

Table 4.1: Summary of the pilot testing results

Items	Number of items	Cronbach alpha	Average inter-item correlation
Scale C: Internal factors influencing impulse buying behaviour	20	0.839	0.204
Scale D: External factors influencing impulse buying behaviour	23	0.895	0.271
Scale E: Situational factors influencing impulse buying behaviour	6	0.540	0.175

The impulse buying behaviour scale (C1-C20) returned a Cronbach alpha value of 0.839 and the external factors influencing impulse buying behaviour scale (D1-D23) returned a Cronbach alpha value of 0.895, which is above the recommended level of 0.60 (Wiid & Diggines, 2009:238). The Cronbach alpha value of 0.540 computed on the situational factors influencing impulse buying behaviour scale (E1-E6) was below the recommended level. However, the scale's average inter-item correlation of 0.175 fell well within the recommended range of 0.15 and 0.50 (Clark & Watson, 1995:316). Often, in cases were a scale has fewer than 10 items, it is advised to report on the average inter-item correlation value (Pallant, 2010:100). As such, the scale was retained in the main survey. In terms of the other two scale's average inter-item correlation coefficients, both values fell within the recommended range, thereby indicating both convergent and discriminant validity (Clark & Watson, 1995:316). None of the items included in the three scales were deleted.

Following the pre-testing and pilot testing, the 20 impulse buying behaviour items, the 23 items from the external factors influencing impulse buying behaviour scale and the 6 items from the situational factors influencing impulse buying behaviour scale was used to prepare the main study questionnaire ready for completion (refer to appendix A). The administration of the questionnaire was given to a larger sample size.

A summary of the constructs descriptions are presented in Table 4.2, including the items that were reverse scored.

Table 4.2: Description of variables and constructs

Code	Variables	Construct
Scale C: Impulse buying behaviour scale		
RC1	I usually think carefully before I buy something.	**Construct 1 – Cognitive response**
RC2	I usually only buy items that I intended to buy.	
C3	If I buy something, I usually do that spontaneously.	
RC4	Most of my purchases are planned in advanced.	
RC5	I only buy items that I really need.	
C6	I have a tendency to just buy items I see.	
RC7	I like to compare different brands before I buy an item.	
RC8	Before I buy something I always carefully consider whether I need it.	
C9	I am used to buying items on the spur of the moment.	
C10	I often buy items without thinking.	
C11	It is a struggle to leave nice items I see in a shop.	**Construct 2 – Affective response**
C12	I sometimes struggle to control the feeling of wanting to buy something.	
C13	I sometimes feel guilt after having bought something.	
C14	I'm the kind of person who 'falls in love at first sight' with items I see in the shop.	
C15	I can become very excited if I see something I would like to buy.	
C16	I always see something nice whenever I pass by shops.	
C17	I find it difficult to pass up a bargain.	
C18	If I see something new, I want to buy it.	
C19	I'm a bit reckless in buying items.	
C20	I sometimes buy items because I like buying items, instead of needing them.	
Scale D: External factors influencing impulse buying behaviour scale		
D1	I am delighted by the pleasant ambience in shops.	**Construct 3 – In-store atmosphere**
D2	I feel relaxed when there is background music in shops.	
D3	I feel comfortable when the background scent in shops is pleasant.	
D4	The more time I spend looking at items, the greater is the chance of buying them.	**Construct 4 – In-store browsing**
D5	The longer paths I travel in-store, the more chance I have to buy additional items.	
D6	The longer I wander inside the shops, the greater is the total number of items I buy.	
D7	Appealing layout of the store enhances my shopping experience.	**Construct 5 – In-store layout**
D8	In-store signs help simplify my shopping experience.	
D9	Eye-catching items on display trigger me to buy more.	
D10	I am willing to spend more time browsing if the store layout is well designed.	

Table 4.2: Description of variables and constructs (continued …)

Code	Variables	Construct
D11	The good service from the salespersons positively influences my buying decision.	**Construct 6 – Salespersons**
D12	A salespersons communication skill's positively influences my buying decision.	
D13	Convincing recommendation from salespersons facilitate my buying decision.	
D14	The friendliness of the staff positively affects my shopping decisions.	
D15	I feel urged to buy items that are on promotion.	**Construct 7 – Promotions**
D16	Buy 1 get 1 free promotions may be a reason for me to buy on impulse.	
D17	I will buy unplanned items if there are good price deals.	
D18	Seeing promotional offers triggers me to buy more items.	
D19	Free gifts can be a reason for me to buy on impulse.	
D20	I often buy items if they are on sale.	
D21	I feel more delighted to have companionship during my shopping trip.	**Construct 8 – Reference groups**
D22	I often buy more than I need when I go shopping with my friends.	
D23	I often buy more than needed when I go shopping with family members.	
Scale E: Situational factors influencing impulse buying behaviour scale		
RE1	I feel like I have limited time available to make unplanned purchases.	**Construct 9 –Time availability**
RE2	I feel the amount of time spent during shopping trip is always high.	
RE3	I am always rushed for time during shopping trip.	
E4	I feel like I can afford to make unplanned purchases during my shopping trip.	**Construct 10 – Money availability**
RE5	I am always on a tight budget when shopping.	
E6	I always have enough extra money so that I could splurge a little if I found an item I really like.	
Note: R refers to reversed scored items		

The following section reports on the preliminary data analysis undertaken in this study.

4.3 PRELIMINARY DATA ANALYSIS

A preliminary data analysis was recommended before the analysis of the data. The preliminary data analysis included coding, data gathering and the tabulation process. The following three sections provide an overview of the preliminary data analysis process.

4.3.1 Coding

The questionnaire used in this study was divided into five sections. The first section, Section A, requested the demographical information of the participants. Section B requested the impulse buying information of the participants. Section C aimed at obtaining the participants' impulse buying behaviour. Section D measured the external factors influencing impulse buying behaviour. The final section, Section E, measured the situational factors influencing impulse buying behaviour. Table 4.3 presents the coding information utilised in the questionnaire for this study.

Table 4.3: Coding information

Section A: Demographical information			
Question	**Code**	**Variable**	**Value assigned to responses**
Question 1	A1	Name of institution	A (1); B (2)
Question 2	A2	Year of degree	1st (1); 2nd (2); 3rd (3)
Question 3	A3	Country of origin	South Africa (1); Other (2)
Question 4	A4	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 5	A5	Gender	Male (1); Female (2)
Question 6	A6	Ethnic group	African (1); Coloured (2); Indian/Asian (3); White (4); Other (5)
Question 7	A7	Mother tongue language	Afrikaans (1); English (2); IsiNdebele (3); IsiXhosa (4); IsiZulu (5); SePedi (6); SeSotho (7); SeTswana (8); SiSwati (9); Tshivenda (10); Xitsonga (11); Other (12)
Question 8	A8	Age	<18 (1); 18(2); 19(3); 20(4); 21(5); 22(6); 23(7); 24(8); >24(9)
Question 9	A9	Income per month	<R250 (1); R251-R500 (2); R501-R1000 (3); R1001-R1500 (4); R1501-R2000 (5); R2001-R2500 (6); R2501-R3000 (7); >R3001 (8)
Question	**Code**	**Variable**	**Value assigned to responses**
Question 1	B1	Category of impulse buying	Food and drink (1); Sale and bargain (2); Fashion (3); Décor (4); Checkout aisle (5); Other (6)
Question 2	B2	Latest impulse purchase	Less than one week ago (1); Two weeks ago (2); Three weeks ago (3); One month ago (4); More than one month ago (5)

Table 4.3: Coding information (continued …)

Section C: Impulse buying behaviour			
Item	**Code**	**Construct**	**Value assigned to responses**
Item 1	RC1	Construct 1:	Strongly disagree (1)
Item 2	RC2	Cognitive response	Disagree (2)
Item 3	C3		Disagree somewhat (3)
Item 4	RC4		Agree somewhat (4)
Item 5	RC5		Agree (5)
Item 6	C6		Strongly agree (6)
Item 7	RC7		
Item 8	RC8		
Item 9	C9		
Item 10	C10		
Item 11	C11	Construct 2:	Strongly disagree (1)
Item 12	C12	Affective response	Disagree (2)
Item 13	C13		Disagree somewhat (3)
Item 14	C14		Agree somewhat (4)
Item 15	C15		Agree (5)
Item 16	C16		Strongly agree (6)
Item 17	C17		
Item 18	C18		
Item 19	C19		
Item 20	C20		
Section D: External factors influencing impulse buying behaviour			
Item	**Code**	**Construct**	**Value assigned to responses**
Item 1	D1	Construct 3 : In-store	Strongly disagree (1); Disagree
Item 2	D2	Atmosphere	(2); Disagree somewhat (3); Agree
Item 3	D3		somewhat (4); Agree (5);
			Strongly agree (6)
Item 4	D4	Construct 4: In-store	Strongly disagree (1); Disagree
Item 5	D5	Browsing	(2); Disagree somewhat (3); Agree
Item 6	D6		somewhat (4); Agree (5);
			Strongly agree (6)
Item 7	D7	Construct 5: In-store layout	Strongly disagree (1); Disagree
Item 8	D8		(2); Disagree somewhat (3);
Item 9	D9		Agree somewhat (4); Agree (5);
Item 10	D10		Strongly agree (6)
Item 11	D11	Construct 6: Salespersons	Strongly disagree (1); Disagree
Item 12	D12		(2); Disagree somewhat (3);
Item 13	D13		Agree somewhat (4); Agree (5);
Item 14	D14		Strongly agree (6)
Item 15	D15	Construct 7: Promotion	Strongly disagree (1)
Item 16	D16		Disagree (2)
Item 17	D17		Disagree somewhat (3)
Item 18	D18		Agree somewhat (4)
Item 19	D19		Agree (5)
Item 20	D20		Strongly agree (6)
Item 21	D21	Construct 8: Reference	Strongly disagree (1); Disagree
Item 22	D22	Groups	(2); Disagree somewhat (3);
Item 23	D23		Agree somewhat (4); Agree (5);
			Strongly agree (6)

Table 4.3: Coding information (continued …)

Section E: Situational factors influencing impulse buying behaviour			
Item	**Code**	**Construct**	**Value assigned to responses**
Item 1 Item 2 Item 3	RE1 RE2 RE3	Construct 9: Time Availability	Strongly disagree (1); Disagree (2); Disagree somewhat (3); Agree somewhat (4); Agree(5); Strongly agree (6)
Item 4 Item 5 Item 6	E4 RE5 E6	Construct 10: Money availability	Strongly disagree (1); Disagree (2); Disagree somewhat (3); Agree somewhat (4); Agree (5); Strongly agree (6)

The following section reports on the data gathering process for the main study questionnaire.

4.3.2 Data gathering process

According to the sampling plan set out in Chapter 3 (refer to Section 3.4), once permission was obtained from lecturers to distribute the questionnaire, 400 self-administered questionnaires were hand-delivered to the lecturers at the selected two HEI campuses (200 questionnaires per HEI), who had agreed to distribute the questionnaires to students, either during class time or after class. The final questionnaire consisted of nine items from Section A, two items from Section B, 20 items of Section C, 23 items of Section D and six items of Section E as indicated in Chapter 3. The questionnaire included a cover letter explaining the purpose of the study.

Of the 400 questionnaires administered, 392 completed questionnaires were returned, which indicates a 98 percent response rate. Any questionnaires completed by non-South Africans, students falling outside the specified 18 to 24 year age range and more than 10 percent missing values were discarded. Therefore, this left 349 viable questionnaires, which translates into an actual response rate of 87 percent. The traditional university returned 189 questionnaires and the University of Technology returned 160 questionnaires. The next section discusses the tabulation of the variables.

4.3.3 Tabulation of variables

Once the data has been coded, tabulating the data is the following step. Table 4.3 presents the frequency obtained from the sample size for Section C, D and E of the questionnaire, which presents the factors influencing impulse buying behaviour of Generation Y students.

Table 4.4: Frequency table of responses

Code	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
	1	2	3	4	5	6
RC1	19	21	34	77	108	90
RC2	28	58	55	98	70	40
C3	13	31	73	114	84	34
RC4	18	48	36	81	97	69
RC5	32	54	67	94	60	42
C6	44	72	75	61	57	40
RC7	13	33	21	62	102	118
RC8	13	23	55	90	91	77
C9	18	66	75	90	78	22
C10	53	104	65	67	39	21
C11	33	48	51	75	70	72
C12	30	34	56	76	85	68
C13	40	39	57	91	68	54
C14	37	42	48	90	79	53
C15	3	5	25	80	128	108
C16	8	19	43	98	105	76
C17	25	35	66	94	83	46
C18	34	63	66	88	62	36
C19	37	88	73	82	49	20
C20	53	81	61	82	47	25
D1	15	43	76	114	81	20
D2	14	15	34	93	119	74
D3	6	7	23	87	125	101
D4	12	20	42	82	122	71
D5	20	36	77	83	93	40
D6	30	45	68	84	88	34
D7	7	13	28	98	136	67
D8	3	10	27	72	153	84
D9	16	26	56	86	114	51
D10	11	20	42	90	110	76
D11	5	18	32	96	123	75
D12	7	15	42	96	109	80
D13	11	23	46	142	80	47
D14	4	13	44	95	106	87
D15	8	24	38	108	109	62
D16	12	24	40	71	112	90
D17	7	7	17	77	147	94
D18	9	15	39	97	133	56
D19	13	24	46	79	123	64

Table 4.4: Frequency table of responses (continued …)

Code	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
	1	**2**	**3**	**4**	**5**	**6**
D20	2	13	31	95	128	80
D21	11	26	41	92	118	61
D22	18	43	49	92	88	59
D23	18	39	48	88	82	74
RE1	21	37	75	112	72	32
RE2	13	26	60	104	95	51
RE3	34	56	75	98	61	25
E4	40	53	63	102	65	26
RE5	23	27	46	91	96	66
E6	27	44	50	91	90	47

The next section reports on the descriptive analysis for the study.

4.4 DESCRIPTIVE ANALYSIS

This section starts with the discussion of demographical information of the sample and concludes with the reliability and validity of the measuring instrument used for the final study.

4.4.1 Demographic Information

Section A of the questionnaire consists of the demographical information of the participants and includes the following information:

- Higher education institution
- Year of degree
- Province of origin
- Gender
- Ethnic group
- Mother tongue language
- Age
- Income per month

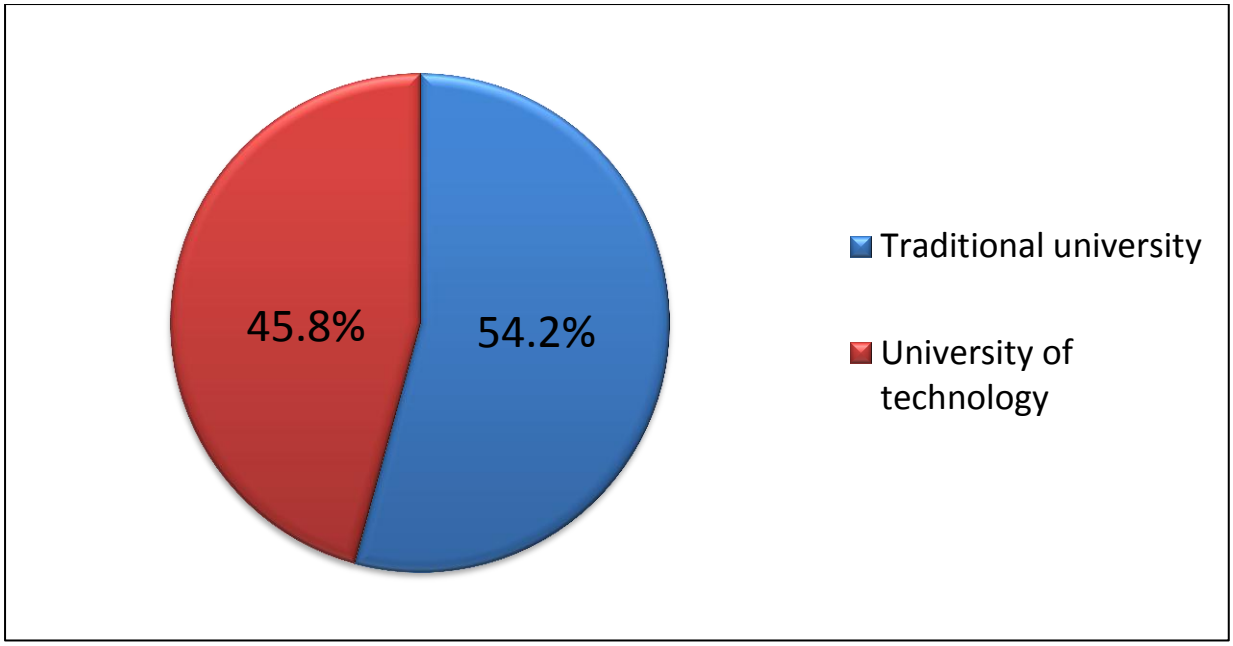

Figure 4.1: Higher education institution

The total number of participants that partook in the questionnaire was distributed equally between the two HEIs. Figure 4.1 illustrates the number of responses obtained from each of the two HEI campuses. From 349 valid questionnaires, the traditional university (university A) had the highest response rate of 54.2 percent of the overall responses, followed by the university of technology (university B), which had a 45.8 percent response rate.

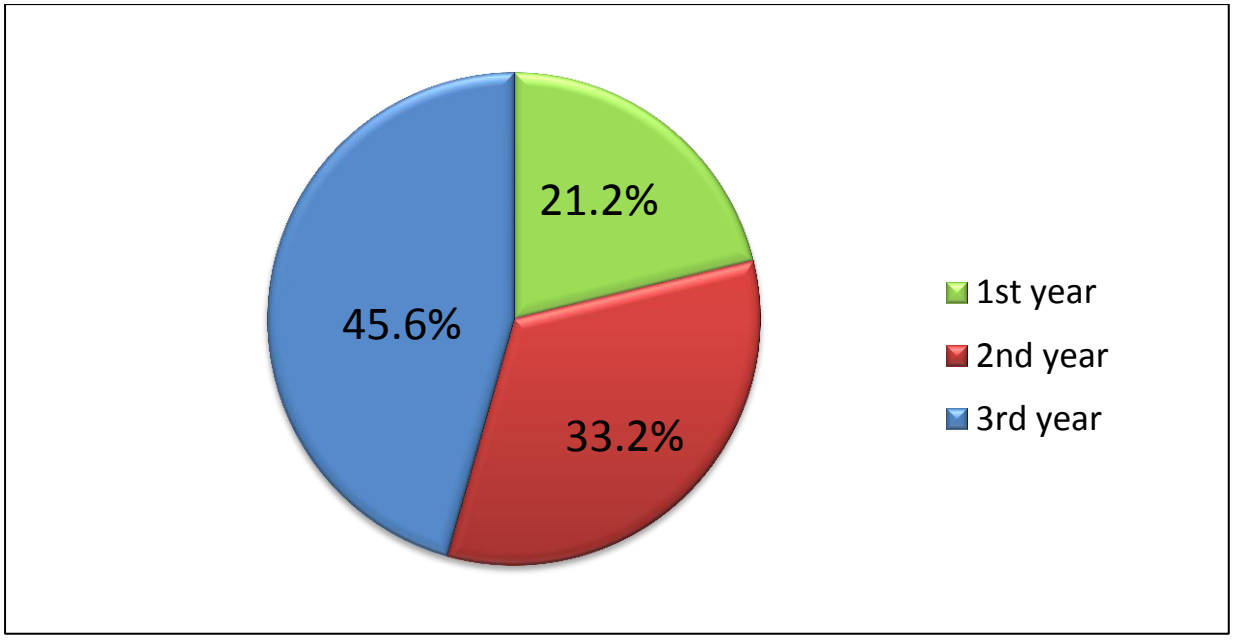

Figure 4.2: Year of degree

Table 4.5 presents the participants' year of study. The largest portion of the sample was third-year students (45.6%). The second largest portion of the sample was second-year students (33.2%). The third largest portion of the sample was first-year students, at 21.2 percent.

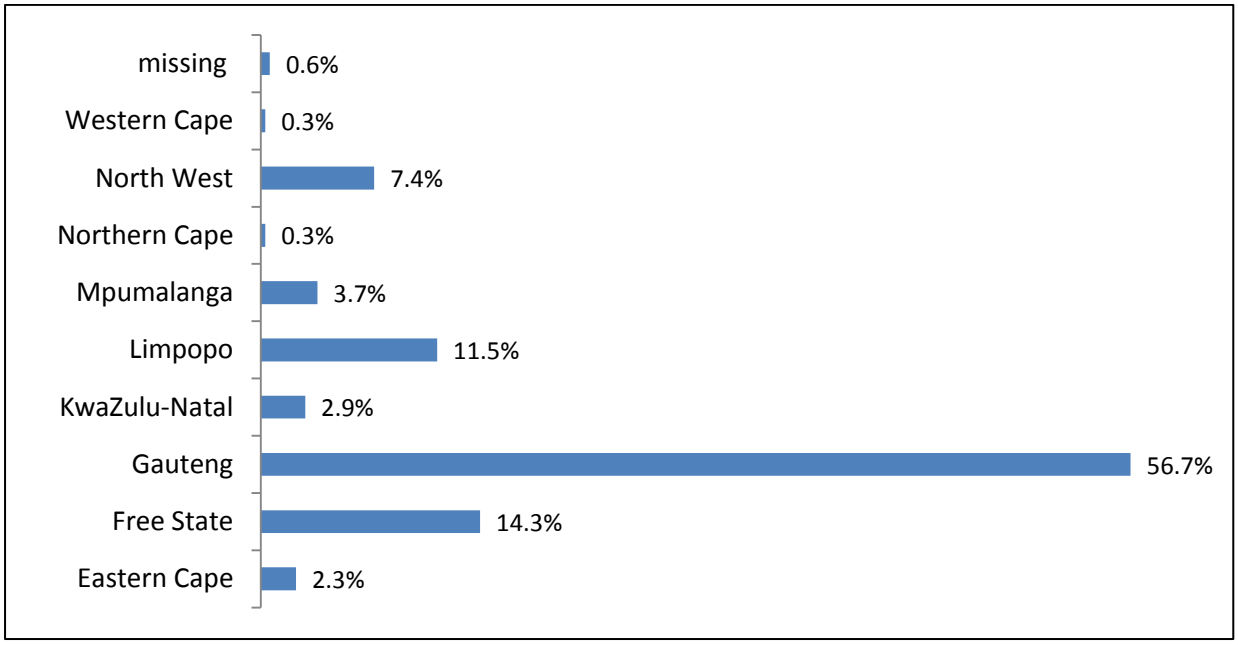

Figure 4.3: Province of origin

Figure 4.3 represents the participants' province of origin. It is evident from the figure that the majority of the participants originate from the Gauteng province, representing 56.7 percent of the sample. The Free State province represented 14.3 percent, Limpopo represented 11.5 percent, North West represented 7.4 percent and Mpumalanga represented 3.7 percent. KwaZulu-Natal represented 2.9 percent, the Eastern Cape represented 2.3 and the Northern Cape and Western Cape both represented 0.3 percent. Two participants failed to answer this question, therefore, they were represented as the 0.60 percent missing category**.**

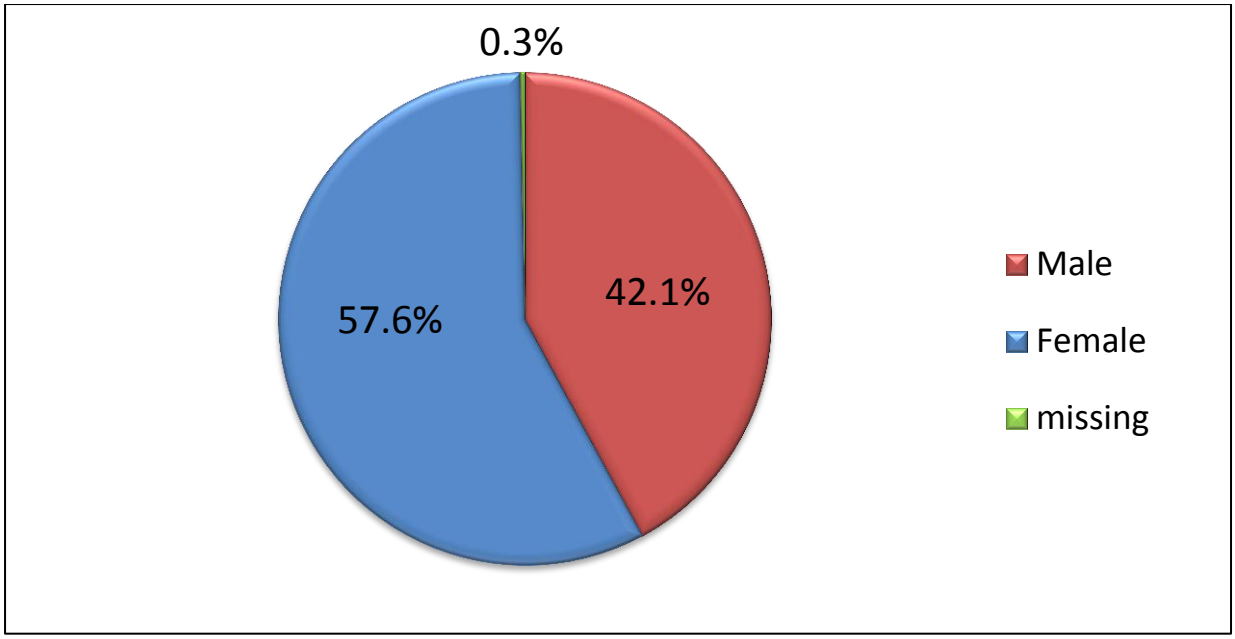

Figure 4.4: Gender

The gender differences of the sample suggest that there are more female (57.6 %) than male (42.1%) participants in the sample. One participant failed to answer this question, therefore, representing the 0.30 percent missing category. Based on the percentages, the majority of the participants were female.

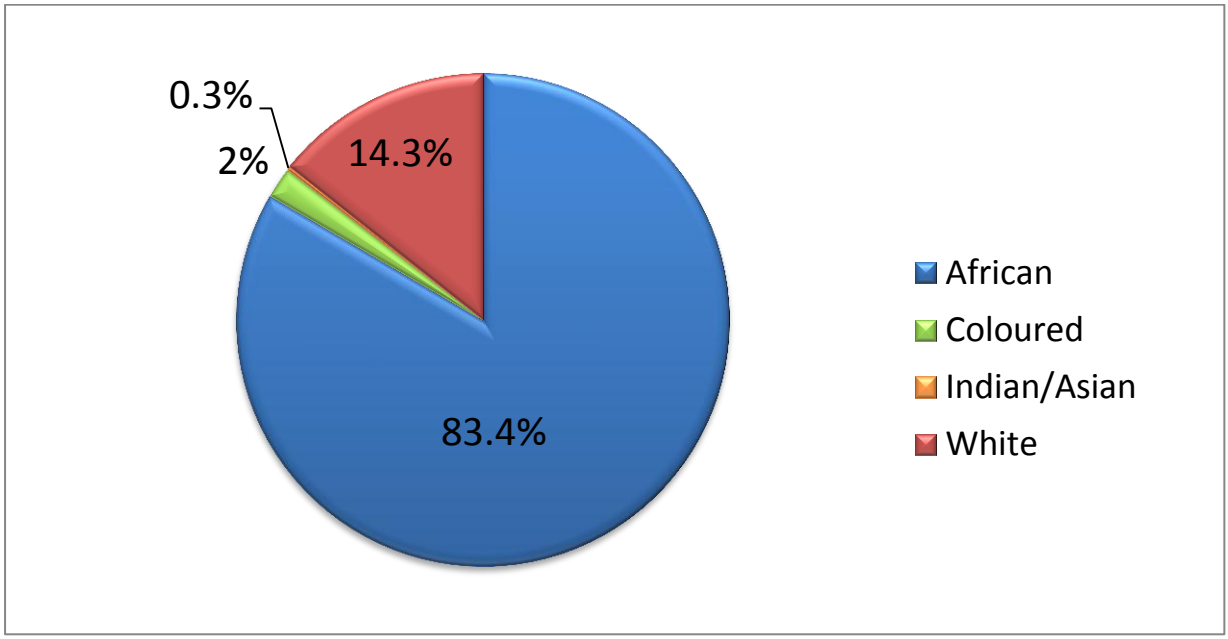

Figure 4.5: Ethnic group

The ethnic group differences suggest that the majority of the participants were African (83.4%), followed by White (14.3%), Coloured (2%) and then Indian/Asian (0.3%).

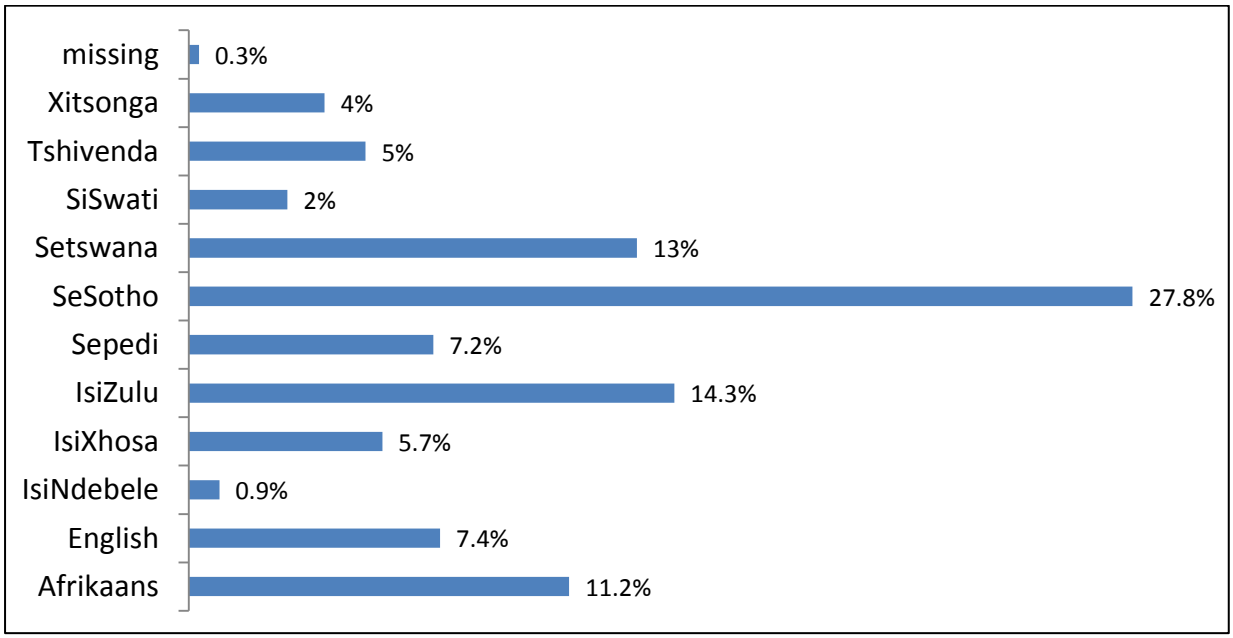

Figure 4.6: Language

The majority of participants in the sample were SeSotho speaking (27.8%), followed by IsiZulu speaking (14.3%), Setswana speaking (13%), Afrikaans speaking (11.2%), English speaking (7.4%) and Sepedi speaking (7.2%). The remaining participants, 5.7 percent were IsiXhosa speaking, 5 percent Tshivenda speaking, 4 percent Xitsonga speaking, 2 percent SiSwati speaking and 0.9 percent IsiNdebele speaking. One participant failed to answer this question, therefore, representing the 0.30 percent missing category.

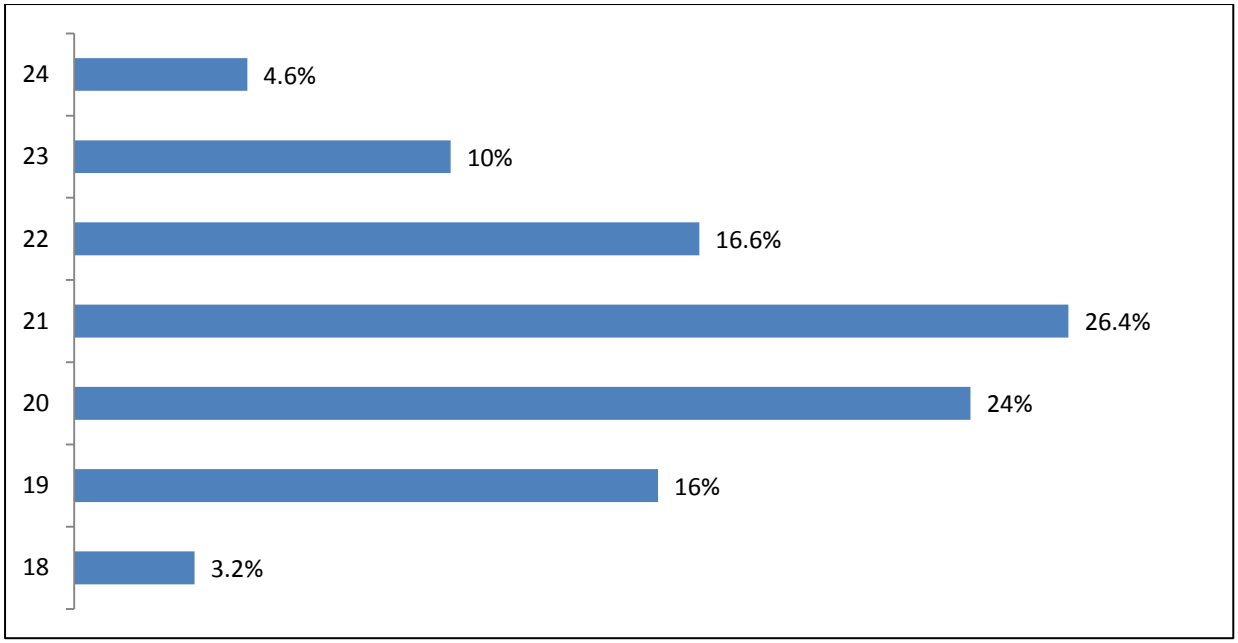

Figure 4.7: Age

In accordance with the defined target population defined as students between 18 and 24 years old, age was used in this study as a screening question (refer to Section 3.5.3). From Figure 4.7 it can be seen that all the participants qualified to participate in the study. The majority of participant's were 21 years old (26.4%), followed by those who were 20 years old (24%),then participants who were 22 years old (16.6%), 19 years old (16%), 23 years old (10%) and 24 years old (4.6%) respectively. The lowest age of the participants was 18 years old at 3.2 percent.

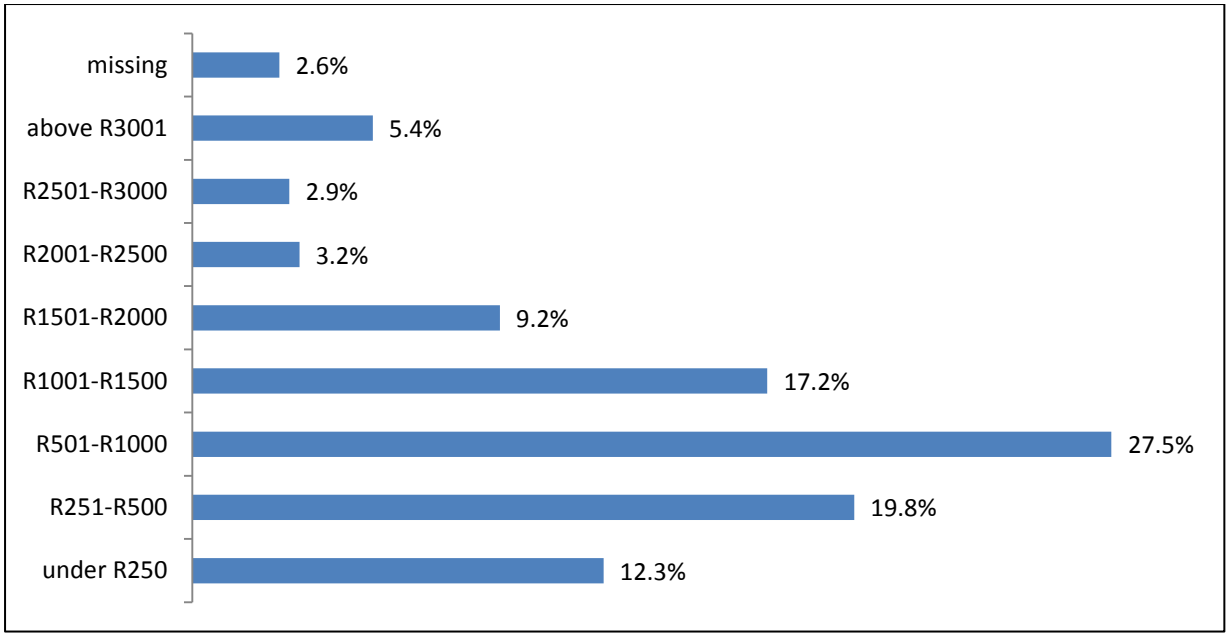

Figure 4.8: Income per month

Figure 4.8 presents the demographic information pertaining to participants' income per month. The question was included to determine the participants' impulse purchasing power. By determining, the participants' monthly buying power, specific marketing strategies can be developed for this target market. Figure 4.8 indicates that the majority of the participants (27.5%) receive a monthly income of between R501-R1000, followed by those participants (19.8%) receiving a monthly income of between R251-R500. The rest of the participants indicated that their monthly income was between R1001-R1500 (17.2%), less than R250 (12.3%), between R1501-R2000 (9.2%) and more than R3001 (5.4%).

The smallest portion of the participants, at 2.9 percent, indicated receiving a monthly income of between R2001-R2500. Nine participants failed to answer this question and, therefore, were represented as the 2.6 percent missing category.

The next section discusses the impulse buying information by the Generation Y students for the main study.

4.4.2 Impulse purchasing information

Section B of the questionnaire requested the impulse purchasing information of the participants, which included different product categories, namely food and drink

items, sale and bargain items, fashion items, décor items and checkout aisle items. Figure 4.9 presents a summary of the distribution of the participant's impulse buying information.

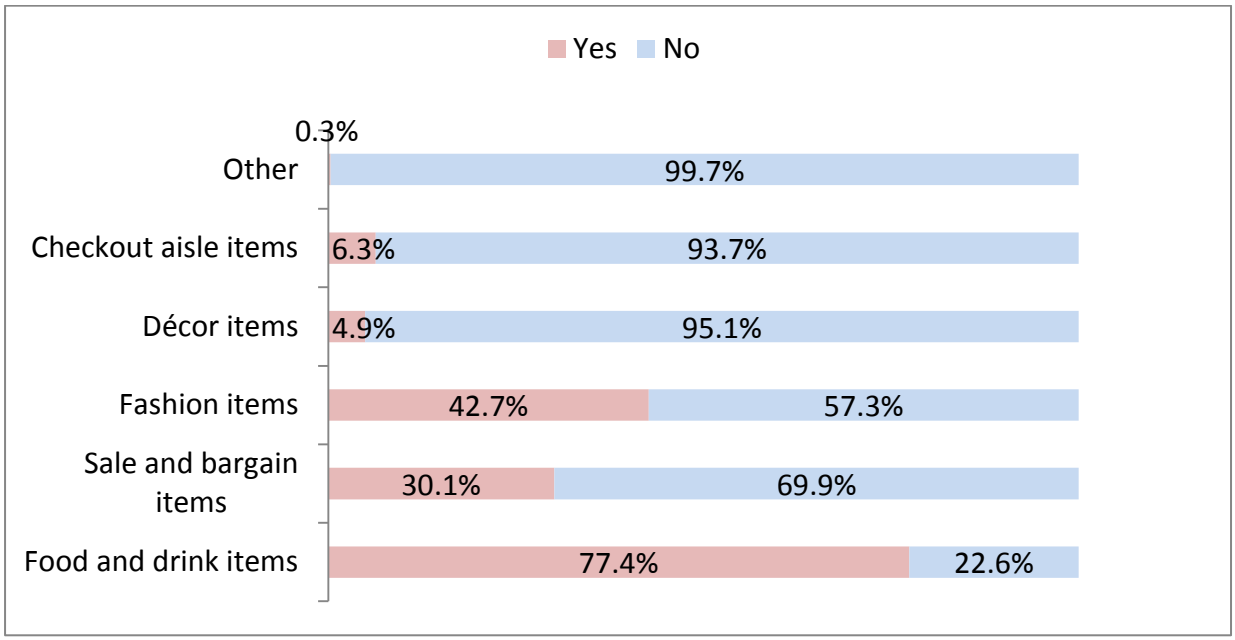

Figure 4.9: Category of impulse buying

The participants indicated that their most impulsive purchases fall in the category of drink and food items, as 77.4 percent of the participants said yes to purchase these items on impulse. However, the majority of the students did not feel that checkout aisle items (93.7% of the participants said no), décor items (95.1 percent of the participants said no), sale and bargain items (69.9% of the participants said no) and fashion items (57.3 % participants said no) made them engage in impulsive purchases. One participant identified gaming (other) as a category for impulsive purchases.

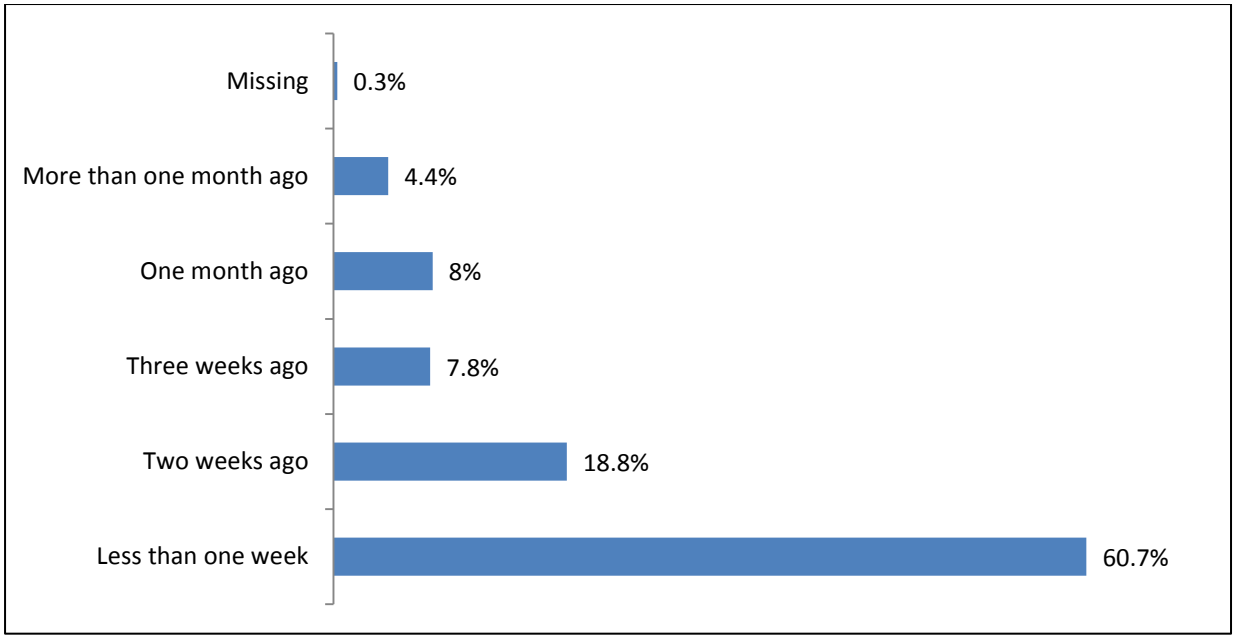

Figure 4.10: Latest impulse purchase

The majority of the participants, 60.7 percent, purchased on impulse during the last week of completing the questionnaire. The second largest portion of the sample indicated purchasing on impulse two weeks before (18.8%), followed by those purchasing on impulse a month before (8%), three weeks before (7.8%) and more than one month before (4.4%) completing the questionnaire. One participant failed to complete this question and, therefore, was presented as missing of 0.30 percent.

The next section reports the confirmatory factor analysis for this study.

4.4.3 Confirmatory factor analysis

Confirmatory factor analysis was used on the data set to determine whether the items used within three scales utilised in this study, namely the 20-item impulse buying behaviour scale, 23-item external factors influencing impulse buying behaviour scale and the 6-item situational factors influencing impulse buying behaviour scale, produced the proposed dimensions. Furthermore, factor analysis was used to identify whether the variables in these three scales loaded on the intended dimensions in a South African sample as those loaded in the Verplanken and Herabadi (2001), Cho *et al.* (2014) and Beatty and Ferrell (1998) studies, respectively.

Both of these tests returned satisfactory values for the impulse buying behaviour scale (KMO=0.874, chi square Bartlett test = 2225.381 (df:190), (p=0.000<0.05)), the external factors influencing impulse buying behaviour scale (KMO = 0.857, chi square Bartlett test = 2381.575 (df: 171), (p=0.000<0.05)) and the situational factors influencing impulse buying behaviour scale (KMO = 0.661, chi square Bartlett test =237.265 (df: 15), (p=0.000<0.05)). Once the factorability of the data were determined, principle component analysis, using direct oblimin rotation was performed on scaled items in the three scales. The eigenvalues were used in determining the factors that influence impulse buying behaviour. An eigenvalue represents the amount of variance associated with each factor. Factors less than 1.0 were not considered (Malhotra, 2010:638).

Table 4.5 presents the factor loadings of the impulse buying behaviour scale from the Verplanken and Herabadi (2001:76) study, together with the factor loadings of the current study.

Table 4.5: Confirmatory factor analysis results: Impulse buying behaviour

Items	Factors in the Verplanken and Herabadi (2001) study	Factor 1	Factor 2
RC1	1		0.765
RC2	1		0.654
C3	1	**0.438**	
RC4	1		0.699
RC5	1		0.726
C6	1	**0.589**	
RC7	1		0.528
RC8	1		0.768
C9	1	**0.534**	
C10	1	**0.502**	
C11	2	0.712	
C12	2	0.722	
C13	2	0.397	
C14	2	0.680	
C15	2	0.434	
C16	2	0.446	
C17	2	0.630	
C18	2	0.660	
C19	2	0.619	
C20	2	0.632	

Table 4.5: Confirmatory factor analysis results: Impulse buying behaviour (continued …)

Items	Factors in the Verplanken and Herabadi (2001) study	Factor 1	Factor 2
Eigenvalues		5.525	2.846
Note: coefficients below 0.35 were suppressed			

As expected, two factors emerged with eigenvalues greater than 1.0. These two factors explained 41.86 percent of the variance. As is evident from Table 4.5, the items in Construct C2 (cognitive response) loaded as expected on Factor 1. While most of the items in Construct C1 (affective response) loaded on Factor 2, Item C3, C6, C9 and C10 loaded on Factor 1 (indicated in bold). Although these items did not load as expected, the two factors did emerge and there was no sufficient evidence to disregard the Verplanken and Herabadi (2001) factor model.

Table 4.6 presents the factor loadings of the external factors influencing impulse buying behaviour scale from the Cho *et al.* (2014:40) study, together with the factor loadings of the current study.

Table 4.6: Confirmatory factor analysis results: External factors

Items	Factors in the Cho *et al*. (2014) study	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
D1	1			**0.376**		
D2	1				0.823	
D3	1				0.866	
D4	2				**0.456**	
D5	2			0.794		
D6	2			0.829		
D11	3		0.757			
D12	3		0.910			
D13	3		0.798			
D14	3		0.745			
D15	4	0.684				
D16	4	0.794				
D17	4	0.762				
D18	4	0.725				
D19	4	0.646				
D20	4	0.759				
D21	5					0.710
D22	5					0.556
D23	5					0.755

Table 4.6: Confirmatory factor analysis results: External factors (continued …)

Items	Factors in the Cho *et al*. (2014) study	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Eigenvalues		5.788	2.171	1.484	1.307	1.071
Note: coefficients below 0.35 were suppressed						

As expected, five factors emerged with eigenvalues greater than 1.0. Factor 6 did not emerge with an eigenvalue greater than 1.0 and therefore, was not considered. These five factors explained 62.21 percent of the variance. As is evident from Table 4.6, the items in Construct C6 (promotions), Construct C5 (salespersons) and Construct C7 (reference groups) loaded as expected on Factor 1, Factor 2 and Factor 5, respectively. While most of the items for Construct C3 (in-store atmosphere) loaded as expected in Factor 4, item D1 loaded on Factor 3 (indicated in bold). Of the three items in Construct C4 (in-store browsing), two items loaded on Factor 3, however, item D4 loaded on Factor 4 (indicated in bold).

Although certain items did not load as expected, five factors emerged with an eigenvalue value above 1.0; therefore, there is not sufficient evidence to disregard the Cho *et al.* (2014) factor model.

Table 4.7 presents the factor loadings of the situational factors influencing impulse buying behaviour scale from the Beatty and Ferrell (1998:181) study, together with the factor loadings of the current study.

Table 4.7: Confirmatory factor analysis results: Situational factors

Items	Factors from the Beatty and Ferrell (1998) study	Factor 1	Factor 2
RE1	1	0.758	
RE2	1	0.708	
RE3	1	0.688	
E4	2		0.672
E5	2		0.585
E6	2		0.793
Eigenvalues		1.985	1.356
Note: coefficients below 0.35 were suppressed			

As expected, two factors emerged with an eigenvalue greater than 1.0. These two factors explained 55.70 percent of the variance. As evident from Table 4.7, Construct

C8 (time availability) and Construct C9 (money availability) loaded as expected on Factor 1 and Factor 2, respectively.

The next section discusses the reliability and validity for the main study questionnaire.

4.4.4 Reliability and validity analysis of main study

The three scales as well as the nine constructs in the measuring instrument of this study were assessed to determine their reliability and validity, by employing Cronbach alpha and the average inter-item correlations.

Table 4.8 provides the summary of the final reliability and validity measures for the main study.

Table 4.8: Reliability and validity analysis for the main study.

Items	Number of items	Cronbach alpha	Average inter-item correlation
Factors influencing impulse buying behaviour	**38**	**0.885**	**0.160**
Impulse buying behaviour	**16**	**0.745**	**0.156**
Construct 1: Cognitive response	6	0.795	0.394
Construct 2: Affective response	10	0.820	0.306
External factors influencing impulse buying behaviour	**17**	**0.822**	**0.270**
Construct 3: In-store atmosphere	2	0.741	0.595
Construct 4: In-store browsing	2	0.772	0.520
Construct 5: Salespersons	4	0.824	0.539
Construct 6: Promotions	6	0.841	0.471
Construct 7: Reference groups	3	0.578	0.315
Situational factors influencing impulse buying behaviour	**5**	**0.617**	**0.246**
Construct 8: Time availability	3	0.618	0.351
Construct 9: Money availability	2	0.555	0.385

The Cronbach alpha value of 0.885 was computed for the overall study, which is over the recommended value of 0.6 (Wiid & Diggines, 2009:238). A Cronbach alpha value of 0.745 was computed for the overall impulse buying behaviour scale. The Cronbach alpha values then were computed separately for the two constructs in the scale. The Cronbach alpha for Construct 1 (cognitive response) (6 items) was calculated as 0.795 and for Construct 2 (affective response) (10 items) was computed at 0.820. In order to test the construct validity, the average inter-item

correlation was computed, which, according to Clark and Watson (1995:316) needs to be between 0.15 and 0.50. An inter-item correlation value of 0.156 was computed for the overall impulse buying behaviour scale. The average inter-item correlation was then computed for each of the two constructs. For Construct 1, it was computed as 0.394 and 0.306 for Construct 2. Owing to Items 3, 6, 9 and 10 having negative inter-item correlation values, these items were removed.

An acceptable Cronbach alpha value of 0.822 was computed for the overall external factors influencing impulse buying behaviour scale. The Cronbach alpha values then were computed separately for the five constructs in the scale. The Cronbach alpha for Construct 3 (in-store atmosphere) (2 items) was calculated at 0.741, Construct 4 (in-store browsing) (2 items) was calculated at 0.772, Construct 5 (salespersons) (4 items) was calculated at 0.824, Construct 6 (promotions) (6 items) was calculated at 0.841 and Construct 7 (reference groups) (3 items) was calculated at 0.578. Construct 7 was slightly below the recommended level of 0.60. However, Construct 7 average inter-item correlations of 0.315 fell well within the recommended range of 0.15 and 0.50 (Clark & Watson, 1995:316). According to Pallant (2010:100) in cases were a scale has fewer than 10 items, it is advised to report on the average inter-item correlation value.

In order to test the construct validity, the average inter-item correlation was computed, which, according to Clark and Watson (1995:316) need to be between 0.15 and 0.50. An inter-item correlation of 0.270 was computed for the overall external factors influencing impulse buying behaviour scale. The average inter-item correlation was then computed for the five constructs. Construct 3 was computed as 0.595, Construct 4 was 0.520, Construct 5 was 0.539, Construct 6 was 0.471 and Construct 7 was 0.315. Although, Construct 3, 4 and 5 average inter-item correlation was above the average inter-item correlation recommended value, the Cronbach alpha of these three constructs were reliable as they were above the recommended level of 0.60 and it was decided to carry on with the study. Owing to item 21 and 24 having a negative inter-item correlations value, this item has been removed.

A Cronbach alpha value of 0.617 was computed for the overall situational factors influencing impulse buying behaviour scale. The Cronbach alpha values then were computed separately for the two constructs in the scale. The Cronbach alpha for

Construct 8 (time availability) (3 items) was calculated as 0.618 and for Construct 9 (money availability) (2 items) was computed at 0.555. However, Construct 9 average inter-item correlations of 0.385 fell well within the recommended range of 0.15 and 0.50 (Clark & Watson, 1995:316). According to Pallant (2010:100) in cases were a scale has fewer than 10 items, it is advised to report on the average inter-item correlation value.

In order to test the construct validity, the average inter-item correlation was computed, which, according to Clark and Watson (1995:316) needs to be between 0.15 and 0.50. An inter-item correlation value of 0.246 was computed for the situational factors influencing impulse buying behaviour scale. The average inter-item correlation was then computed for each of the two constructs. For Construct 8 it was computed as 0.351 and 0.385 for Construct 9. Owing to item 48 having negative inter-item correlation value, this item has been removed.

After assessing the Cronbach alpha values and the average inter-item correlation values for the overall study and the nine constructs, the Cronbach alpha values for the nine constructs ranged from 0.555 to 0.841, thereby indicating satisfactory internal-consistency reliability. The average inter-item correlation values for the nine constructs ranged from 0.306 to 0.595, which were not far out of the suggested value range. This suggests that the scale exhibits both convergent and discriminant validity.

The next section discusses the descriptive statistics utilised in the study.

4.4.5 Descriptive statistics

Measures of location, variability and shape were determined across all the scaled items used. Given that the questionnaire used a six-point Likert scale ranging from 1 = strongly disagree to 6 = strongly agree, this suggests that higher mean values are associated with a more positive attitude towards factors influencing impulse buying behaviour amongst Generation Y students.

Table 4.9 indicates the overview of the descriptive statistics.

Table 4.9: Descriptive statistical summary

Items	Valid N	Mean	Standard deviation	Skewness	Kurtosis
Scale C: Impulse buying behaviour					
Construct 1	349	3.09	1.41	0.03	-0.57
Construct 2	349	3.85	1.43	-0.28	-0.64
Scale D: External factors influencing impulse buying behaviour					
Construct 3	349	4.32	1.22	-0.73	0.39
Construct 4	349	4.00	1.39	-0.48	-0.47
Construct 5	349	4.44	1.18	-0.63	0.15
Construct 6	349	4.51	1.21	-0.83	0.49
Construct 7	349	4.15	1.40	-0.52	-0.49
Scale E: Situational factors influencing impulse buying behaviour					
Construct 8	349	3.18	1.34	0.29	-0.50
Construct 9	349	3.42	1.45	0.01	-0.67

As indicated in Table 4.9, means above three were computed on each of the two constructs in the impulse buying behaviour scale and for each of the five constructs in the external factors influencing impulse buying behaviour scale, as well as for the two constructs in the situational factors influencing impulse buying behaviour scale. This suggests that Generation Y consumers have a positive response to impulse buying behaviour and exhibit a positive relationship to the external and situational factors that would influence impulse buying behaviour.

In the impulse buying behaviour scale, affective response (Construct 2), scored the highest mean (mean=3.85), which suggests that Generation Y students have a positive affective response to buying on impulse. The lowest mean was cognitive response (Construct 1), within the impulse buying behaviour (mean = 3.09), this indicates that Generation Y students feel that lack of planning in association with purchase decisions has the least impact on impulsive purchases.

In the external factors influencing impulse buying behaviour scale, promotions (Construct 6), scored the highest mean response (mean = 4.51), which indicates that Generation Y students feel that they do the most impulsive purchases when items are on promotions. The next highest mean was recorded on salespersons (Construct 5), followed by in-store atmosphere (Construct 3), reference groups (Construct 7) and in-store browsing (Construct 4), which suggests that the participants feel that helpful salespersons, good service, the ambience, having companionship during their shopping trip and the more time they spend in the store makes them engage in impulse buying.

In the situation factors influencing impulse buying behaviour scale, money availability (Construct 9), scored the highest mean response (mean = 3.42), which indicates that Generation Y students feel that when they have more money available they have a greater chance to make impulsive purchases. The lowest mean was time availability (Construct 8), within the situation factors influencing impulse buying behaviour scale (mean = 3.18), this indicates that Generation Y students feel that the time they have available during their shopping trip has the least impact on impulsive purchases.

The skewness and kurtosis was considered to determine whether there are any reasons to believe that the normality assumptions are violated. As indicated in Table 4.9, given that none of the skewness and kurtosis scores falls outside the -2.00 or +2.00 range, the distribution appears normal.

The following section pertains to the correlation analysis conducted to determine whether there was any evidence of multicollinearity between the independent constructs.

4.5 CORRELATION ANALYSIS

According to Malhotra (2010:586), it is important to assess whether there is any evidence of multicollinearity between the predictor variables when conducting any type of multivariate statistical method. Therefore, a correlation analysis was conducted in order to assess the relationships between the factors in order to check for multicollinearity. As such, Pearson's product-moment correlation was computed. The correlation matrix is reported on in Table. 4.10.

Table 4.10: Correlation analysis

Construct Number	**3**	**4**	**5**	**6**	**7**	**8**	**9**
In-store atmosphere (3)	1						
In-store browsing (4)	0.165**	1					
Salespersons (5)	0.312**	0.203**	1				
Promotions (6)	0.307**	0.267**	0.246**	1			
Reference groups (7)	0.234**	0.243**	0.283**	0.245**	1		
Time availability (8)	0.157**	0.291**	0.139**	0.217**	0.268**	1	
Money availability (9)	0.062	0.244**	0.034	0.081	0.217**	0.223**	1

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

As indicated in Table 4.10, none of the correlation coefficients between the predictor variables exceeded the recommended cut-off point of 0.80 (Field, 2009:224). As such, there is no suggestion of any apparent evidence of multicollinearity between the predictors. This suggests that regression analysis can be conducted.

The hypotheses tested in this study are outlined in the next section.

4.6 TEST OF SIGNIFICANCE

In order to achieve the empirical objectives and test the hypotheses set out in Chapter 1 (refer to Section 1.3.3), regression analysis and a two independent-samples t-test was undertaken. The significance level for both tests was set at the conventional 5 percent level, that is *a* = 0.05 and the decision rules applied were as follows:

- If p-value ≥ α, conclude Ho
- If p-value <α, conclude Ha

4.6.1 Regression analysis

For addressing the first, second, third and fourth empirical objective of this study, regression analysis were computed.

In order to address the first empirical objective in Chapter 1, regression analysis was conducted to ascertain whether the external factors of in-store atmosphere, in-store browsing, salespersons, promotions and reference groups' influence Generation Y students' cognitive response to buy on impulse. The hypotheses were formulated as follows:

H_o1: External factors do not have a significant influence on Generation Y students' cognitive response.

H_a1: External factors have a significant influence on Generation Y students' cognitive response.

Table 4.11 presents the results of this regression analysis.

Table 4.11: Influence of external factors on cognitive response

	Standardised Beta	R^2	t-value	Significance level
Dependent variable: Cognitive response		0.070		
Independent variable:				
In-store atmosphere	0.121		2.165	0.031*
In-store browsing	-0.231		-4.283	0.000*
Salespersons	0.021		0.379	0.705
Promotions	0.145		2.582	0.010*
Reference groups	-0.101		-1.844	0.066

* Significant at p<0.05

As shown in Table 4.11, while most of the external variables have a positive influence on the cognitive response dimension of impulse purchasing, in-store browsing and reference groups negatively affect this dimension. In the case of in-store browsing, this negative influence is also significant. This suggests that members of the Generation Y cohort are less likely to purchase goods impulsively when they spend time browsing the goods on display in a retail outlet. In terms of the external factors that do have a positive effect on cognitive response, as shown in Table 4.11, while salespersons (β=0.021, p=0.705>0.05), do not have a statistically positive influence towards Generation Y students' cognitive response to buying on impulse, in-store atmosphere (β=0.121, p=0.031<0.05) and promotions (β=0.145, p=0.010<0.05) have a statistically positive influence. The coefficient of multiple determination (R^2) was 0.070 that indicates that approximately seven percent of the variance in Generation Y students' cognitive response to buy on impulse can be predicted by in-store atmosphere, in-store browsing and promotions, which suggests that other external variables influence on Generation Y students' cognitive response to buy on impulse. Therefore, while the null hypothesis, H_o1, for salespersons and reference groups are concluded, the null hypothesis, H_o1, is rejected for in-store atmosphere, in-store browsing and promotions, and the alternative hypothesis, H_a1, concluded; that is, in-store atmosphere, in-store browsing and promotions does significantly influence Generation Y students' cognitive response to impulse buying.

In order to address the second empirical objective in Chapter 1, regression analysis was conducted again to ascertain whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and

reference groups' influence Generation Y students' affective response to buy on impulse. The hypotheses were formulated as follows:

H_o2: External factors do not have a significant influence on Generation Y students' affective response.

H_a2: External factors have a significant influence on Generation Y students' affective response.

Table 4.12 presents the results of this regression analysis.

Table 4.12: Influence of external factors on affective response

	Standardised Beta	R^2	t-value	Significance level
Dependent variable: Affective response		0.424		
Independent variable:				
In-store atmosphere	0.108		6.857	0.015*
In-store browsing	0.383		0.306	0.000*
Salespersons	0.013		9.010	0.760
Promotions	0.304		2.456	0.000*
Reference groups	0.043		3.369	0.001*

* Significant at $p<0.05$

As indicated in Table 4.12, while salespersons ($\beta=0.013$, $p=0.760>0.05$) do not have a statistically significant positive influence towards Generation Y students' affective response to buying on impulse, in-store atmosphere ($\beta=0.108$, $p=0.015<0.05$), in-store browsing ($\beta=-0.383$, $p=0.000<0.05$), promotions ($\beta=0.304$, $p=0.000<0.05$) and reference groups ($\beta=0.043$, $p=0.001<0.05$) have a statistically significant positive influence. The coefficient of multiple determination (R^2) was 0.424 that indicates that approximately 42.4 percent of the variance in Generation Y students' affective response to buy on impulse can be predicted by in-store atmosphere, in-store browsing, promotions and reference groups. Therefore, while the null hypothesis, H_o2, for salespersons are concluded, the null hypothesis, H_o2, is rejected for in-store atmosphere, in-store browsing, promotions and reference groups and the alternative hypothesis, H_a2, concluded; that is, in-store atmosphere, in-store browsing, promotions and reference groups does significantly influence Generation Y students' affective response to impulse buying.

In order to address the third empirical objective in Chapter 1, regression analysis was again conducted to ascertain whether the situational factors of time availability and money availability influence Generation Y students' cognitive response to buy on impulse. The hypotheses were formulated as follows:

H_o3: Situational factors do not have a significant influence on Generation Y students' cognitive response.

H_a3: Situational factors have a significant influence on Generation Y students' cognitive response.

Table 4.13 presents the results of this regression analysis.

Table 4.13: Influence of situational factors on cognitive response

	Standardised Beta	R^2	t-value	Significance level
Dependent variable: Cognitive response		0.001		
Independent variable:				
Time availability	0.011		0.207	0.836
Money availability	-0.070		-1.288	0.199
* Significant at p<0.05				

As indicated in Table 4.13, time availability (β=0.011, p=0.836>0.05) has a positive influence on cognitive response and money availability (β=-0.070, p=0.199>0.05) has a negative influence, neither of these influences are significant do not have a statistically positive influence towards Generation Y students' cognitive response to buying on impulse. The coefficient of multiple determination (R^2) was 0.001 that indicates that approximately 0.1 percent of the variance in Generation Y students' cognitive response to buy on impulse, which suggests that other situational variables influence on Generation Y students' cognitive response to buy in impulse. Therefore, the null hypothesis, H_o3, time availability and money availability are concluded.

In order to address the fourth empirical objective in Chapter 1, regression analysis was conducted again to ascertain whether the situational factors of time availability and money availability influence Generation Y students' affective response to buy on impulse.

H_o4: Situational factors do not have a significant influence on Generation Y

students' affective response.

H_a4: Situational factors have a significant influence on Generation Y students' affective response.

Table 4.14 presents the results of this regression analysis.

Table 4.14: Influence of situational factors and affective response

	Standardised Beta	R^2	t-value	Significance level
Dependent variable: Affective response		0.136		
Independent variable:				
Time availability	0.268		5.320	0.000*
Money availability	0.209		4.142	0.000*
* Significant at p<0.05				

As indicated in Table 4.13, time availability (β=0.268, p=0.000<0.05) and money availability (β=0.209, p=0.000<0.05) have a statistically positive influence towards Generation Y students' affective response to buying on impulse. The coefficient of multiple determination (R^2) was 0.136 that indicates that approximately 13.6 percent of the variance in Generation Y students' affective response to buy on impulse can be predicted by time availability and money availability, which suggests that other situational variables influence on Generation Y students' affective response to buy in impulse. Therefore, the null hypothesis, H_o4, is rejected for time availability and money availability and the alternative hypothesis, H_a4, concluded; that is, time availability and money availability does significantly influence Generation Y students' cognitive response to impulse buying.

The next section interprets the two independent-samples t-test utilised for gender in this study.

4.6.2 Two independent-samples t-test

For the purpose of addressing the fifth empirical objective of this study, formulated in Chapter 1 (refer to Section 1.3.3), a two independent-samples t-test was utilised to determine whether there is a significant difference between male and female Generation Y students regarding the nine constructs pertaining to impulse buying behaviour. The hypotheses were formulated as follows:

H_o5: There is no significant difference between male and female Generation Y students' in their impulse buying behaviour.

H_a5: There is a significant difference between male and female Generation Y students' in their impulse buying behaviour.

Table 4.15 presents the mean, standard deviation for both female and male, t-value and the p-value of the gender differences from the sample used for the study.

Table 4.15: Gender differences

	Male		Female			
Construct	**Mean N=147**	**Std. Dev.**	**Mean N = 201**	**Std. Dev.**	**t-value**	**p-value**
Cognitive response	4.298	1.347	4.044	1.473	1.690	0.212
Affective response	3.602	1.442	4.028	1.392	-2.827	0.050*
In-store atmosphere	4.403	1.303	4.762	1.109	-2.821	0.016*
In-store browsing	3.766	1.456	4.170	1.298	-2.699	0.046*
Salespersons	4.348	1.212	4.498	1.165	-1.189	0.243
Promotions	4.235	1.292	4.703	1.093	-3.670	0.004*
Reference groups	3.875	1.472	4.348	1.319	-3.218	0.004*
Time availability	3.673	1.376	3.931	1.300	-1.824	0.147
Money availability	3.523	0.764	3.847	1.409	-2.092	0.065

* Statistically significant at p<0.05

As shown in Table 4.18 a p-value of p= 0.000<0.05 was calculated on five of the nine constructs between male and female students' impulse buying behaviour. Therefore, for affective response (p=0.050<0.05), in-store atmosphere (p=0.016<0.05), in-store browsing (p=0.046<0.05), promotions (p=0.004<0.05) and reference groups (p=0.004<0.05), H_o5 is rejected and its alternative, H_a5 concluded; that is, Generation Y female students have a significantly higher response to buying on impulse compared to their male counterparts. In terms of cognitive response (p=0.212>0.05), salespersons (p=0.243>0.05), time availability (p=0.147>0.05) and money availability (p=0.065>0.05) there is no significant difference between male and female Generation Y students, for these constructs, there is insufficient evidence to reject H_o5.

4.7 SYNOPSIS

This chapter reported and discussed the analysis and interpretation of the empirical findings of the study regarding the pilot and main questionnaire. Section 4.2 discussed the results of the pilot test. These results included the reliability and validity. Section 4.3 reported the preliminary data analysis, which included the coding, tabulation and data gathering process. Section 4.4 reported the descriptive analysis, which included the demographic information, descriptive statistics, confirmatory factor analysis, reliability and validity of the main study, as well as the summary and discussion of the descriptive statistics.

Section 4.5 reported the correlation analysis; it was conducted in order to assess the relationships between the independent factors in order to check for multicollinearity. The results reported that none of the independent factors had a strong enough correlation (above 0.8) and therefore, regression was utilised to determine the relationships.

Section 4.6 reported the significance tests done in the study. Regression analysis was conducted to test if the external factors (in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups) had a significant influence of the cognitive and affective response of the study as well as whether the situational factors (time and money availability) had a significant influence on the cognitive and affective response. In addition, two independent-sample t-tests were used to conclude if there are any significant differences in male and female Generation Y students' impulse buying behaviour. The next chapter, Chapter 5, presents the summary, conclusion and recommendations for the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides an assessment of the attainment of the study's objectives. It commences with an overview of the study (Section 5.2) followed by the main findings of the study (Section 5.3) and recommendations (Section 5.4) based on the findings of the study. Section 5.5 includes a detailed discussion on the contributions of the study. Section 5.6 provides an overview of the limitations and future research opportunities. Lastly, Section 5.7 presents with the concluding remarks for the study.

5.2 OVERVIEW OF THE STUDY

For the purpose of providing impartial recommendations, contributions to the study and future research opportunities, it is essential to discuss the insights gained over the previous four chapters.

Chapter 1 provided a brief introduction to the study (Section 1.1). Followed by the problem statement (Section 1.2), which provided motivation for the need to conduct this study in South Africa, amongst Generation Y students.

Accordingly, the primary objective of this study was formulated to determine the factors that influence impulse buying behaviour of South African Generation Y students, in order to guide the formation of marketing strategies for effectively targeting this market.

In order to achieve the primary objective, the following theoretical objectives were formulated and examined in the literature:

- Review the literature on consumer behaviour definition and the decision making process.
- Review the literature on impulse buying definition, impulse buying definition, impulse buying process, types of impulse buying and levels of involvement.

- Review the literature regarding the factors that influence impulse buying behaviour.
- Review the literature pertaining to the characteristics of the Generation Y cohort.

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

- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups' influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the external factors of in-store atmosphere, in-store browsing, in-store layout, salespersons, promotions and reference groups' influence Generation Y students' affective response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' cognitive response to buy on impulse.
- Determine whether the situational factors of time availability and money availability influence Generation Y students' affective response to buy on impulse.
- Determine whether male and female Generation Y students differ in their impulse buying behaviour.

Chapter 2 consists of the literature review, which addressed the theoretical objectives of the study. Included in Chapter 2 is a discussion on consumer behaviour, which included the definition of consumer behaviour (Section 2.2.1) and the decision-making process (Section 2.2.2). The next section, named impulse buying, includes the definition of impulse buying (Section 2.3.1), the impulse buying process (Section 2.3.2), types of impulse buying (Section 2.3.3) and the levels of involvement (Section 2.3.4). The factors influencing impulse buying behaviour section is next, this section includes the internal factors (Section 2.4.1), external factors (Section 2.4.2) and situational factors (Section 2.4.3) and demographic factors (Section 2.4.4). Generation Y cohort was explained next (Section 2.5) as this was the target market used for this study. A synopsis for the chapter was given (Section 2.6).

Chapter 3 consists of the research methodology utilised to achieve the empirical objectives of the study. This chapter included an overview of the research design (Section 3.2), the research approach (Section 3.3), the sampling strategy, which includes the target population, sampling frame, method of sampling and sample size (Section 3.4), the data collection method, which includes the questionnaire design, format and layout (Section 3.5), the pre-testing of the questionnaire (Section 3.6), the administration of the questionnaire for the main study (Section 3.7), the data preparation (Section 3.8), the statistical analysis, which includes confirmatory factor analysis, the reliability, validity, descriptive statistics, correlation analysis and significance tests (Section 3.9) and lastly, the synopsis was given for the chapter (Section 3.10).

Chapter 4 consists of the analysis and interpretation of the empirical findings for the study. This chapter is utilised to achieve the empirical objectives of the study (Section 1.3.3). Since much of the findings of Chapter 4 constitute the main findings of this study, they are discussed in the following section.

5.3 MAIN FINDINGS OF THE STUDY

The main findings obtained from this study, in accordance with the empirical objectives of the study, are discussed below:

5.3.1 External factors of in-store atmosphere, in-store browsing, salespersons, promotions and reference groups' that influence Generation Y students' cognitive response to buy on impulse

To determine the first empirical objective set out in Chapter 1, regression analysis was conducted. While most of the external variables have a positive influence on the cognitive response dimension of impulse purchasing, in-store browsing and reference groups negatively affect this dimension. In the case of in-store browsing, this negative influence is also significant. This suggests that members of the Generation Y cohort are less likely to purchase goods impulsively when they spend time browsing the goods on display in a retail outlet. In terms of the external factors that do have a positive effect on cognitive response, while salespersons ($\beta=0.021$, $p=0.705>0.05$), do not have a statistically positive influence towards Generation Y students' cognitive response to buying on impulse, in-store atmosphere ($\beta=0.121$,

p=0.031<0.05) and promotions (β=0.145, p=0.010<0.05) have a statistically positive influence. The coefficient of multiple determination (R^2) was 0.070 that indicates that approximately seven percent of the variance in Generation Y students' cognitive response to buy on impulse can be predicted by in-store atmosphere, in-store browsing and promotions, which suggests that other external variables influence on Generation Y students' cognitive response to buy on impulse. Therefore, while the null hypothesis, H_o1, for salespersons and reference groups are concluded, the null hypothesis, H_o1, is rejected for in-store atmosphere, in-store browsing and promotions, and the alternative hypothesis, H_a1, concluded; that is, in-store atmosphere, in-store browsing and promotions does significantly influence Generation Y students' cognitive response to impulse buying.

These findings confirm the findings of previous research studies. Previous research indicated that salespersons and reference groups do not affect the cognitive response. Gandhi *et al.* (2014) determined that a salesperson or reference group does not persuade the consumer to buy on impulse, as some consumers only need a salesperson or reference groups when they are specifically looking for something, or to want an opinion on a certain item. Therefore, this leads to consumers already having a plan of action and not a mind set for unplanned purchases.

5.3.2 External factors of in-store atmosphere, in-store browsing, salespersons, promotions and reference groups' that influence Generation Y students' affective response to buy on impulse

To determine the second empirical objective set out in Chapter 1, regression analysis was conducted to address this objective. Salespersons do not have a statistically significant positive influence towards Generation Y students' affective response to buying on impulse, in-store atmosphere, in-store browsing, promotions and reference groups have a statistically significant positive influence. The coefficient of multiple determination (R^2) was 0.424, which indicates that approximately 42.4 percent of the variance in Generation Y students' affective response to buy on impulse can be predicted by in-store atmosphere, in-store browsing, promotions and reference groups. Therefore, while the null hypothesis, H_o2, for salespersons are concluded, the null hypothesis, H_o2, is rejected for in-store atmosphere, in-store browsing, promotions and reference groups and the alternative

hypothesis, H_{a2}, concluded; that is, in-store atmosphere, in-store browsing, promotions and reference groups does significantly influence Generation Y students' affective response to impulse buying.

The findings of this study confirm the findings of previous research studies. Previous research studies indicate that in-store atmosphere, in-store browsing, reference groups and promotions do have a significant influence on the affective response. Xu (2007) determined that the store environments (atmosphere and browsing) influence the consumer's emotional state. Kaur and Singh (2007) concur and state that the atmosphere of the store plays an important role in the impulse buying activity. Karbasivar and Yarahmadi (2011) stated that promotions do have a positive influence on a consumer's emotional response. Cho *et al.* (2014) state that when others accompany consumers during a shopping trip, they can become persuasive and encouraging buying an item that was originally not on the list, as this influences the emotional responses of consumer's. However, the findings of this study contradict with those of Yu and Bastin (2010). Yu and Bastin (2010) determined that salespersons do have a significant influence on the affective response. Research by Yu and Bastin (2010) found that when the service of a salesperson is helpful and they are dedicated they bring up feelings of comfort for consumers, which makes them delighted in the shopping trip. As explained in Section 5.3.2, reference groups do not have an influence (Gandhi *et al.* 2014).

5.3.3 Situational factors of time availability and money availability that influence Generation Y students' cognitive response to buy on impulse

To determine the third empirical objective set out in Chapter 1, regression analysis was conducted to address this objective. time availability ($\beta=0.011$, $p=0.836>0.05$) has a positive influence on cognitive response and money availability ($\beta=-0.070$, $p=0.199>0.05$) has a negative influence, neither of these influences are significant do not have a statistically positive influence towards Generation Y students' cognitive response to buying on impulse. The coefficient of multiple determination (R^2) was 0.001 that indicates that approximately 0.1 percent of the variance in Generation Y students' cognitive response to buy on impulse, which suggests that other situational variables influence on Generation Y students' cognitive response to buy in impulse.

Therefore, the null hypothesis, H_{o3}, time availability and money availability are concluded.

The findings of this study confirm the findings of previous research studies. Previous research studies indicate that the time and money availability do not influence the cognitive response. Maymand and Ahmadinejad (2011) confirmed that time and money availability does not influence the cognitive response. This is due to the cognitive response involving planning and thinking of what should be purchased, without the availability of money or time, the chances of making unplanned purchases is non-existent.

5.3.4 Situational factors of time availability and money availability that influence Generation Y students' affective response to buy on impulse

To determine the fourth empirical objective set out in Chapter 1, regression analysis was conducted to address this objective. As indicated in Table 4.13, time availability and money availability do have a statistically significant positive influence towards Generation Y students' affective response to buying on impulse. The coefficient of multiple determination (R^2) was 0.136 that indicates that approximately 13.6 percent of the variance in Generation Y students' affective response to buy on impulse can be predicted by time availability and money availability, which suggests that other situational variables influence Generation Y students' affective response to buy on impulse. Therefore, the null hypothesis, H_{o4}, is rejected for time availability and money availability and the alternative hypothesis, H_{a4}, concluded time availability and money availability does significantly influence Generation Y students' cognitive response to impulse buying.

The findings of this study confirm the findings or previous research studies. Previous research studies indicate that the time and money availability do influence the affective response. Jeffery and Hodge (2007) determined that the more time available the more chance of seeing an item, which could trigger the affective response to buy on impulse. Foroughi *et al.* (2012) opined that the more money available the more it will influence a consumer's mood positively.

5.3.5 Gender differences concerning Generation Y students impulse buying behaviour

To determine the fifth empirical objective set out in Chapter 1, a two independent-sample t-test was conducted. A p-value of p= 0.000<0.05 was calculated on five of the nine constructs between male and female students' impulse buying behaviour. Therefore, for affective response (p=0.050<0.05), in-store atmosphere (p=0.016<0.05), in-store browsing (p=0.046<0.05), promotions (p=0.004<0.05) and reference groups (p=0.004<0.05), Ho5 is rejected and its alternative, Ha5 concluded; that is, Generation Y female students have a significantly higher response to buying on impulse compared to their male counterparts. In terms of cognitive response (p=0.212>0.05), salespersons (p=0.243>0.05), time availability (p=0.147>0.05) and money availability (p=0.065>0.05) there is no significant difference between male and female Generation Y students, for these constructs, there is insufficient evidence to reject Ho5.

The findings of this study confirm the findings of previous research studies. Previous research studies indicate that gender does influence impulse buying behaviour. Coley and Burgess (2003) indicate that gender does play a significant role and that females are more impulsive buyers than males. However, Sharma (2012) states that although gender does have a significant role, males are more impulse buyers than females.

The next section discusses the recommendations for the study.

5.4 RECOMMENDATIONS

The following recommendations are based on the literature review (Chapter 2), along with the empirical objectives (Chapter 1) concluded from South African Generation Y students sample concerning factors influencing impulse buying behaviour. As well as those emanating from the findings of this study, the following recommendations are offered.

5.4.1 Utilise impulse buying behaviour of the consumer

A consumer's internal differences concerning an impulsive act may be regarded as the most influential when purchasing on impulse. Personality-related factors are characteristics of the consumer rather than the shopping environment, which can influence impulse buying behaviour. This leads the business utilising the characteristics of the consumer to influence them to a minor extent, but cannot control them completely. Impulse buying behaviour symbolises the consumers internal characteristics that make the consumer engage in impulse buying. The consumer experiences the impulsive urge during the shopping trip and not the product. When a consumer has a tendency to engage in impulse shopping, the concept is referring to as the buying impulsiveness trait.

The consumer's emotional state (affective response) and personality traits (cognitive response) are trigged by external factors to buy on impulse. In the presence of others, the consumer's senses are stimulated, due to the physical environment, the atmosphere, or the product itself (considered external and situational factors).

Based on the above assumptions, marketers need to keep this in mind when targeting Generation Y students. Although external and situational factors trigger Generation Y students impulse buying behaviour, their emotions and personality characteristic should be examined carefully as this will ultimately guide them in their impulsive purchases. The affective response is associated with feelings of excitement and urges to buy. The affective response reflects irresistible desire to buy, positive buying emotions and mood management. Marketers and businesses should promote low involvement products like food and drink items to trigger Generation Y student's affective response, as these items are easily accessible. The cognitive response is related to lack of planning in association with purchase decisions. The cognitive response refers to mental structures and processes involved in thinking, understanding and interpreting. Cognitive response consists of person's cognition, knowledge and perceptions acquired by combination of direct experience with attitude object. Marketers and businesses should promote high involvement products like laptops to trigger Generation Y student's cognitive response; as such, items have to be thought about.

5.4.2 Utilise external factors to influence impulse buying behaviour

External factors are defined as factors implemented by marketers and storeowners to entice consumers into a purchasing behaviour by placing marketing cues. External factors are associated with the shopping and marketing environment. The shopping environments include the stores ambience, size and design formats, while the marketing environments entail various sales promotions. Unlike internal factors, external factors are controlled by the marketers or storeowners to motivate impulse buying behaviour. A consumer can buy on impulse when a consumer encounters a visual stimulus in the store, or some potential stimuli placed by the marketer or storeowner. External factors are independent variables; they are outside of the consumer's control. These factors include in-store atmosphere, in-store browsing, salespersons, promotions and reference groups.

In-store browsing entails the ambience, background music and scent of the shops. In-store browsing entails the paths travelled in the store, the amount of time looking at items in the store and the longer Generation Y students wander once inside the store. Salespersons entail good service, communication skills, convincing recommendations and friendliness. Promotions entail good price deals, buy one get one free deals, free gifts and items on sale. Reference groups entail companionship on the shopping trip, friends and family.

Based on the statistical analysis done in this study, marketers and businesses should focus on in-store atmosphere, in-store browsing, promotions and reference groups influencing Generation Y students' affective response. These constructs influencing the affective response are the most important amongst Generation Y students as these constructs presented the highest percentage. This means that Generation Y students make a decision based on their emotions. When a store has pleasant music and is presentable, the Generation Y students' mood can change to a positive one, therefore, can increase the chance of an impulsive purchase. When Generation Y students see promotions in the store, their emotions are positive, as they do not want to miss out this opportunity, therefore, engage in impulsive purchases. Marketers and businesses should also focus on in-store browsing influencing Generation Y students' affective response. This means that when Generation Y students are in an emotional state or in a particular mood the more

time they will travel the paths of the store, or increase the amount of time looking at items or wandering longer inside the store (for example, purchase chocolates when feeling down). Often, shopping relieves a consumers' emotional state. Lastly, marketers and retailers should find ways to encourage Generation Y students' to shop with companions (regarded as family members and friends). Family members and friends influence the Generation Y students' buying decisions emotionally.

5.4.3 Utilise situational factors to influence impulse buying behaviour

Situational factors entail all the factors that are related to the time and place of observation. When the consumer buys on impulse, the situational factors originate from the store environment. The situational factors such a time availability moderates the relationship between the store environment and the consumer's impulsiveness.

The consumer's available time and impulse buying tendency positively affect in-store browsing. Different aspects of the product encountered in the store, could affect impulse buying. Factors such as the time pressure, the consumers' financial position, emotional state and social visibility assist in the feeling of buying on impulse.

Time availability entails the time available to make unplanned purchases, a lot of time available for the shopping trip and being rushed for time. Money availability entails being able to afford unplanned purchases, always being on a tight budget or having extra money to splurge a little.

Based on the statistical analysis done in this study, marketers and businesses should focus on time availability and money availability influencing Generation Y student's affective response. This means that the more time and spending power Generation Y students have the more chance to browse the shops, which affects their affective response. This means that Generation Y students will struggle to control their urge to buy items, because they will have the available time and money to make unplanned purchases.

5.4.4 Utilise similar appeal to target Generation Y males and females

Previous research indicates that gender plays an important role in targeting consumers in impulse buying. Generally, it was determined that more females are

impulsive buyers than males. As indicated in the statistical analysis done in Chapter 4, the mean for females was higher than that for males, indicating that the females responded higher to the questions asked. Gender had a significant influence on the affective response, in-store atmosphere, in-store browsing, promotions, reference groups; however, gender had no significant influence on the cognitive response, salespersons, time avaliability and money availability. This suggests that females are more prone to be influenced than males. Therefore, marketers and retailers could use the emotions of the female students, promotions, reference groups, in-store atmosphere and in-store browsing to target female Generation Y students to increase their sales.

5.5 CONTRIBUTIONS OF THE STUDY

Over time, retailers are conducting more research to understand what factors influence impulse buying behaviour. Retailers are then using this valuable information and adapting their stores to increase impulse buying, which increases revenue. Accordingly, it is crucial for retailers to gain a competitive advantage by implementing different marketing strategies that attract consumers.

The main contribution of this study is the identification of the factors that influence impulse buying behaviour of Generation Y students in South Africa, which retailers could use to design appropriate marketing strategies to increase revenue by targeting Generation Y students. The study has found that in-store browsing, promotions and reference groups influencing the affective response are the most influential factors that could trigger Generation Y students` impulse buying behaviour. This study was the first of its kind conducted in South Africa, which answers questions some retailers might be interested in knowing.

Furthermore, findings from this study contribute to the growing body of research on consumer shopping behaviour literature by giving light to factors influencing impulse buying behaviour amongst Generation Y students. This study may assist in helping marketers, retailers and research academics gain a better understanding of the impulse buying behaviour phenomenon amongst Generation Y students.

The next section discusses the limitations and future research opportunities for the study.

5.6 LIMITATIONS AND FUTURE RESEARCH OPPORTUNITIES

Like all academic studies, this study also has its own limitations that could suggest new opportunities for future research.

This study utilised only a quantitative approach in conducting the research. Determining exactly what factors influence impulse buying behaviour by means of the survey method is difficult. If Generation Y students were aware of their responses to various shopping situations in the environment of a shop, the influence of different factors could have been examined directly. Therefore, a combination of quantitative and qualitative (for example, observation method) is recommended.

Another limitation of the study is it only focused on two HEIs in one province. Therefore, there is an opportunity to conduct this research on a wider scale, including other HEIs within other provinces. This will result in more accurate findings and comparisons can be made throughout South Africa's HEIs.

Only using Generation Y students, aged 18 to 24 years of age, also limited the study. An older generation (30-50) could be targeted to establish what factors of impulse buying would influence them when shopping. The income of this age group would be higher than that of Generation Y students; therefore, more purchases that are impulsive can be made.

Another limitation of the study is that it only focused on using full-time undergraduate students. This provides an opportunity for future research, as studies could be conducted to determine part-time and postgraduate students` impulse buying behaviours.

Previous studies indicate that credit cards can play a major role in impulse buying behaviour. This study did not consider the effect credit cards have on impulse buying behaviour. This provides an opportunity to determine whether credit cards could be a factor influencing impulse buying behaviour.

The next section provides concluding remarks for this study.

5.7 CONCLUDING REMARKS

This study explained the factors influencing impulse buying behaviour amongst Generation Y students. The results revealed crucial information regarding the influential factors. The most influential constructs that could influence Generation Y students' impulse buying behaviour are in-store atmosphere, in-store browsing, promotions and reference groups. This study could improve retailers' success amongst the Generation Y students.

Despite the limitations stated in Section 5.6, the main aim of identifying the factors influencing impulse buying behaviour amongst Generation Y students was achieved. This study adds value to the knowledge of Generation Y decision making in South Africa. Additionally, marketers and retailers who want to improve their marketing campaign, retail environment and understanding of Generation Y students' impulse behaviour will benefit from this study.

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APPENDIX A

COVER LETTER

FACTORS INFLUENCING IMPULSE BUYING BEHAVIOUR AMONGST GENERATION Y STUDENTS

Dear participant,

I am currently in the process of doing my Masters in Marketing Management at the North West University (Vaal Campus) as a full-time student. I am working towards completing my Masters Dissertation in 2016.

The purpose of this study is to determine the factors that influence impulse buying behaviour of South African Generation Y students. Generation Y students are aged between 18 – 25 years old.

I kindly ask you to please take 10 minutes of your time to complete the attached questionnaire, as this will add valuable information to my research. All responses will be kept confidential, and will only be used for research purposes, summarised in the form of statistical data.

Thank you – your assistance and contribution is highly appreciated.

Jacinta Ana Neves (jacintaananeves1992@gmail.com)

North West University (Vaal Triangle Campus)

SECTION A: DEMOGRAPHICAL INFORMATION

SECTION A: Demographical information

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

A1	**Name of your institution:**	Traditional University	University of Technology						
A2	**Year of degree:**	1st year	2nd year	3rd year					
A3	**Country of origin:**	South Africa	Other (please specify):						
A4	**Province of origin:**	Eastern Cape	Free State	Gauteng	KwaZulu-Natal				
	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape				
	Other (please specify):								
A5	**Gender:**	Male	Female						
A6	**Ethnic group:**	African	Coloured	Indian/Asian	White				
	Other (please specify):								
A7	**Please indicate your mother tongue language:**	Afrikaans	English	IsiNdebele	IsiXhosa				
	IsiZulu / SePedi	SeSotho	SeTswana	SiSwati	Tshivenda	Xitsonga			
	Other (please specify):								
A8	**Age at your last birthday:**	<18	18	19	20	21	22	23	24	>24
A9	**Income per month:**	Under R250	R251- R500	R501 – R1000	R1001 – R1500				
		R1501 – R2000	R2001 – R2500	R2501 – R3000	Above R3001				

SECTION B: IMPULSE PURCHASING INFORMATION

SECTION B: Impulse purchasing information

Impulse purchase or impulse buying is a spur-of-the-moment purchase, where the decision to buy is made just before the purchase decision itself and is not pre-planned.

Please mark the appropriate box with a mark or write down your answer.

B1	**Please indicate which category of impulse buying do you engage in (select all applicable):**	
	Food and drink items	
	Sale and bargain items	
	Fashion items	
	Décor items	
	Checkout aisle items	
	Other (please specify):	
B2	**Please indicate when you did your latest impulse purchase(s):**	
	Less than one week ago	
	Two weeks ago	
	Three weeks ago	
	One month ago	
	More than one month ago	

SECTION C: IMPULSE BUYING BEHAVIOUR SCALE

When I go shopping…		Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
C1	I usually think carefully before I buy something.	1	2	3	4	5	6
C2	I usually only buy items that I intended to buy.	1	2	3	4	5	6
C3	If I buy something, I usually do that spontaneously.	1	2	3	4	5	6
C4	Most of my purchases are planned in advanced.	1	2	3	4	5	6
C5	I only buy items that I really need.	1	2	3	4	5	6
C6	I have a tendency to just buy items I see.	1	2	3	4	5	6
C7	I like to compare different brands before I buy an item.	1	2	3	4	5	6
C8	Before I buy something I always carefully consider whether I need it.	1	2	3	4	5	6
C9	I am used to buying items on the spur-of-the-moment.	1	2	3	4	5	6
C10	I often buy items without thinking.	1	2	3	4	5	6
C11	It is a struggle to leave nice items I see in a shop.	1	2	3	4	5	6
C12	I sometimes struggle to control the feeling of wanting to buy something.	1	2	3	4	5	6
C13	I sometimes feel guilty after having bought something.	1	2	3	4	5	6
C14	I'm the kind of person who 'falls in love at first sight' with items I see in the shop.	1	2	3	4	5	6
C15	I can become very excited if I see something I would like to buy.	1	2	3	4	5	6
C16	I always see something nice whenever I pass by shops.	1	2	3	4	5	6
C17	I find it difficult to pass up a bargain.	1	2	3	4	5	6
C18	If I see something new, I want to buy it.	1	2	3	4	5	6
C19	I'm a bit reckless in buying items.	1	2	3	4	5	6
C20	I sometimes buy items because I like buying items, instead of needing them.	1	2	3	4	5	6

SECTION D: EXTERNAL FACTORS SCALE

When I go shopping…		Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
D1	I am delighted by the pleasant ambience in shops.	1	2	3	4	5	6
D2	I feel relaxed when there is background music in shops.	1	2	3	4	5	6
D3	I feel comfortable when the background scent in shops is pleasant.	1	2	3	4	5	6
D4	The more time I spend looking at items, the greater is the chance of buying them.	1	2	3	4	5	6
D5	The longer paths I travel in-store, the more chance I have to buy additional items.	1	2	3	4	5	6
D6	The longer I wander inside the shops, the greater is the total number of items I buy.	1	2	3	4	5	6
D7	Appealing layout of the store enhances my shopping experience.	1	2	3	4	5	6
D8	In-store signs help simplify my shopping experience.	1	2	3	4	5	6
D9	Eye-catching items on display trigger me to buy more.	1	2	3	4	5	6
D10	I am willing to spend more time browsing if the store layout is well designed.	1	2	3	4	5	6
D11	The good service from the salesperson positively influences my buying decision.	1	2	3	4	5	6
D12	A salesperson communication skill's positively influences my buying decision.	1	2	3	4	5	6
D13	Convincing recommendation from salesperson facilitate my buying decision.	1	2	3	4	5	6
D14	The friendliness of the staff positively affects my shopping decisions.	1	2	3	4	5	6
D15	I feel urged to buy items that are on promotion.	1	2	3	4	5	6
D16	Buy 1 get 1 free promotions may be a reason for me to buy on impulse.	1	2	3	4	5	6
D17	I will buy unplanned items if there are good price deals.	1	2	3	4	5	6
D18	Seeing promotional offers triggers me to buy more items.	1	2	3	4	5	6

D19	Free gifts can be a reason for me to buy on impulse.	1	2	3	4	5	6
D20	I often buy items if they are on sale.	1	2	3	4	5	6
D21	I feel more delighted to have companionship during my shopping trip.	1	2	3	4	5	6
D22	I often buy more than I need when I go shopping with my friends.	1	2	3	4	5	6
D23	I often buy more than needed when I go shopping with family members.	1	2	3	4	5	6

SECTION E: SITUATIONAL FACTORS SCALE

When I go shopping…		Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
E1	I feel like I have limited time available to make unplanned purchases.	1	2	3	4	5	6
E2	I feel the amount of time spent during shopping trip is always high.	1	2	3	4	5	6
E3	I am always rushed for time during shopping trip.	1	2	3	4	5	6
E4	I feel like I can afford to make unplanned purchases during my shopping trip.	1	2	3	4	5	6
E5	I am always on a tight budget when shopping.	1	2	3	4	5	6
E6	I always have enough extra money so that I could splurge a little if I found an item I really like.	1	2	3	4	5	6

THANK YOU!