



Mapping the impact of print media while buying of consumer durables: An empirical study

Mukaram Khan

Dharmsinh Desai Institute of Business Administration, Dharmsinh Desai University, Nadiad, Gujarat, India

Abstract

The basic AIDA model identified the impact of an advertisement on the minds of the consumers. They were –Attention, Interest, Desire and Action. A consumer response is the result of a number of factors. In the due course of an advertising media related study it becomes important to locate the consumer response to the communication undertaken by a marketer. Though marketers are aware that a consumer response could be the result of anything including the communication carried out by him it becomes inevitable, to measure response to communication message. It is important to measure the basic AIDA model to know the effect. Thus, mapping the effective role of print media while buying of consumer durables becomes inevitable. These AIDA elements of impacts were too broad to empirically test them. Hence further literature review provided different model which identified different elements of impact. In this paper respondents with different educational background and occupation were found agreeing on all the elements of impact except action. Respondents with different occupation disagreed for ‘action’. Respondents with different educational background agreed for the impact of print media on the purchase of consumer durables, except the following elements of impact i.e. memorable and action.

Keywords: Informative, attention, clarity, interest, appealing, believable, liking, retention, memorable. AIDA model

Introduction

The basic AIDA model identified the impact of an advertisement on the minds of the consumers. They were – Attention, Interest, Desire and Action. These elements of impacts were too broad to empirically test them. Hence further literature review provided different model which identified different elements of impact. A pilot survey also helped identify the different elements of impact so as to summarize the list which can be tested. Test was carried out to know impact of print media on the respondents when they were in the course of buying of consumer durables. Test was undertaken to know how each of these elements of impact stood for the print media. The tests were undertaken from different demographic perspectives to find out if significant difference exists among the respondents with different demographic variables.

Table 1: Descriptive Statistics – Overall

Elements of Impact	N	Mean
Informative	895	4.68
Appealing	895	4.54
Clarity	895	4.45
Interesting	895	4.02
Believable	895	3.38
Attention	895	3.37
Convincing	895	3.11
Retention	895	3.20
Memorable	895	2.98
Action	895	2.82
Valid N (list wise)	895	

Any organization irrespective of the size and the nature of business is involved in, has to undertake marketing. Similarly, all organizations have to communicate with its prospective customers to generate sales. To communicate with the targeted audience the marketer has to use different medium to reach the customers. Each medium has its

significance. There are number of researches in the area of media and particularly in the area of print. Some of the significant researches can be highlighted as under:

The study titled, “Perceived Usefulness of Advertising Media” was undertaken by Paula J. Haynes. In this study it was found that the advertising effectiveness depends on good media selection ^[1].

The study in relation to the role of pictures in print advertisement was carried out further by Unnava and Burnkrant. The imaginal processing explanation for the effects of pictures on recall of related verbal information is supported by the researcher’s findings. The findings demonstrate the power of imaginal processing and its role in moderating the effects of pictures in print advertisements ^[2]. Results of an experimental study by Laurie and Alvin in a print advertising context suggest that two imagery-eliciting strategies, use of pictures and use of copy containing instructions to imagine, stimulate mental imagery processing, which in turn influences attitudinal judgments ^[3].

An explanatory research design was utilized by Robert S. Welsh where 240 homemakers who read retail food newspaper ads were interviewed. The specific focus was on how consumers perceive retail food firm newspaper advertising, and what effect the advertising has on consumers’ attitudes and shopping behavior. The universe for the study was the Pensacola, Florida urban area (city and suburbs). It was quite apparent that consumers are treating their grocery buying seriously and are using the information provided by the newspaper advertisements to make decisions concerning what products to buy and where to shop ^[4].

The results of the study by Kim, Hwang and Fesenmaier showed that requesting information associated with printed advertisements (i.e., magazine and newspaper) increases the likelihood of visiting the state, whereas the same behavioral response associated with broadcast advertisements (i.e., TV

and radio) does not necessarily increase the likelihood of visiting Illinois [5].

The research study by Sanjay Putrevu was carried out to show how men and women respond to different types of print advertisements. The two studies carried out showed that there is strong and unequivocal evidence that men and women exhibit sharply varying reactions to identical print advertisements [6].

The results from the analyses suggest that individuals exposed to news stories and ads in the print medium tend to remember significantly more of the ad content than comparable individuals exposed to identical stories and ads in the online medium [7].

The article by Amy and Elzbieta investigated the cross-promotion of Web sites in print advertisements. The purpose of the study was to identify whether and how advertisers are using Web site references as calls to action to attract readers to online sites. The results show that while Web site references are often included in print ads, their presentation is rather poor and the content is unappealing or unique [8].

The review of the above literature revealed that there were numerous research studies in relation to media in general and print media in particular. But still enough gaps were identified for the present research to take place. The gap opened the scope for research in the following area:

To measure the effectiveness of print media are not found to be researched. In the same way the effectiveness of print media during the purchase of consumer durables is not researched upon.

Research Methodology

Scope of the study: The primary focus of the research was to know the impact of print media during the buying of consumer durables. For the same data was collected from the nine districts of Gujarat State.

Objective of the study: The objective of the study is to know the measure the impact of print media the buying of consumer durables.

Secondary data: Secondary data was collected from various books, journals, magazines and specific websites

Primary data: For collecting primary data non-disguised structured questionnaire was drafted. The questions were framed in the light of objectives to be achieved. The questionnaire so prepared was subjected to inquiry with the respondents.

Sample unit: Sample unit was the respondents who have purchased a consumer durable recently. (not more than one year.)

Sample size: In the present research the survey was carried out from 900 people. From each major selected city 100 respondents were selected leading to a total of 900 respondents. Out of this 5 responses were found to be non useable hence were scraped, leading finally the size of sample to 895 respondents.

Sampling procedure: The sample was selected on the basis of quota sampling method. As the primary focus was on checking the preference for print media attributes while

buying of consumer durables, it allowed enough freedom to the researcher to select any respondents who has purchased consumer durables in last one year.

Instrument for data collection: The study was carried out with the help of undisguised and structured questionnaire.

Data Analysis: Data was first of all checked to know if the data is parametric or non-parametric. For the same kolmogrov Simrov Test was under taken with other methods. It was found that the data was non parametric hence kruskal Wallis Test was undertaken to test the hypothesis. The data was analyzed from the perspective of two demographic variables namely – occupation and education and Mann-Whitney U Test are carried out to test the hypothesis of demographic variable named – gender.

Data Analysis - Impact of Print Media - Occupation wise analysis:

The data is analyzed from respondents' occupation perspective to know the impact of print media on the respondents with different occupation. For the same, first of all check was carried to know whether the data is normal or not. For checking the normality of the data, hypothesis is -

Ho: Data is normal.

The Kolmogorov-Smirnov Test is carried out to test whether the data is normal or not. The Kolmogorov-Smirnov Test (Table – 1) revealed that the data is not normal as the p-value is less than 0.05. Therefore, Kruskal Wallis Test is undertaken to test the hypothesis.

Ho: There is no significant difference in the impact of print media on the respondents with different occupation.

The Test Statistics reveals that the elements of impact such as – Informative, Appealing, Clarity, Interesting, Believable, are having p-value greater than 0.05. This can be examined from the Table no: 3 Test Statistics for Occupation. Therefore, the null hypothesis is accepted for these elements of impact and can be concluded that there is no significant difference in the responses for elements of impact of print media on the respondents with different occupations. This is even validated with the help of the mean values (Table – 2) for the given elements. Respondents with different occupations are found to be agreeing with above mentioned elements and the differences in their responses is also not much varying one. But for the element of impact - 'believable' the mean score stood to be a lot less in comparison to the element of impact – 'appealing', 'clarity and 'interesting'.

Whereas, the elements of impact such as – Attention, Convincing, Retention, Memorable and Action have p-value less than 0.05, therefore the null hypothesis is rejected for these elements of impact and can be concluded that there is significant difference in the impact of print media on the respondents with different occupations. This is even validated with the help of mean values for these elements which can be viewed in the Table no: 2 Descriptive Statistics. In this case, respondents doing service/job have agreed the most regarding the element of impact – Attention, Convincing, Retention, Memorable and Action. In most of the cases it is followed by respondents doing business/trade, professionals then students in that orders.

Table 2: Test of Normality for Occupation

	Occupation											
	Service			Professional			Business/Trade			Student		
	Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.
Informative	0.477	373	0.00	0.472	225	0.00	0.458	191	0.00	0.461	106	0.00
Appealing	0.401	373	0.00	0.407	225	0.00	0.39	191	0.00	0.38	106	0.00
Clarity	0.378	373	0.00	0.397	225	0.00	0.366	191	0.00	0.388	106	0.00
Interesting	0.267	373	0.00	0.249	225	0.00	0.258	191	0.00	0.21	106	0.00
Believable	0.173	373	0.00	0.167	225	0.00	0.155	191	0.00	0.165	106	0.00
Attention	0.181	373	0.00	0.182	225	0.00	0.165	191	0.00	0.188	106	0.00
Convincing	0.168	373	0.00	0.163	225	0.00	0.181	191	0.00	0.268	106	0.00
Retention	0.169	373	0.00	0.203	225	0.00	0.162	191	0.00	0.211	106	0.00
Memorable	0.2	373	0.00	0.202	225	0.00	0.174	191	0.00	0.245	106	0.00
Action	0.168	373	0.00	0.18	225	0.00	0.171	191	0.00	0.161	106	0.00

Table 3: Descriptive Statistics – Occupation

	Occupation							
	Service		Professional		Business/Trade		Student	
	N	Mean	N	Mean	N	Mean	N	Mean
Informative	373	4.68	225	4.71	191	4.64	106	4.68
Appealing	373	4.55	225	4.59	191	4.51	106	4.47
Clarity	373	4.44	225	4.51	191	4.38	106	4.44
Interesting	373	4.14	225	4.01	191	3.93	106	3.83
Believable	373	3.50	225	3.26	191	3.33	106	3.25
Attention	373	3.51	225	3.28	191	3.36	106	3.15
Convincing	373	3.27	225	3.08	191	3.07	106	2.71
Retention	373	3.36	225	3.06	191	3.25	106	2.80
Memorable	373	3.12	225	2.89	191	3.01	106	2.67
Action	373	2.92	225	2.59	191	2.91	106	2.82
Valid N (list wise)	373		225		191		106	

Table 4: Test Statistics ^{a, b} for Occupation

	Chi-Square	df	Asymp. Sig.
Informative	1.126	3	.771
Appealing	1.181	3	.758
Clarity	2.276	3	.517
Interesting	6.779	3	.079
Believable	6.999	3	.072
Attention	9.114	3	.028
Convincing	17.032	3	.001
Retention	17.581	3	.001
Memorable	10.774	3	.013
Action	11.031	3	.012

- a. Kruskal Wallis Test
- b. Grouping Variable: Occupation

Impact of Print Media – Education wise analysis

The data is analyzed from respondents’ education perspective to know the impact of print media on the respondents with different educational background. For the same, first of all check was carried to know whether the data is normal or not. For checking the normality of the data, hypothesis is -

Ho: Data is normal.

The Kolmogorov-Smirnov Test is carried out to test whether the data is normal or not. The Kolmogorov-Smirnov Test (Table – 4) revealed that the data is not normal as the p-value is less than 0.05. Therefore, Kruskal Wallis Test is undertaken to test the hypothesis.

Ho: There is no significant difference in the impact of print media on the respondents with different educational qualification.

The test statistics reveals that the elements of impact such as – Informative, Appealing, Clarity, Interesting, Believable, Attention, Convincing and Retention, are having p-value greater than 0.05. This can be examined from the Table – 6 Test Statistics for Education. Therefore, the null hypothesis is accepted for these elements of impact and can conclude that there is no significant difference in the impact of print media on the respondents with different educational background. This is even validated with the help of the mean values (Table – 6) for the given elements. Respondents with different educational background are found to be agreeing with above mentioned elements and the differences in their responses is also not much varying one. But the mean score for the elements of impact believable, attention and convincing stood to be a lot less in comparison to elements of impact – ‘informative’, ‘appealing’, ‘clarity’ and ‘interesting’.

Whereas, the elements of impact such as – Memorable and Action have p-value less than 0.05, therefore the null hypothesis is rejected for these elements of impact and can be concluded that there is significant difference in the impact of print media on the respondents with different educational background. This is even validated with the help of mean values for these elements which can be viewed in the Table no: 5 Descriptive Statistics. In this case, respondents with educational qualification less than 10 + 2 have agreed the most regarding the element of impact – Memorable and Action. In most of the cases it is followed by respondents with 10+2, respondents with graduation and then respondents with post graduate qualification in that order. Respondents with post graduate and graduate qualification have shown their disagreement for these elements of impact.

Table 5: Test of Normality for Education

	Education											
	Post Graduation			Graduation			10 + 2			< 10 + 2		
	Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.	Statistic	Df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.
Informative	0.474	372	0.00	0.483	194	0.00	0.487	141	0.00	0.433	188	0.00
Appealing	0.396	372	0.00	0.398	194	0.00	0.429	141	0.00	0.378	188	0.00
Clarity	0.378	372	0.00	0.409	194	0.00	0.393	141	0.00	0.354	188	0.00
Interesting	0.231	372	0.00	0.268	194	0.00	0.252	141	0.00	0.27	188	0.00
Believable	0.155	372	0.00	0.162	194	0.00	0.171	141	0.00	0.169	188	0.00
Attention	0.16	372	0.00	0.172	194	0.00	0.201	141	0.00	0.182	188	0.00
Convincing	0.183	372	0.00	0.184	194	0.00	0.2	141	0.00	0.166	188	0.00
Retention	0.185	372	0.00	0.177	194	0.00	0.174	141	0.00	0.182	188	0.00
Memorable	0.206	372	0.00	0.215	194	0.00	0.172	141	0.00	0.191	188	0.00
Action	0.164	372	0.00	0.169	194	0.00	0.19	141	0.00	0.191	188	0.00

Table 6: Descriptive Statistics – Education

	Education							
	Post Graduation		Graduation		10 + 2		< 10 + 2	
	N	Mean	N	Mean	N	Mean	N	Mean
Informative	372	4.71	194	4.72	141	4.71	188	4.56
Appealing	372	4.53	194	4.57	141	4.62	188	4.48
Clarity	372	4.44	194	4.54	141	4.50	188	4.32
Interesting	372	3.97	194	4.10	141	4.04	188	4.05
Believable	372	3.28	194	3.49	141	3.41	188	3.41
Attention	372	3.30	194	3.40	141	3.45	188	3.43
Convincing	372	3.02	194	3.11	141	3.11	188	3.29
Retention	372	3.12	194	3.14	141	3.16	188	3.43
Memorable	372	2.86	194	2.90	141	3.05	188	3.26
Action	372	2.71	194	2.75	141	2.91	188	3.06
Valid N (list wise)	372		194		141		188	

Table 7: Test Statistics ^{a, b} for Education

	Chi-Square	Df	Asymp. Sig.
Informative	6.299	3	.098
Appealing	2.540	3	.468
Clarity	4.828	3	.185
Interesting	2.547	3	.467
Believable	4.115	3	.249
Attention	2.791	3	.425
Convincing	5.435	3	.143
Retention	7.221	3	.065
Memorable	11.437	3	.010
Action	10.473	3	.015

- a. Kruskal Wallis Test
- b. Grouping Variable: Education

Finding and Conclusion

Respondents with different occupation agreed for elements of impact such as ‘informative’, ‘appealing’, ‘clarity’, ‘interesting’ and ‘believable’. Here the respondents who were professional agreed the most followed by service, business and students. Similarly respondents who do service agreed the most for ‘attention’, ‘convincing’, ‘retention’, and ‘memorable’. All the respondents almost disagreed for ‘action’.

Respondents with different educational background agreed for the impact of print media on the purchase of consumer durables, except the following elements of impact i.e. memorable and action. The respondents with educational background such as graduation and qualification less than 10+2 were the one who agreed the most followed by 10+2 and post graduation.

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