

How Online Ads Impact Students' Consumer Behavior

Group 8

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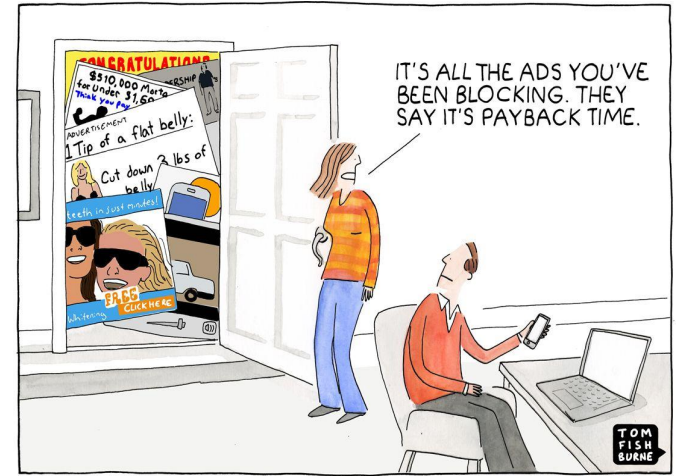


Agenda

- Introduction and Research Questions
- Population, Sampling, Recruitment and Response
- Data Analysis
 - Descriptive Statistics
 - Inferential Statistics
- Limitations
- Q&A

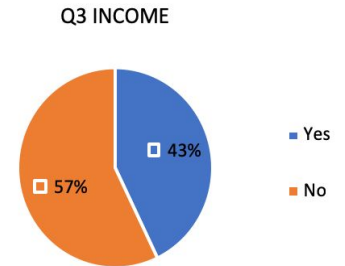
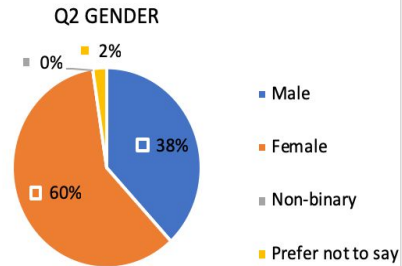
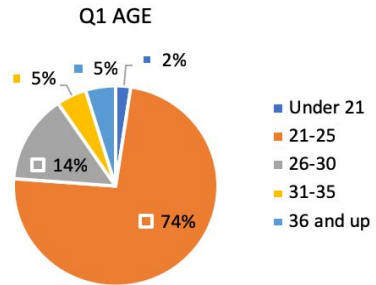
Introduction

- **Purpose:** Why online advertising?
 - Our heavy internet usage
 - Multiple sources and formats of advertisements
 - Effectiveness of current strategies
- **Population:** Undergraduate and graduate students
- **Sample:** UT Austin undergraduate and graduate students
- **Recruitment:** Qualtrics survey emailed to teams' UT student networks and acquaintances, as well as social media apps
- **Response:** 42 responses



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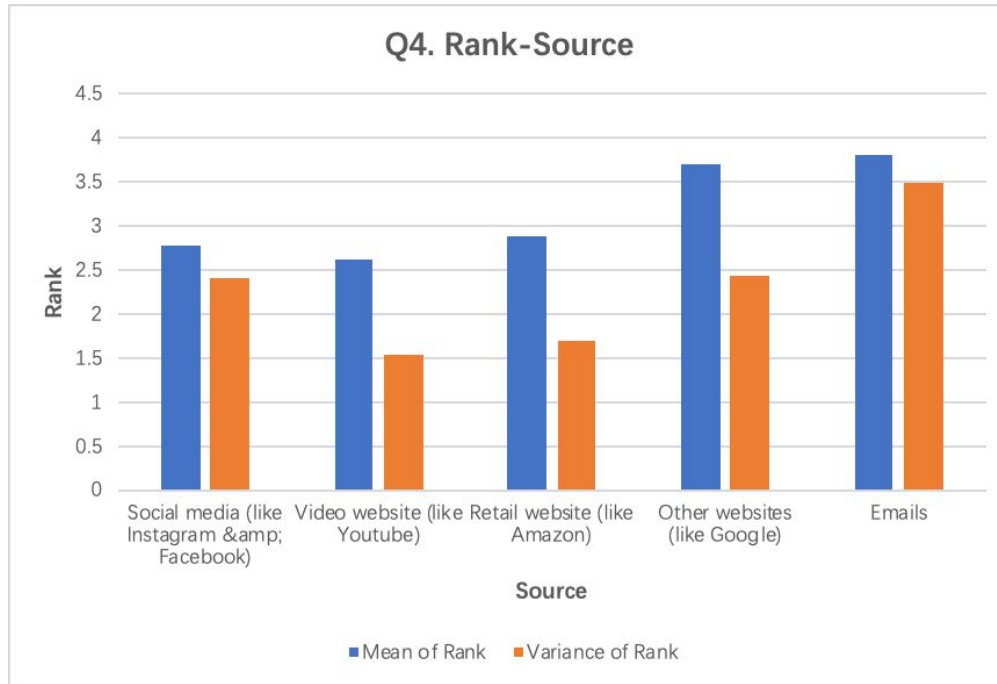
Demographics of Respondents



Research Questions

- What are the students' preferences for online advertisements?
- What are the students' attitudes towards personalized ads?
- Do students have different reactions after being exposed to online ads, particularly certain groups of students?
- How do students judge their purchases after exposure to online ads?

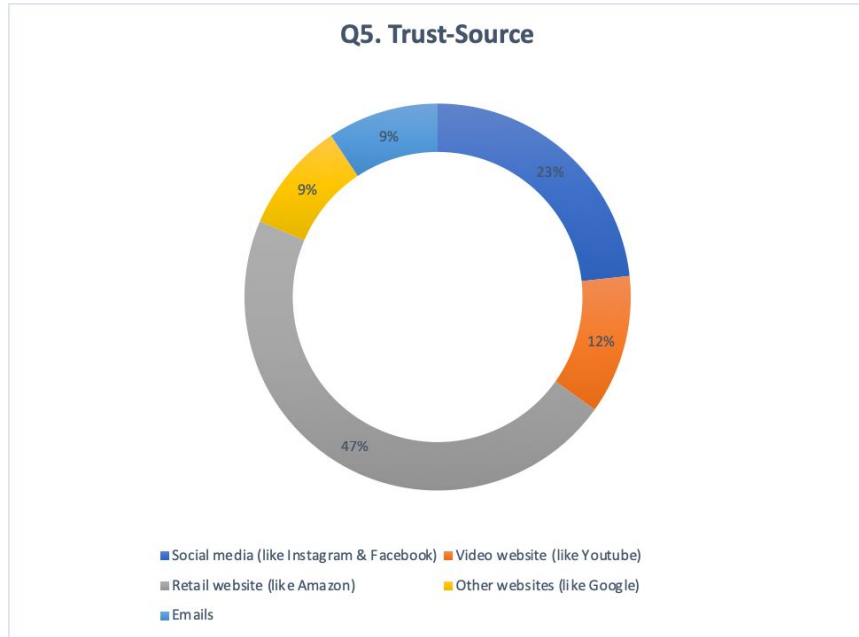
Descriptive Statistics



Q: “Rank the sources of online ads they frequently meet (1 stands for most frequently).”

Insights: Mean and variance of the rank results.

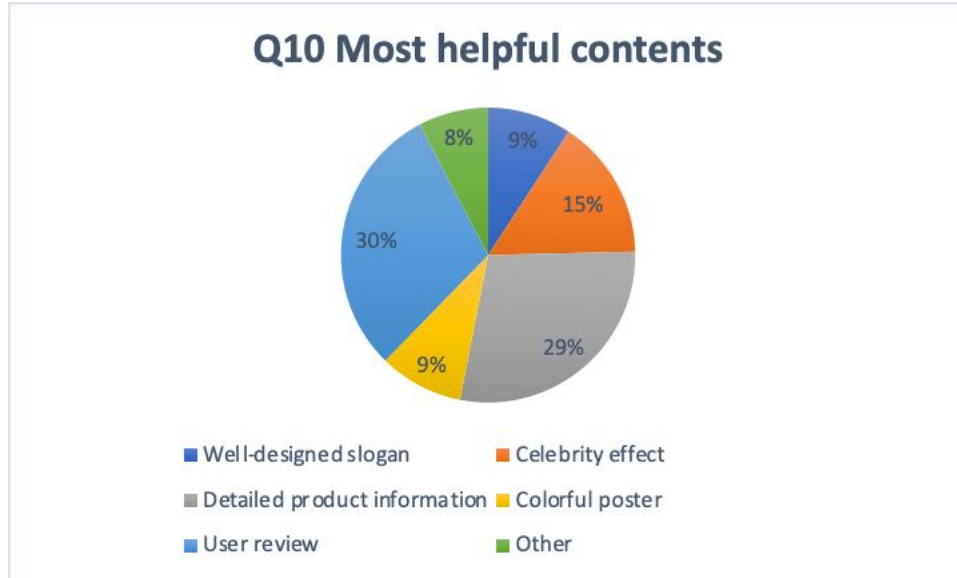
Descriptive Statistics



Q: "Rank their trust on online ads from different sources."

Insights: Percentage of students who have most trust in online ads from a certain source.

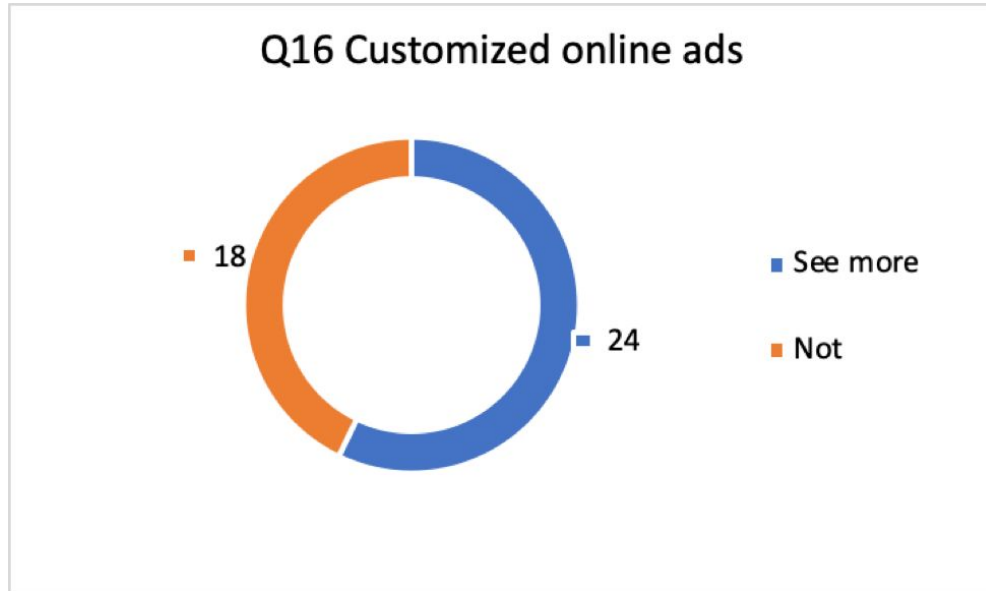
Descriptive Statistics



Q: “Chose three contents of online ads which are most helpful in their decision to purchase.”

Insights: Detailed product information and user review are most helpful information for students rather than well-designed slogan or colorful poster.

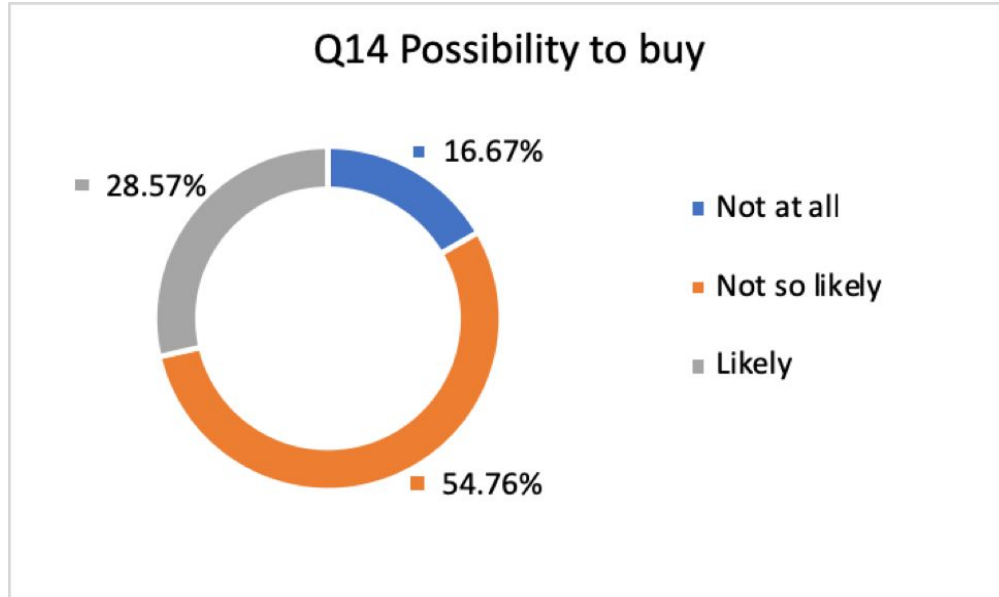
Descriptive Statistics



Q: "Would you like to see more customized online ads?"

Insights: The ratio of students who would like to see more customized online ads in the future to those who wouldn't is near 3:2.

Descriptive Statistics



Q: "How likely are you to eventually buy something after repeatedly seeing the same item?"

Insights: most students' attitudes toward customized online ads are vacillating, and it could depend on the specific items advertised or the situations in which they view them.

Inferential Statistics

Q: “Do students have different reactions after being exposed to online ads, particularly certain groups of students?”

Methods: Independent Sample T test & Spearman’s rho correlation

Demographic Features:

Gender: Male & Female

Age: Under 21

21-25

26-30

31-35

36 and up

Attitudes:

- Helpfulness
- Relevance
- Reliable



Impulsive Purchase Behaviors

Inferential Statistics

Analysis Result - Gender

		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q7helpful	Equal variances assumed	.064	.802	-2.827	39	.007	-1.633	.577	-2.801	-.464
	Equal variances not assumed			-2.820	31.867	.008	-1.633	.579	-2.812	-.453
Q8relevant	Equal variances assumed	1.684	.202	-2.462	39	.018	-1.648	.669	-3.001	-.294
	Equal variances not assumed			-2.384	28.725	.024	-1.648	.691	-3.062	-.233
Q9reliable	Equal variances assumed	.509	.480	-2.819	39	.008	-1.665	.591	-2.860	-.470
	Equal variances not assumed			-2.812	31.852	.008	-1.665	.592	-2.871	-.459

P Value < 0.05

Null hypothesis: there is no significant difference in attitudes of male and female for online advertisements.

Refused!



		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q20impulsive	Equal variances assumed	7.744	.008	.917	39	.365	.213	.232	-.256	.681
	Equal variances not assumed			1.000	38.899	.323	.213	.213	-.217	.642

P Value > 0.05

Null hypothesis: there is no significant difference in impulsive purchase behaviors between male and female.

Accepted!



Inferential Statistics

Analysis Result - Age

Correlations

		Age	Q7helpful	Q8relevant	Q9reliable	Q20impulsive	
Spearman's rho	Age	Correlation Coefficient	1.000	-.066	-.188	.034	-.101
		Sig. (2-tailed)	.	.677	.233	.832	.525
		N	42	42	42	42	42
	Q7helpful	Correlation Coefficient	-.066	1.000	.789**	.783**	-.387*
		Sig. (2-tailed)	.677	.	.000	.000	.011
		N	42	42	42	42	42
	Q8relevant	Correlation Coefficient	-.188	.789**	1.000	.683**	-.265
		Sig. (2-tailed)	.233	.000	.	.000	.090
		N	42	42	42	42	42
	Q9reliable	Correlation Coefficient	.034	.783**	.683**	1.000	-.362*
		Sig. (2-tailed)	.832	.000	.000	.	.018
		N	42	42	42	42	42
	Q20impulsive	Correlation Coefficient	-.101	-.387*	-.265	-.362*	1.000
		Sig. (2-tailed)	.525	.011	.090	.018	.
		N	42	42	42	42	42

Spearman's rho Correlation

There is no significant correlation between age and other factors.

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

* . Correlation is significant at the 0.05 level (2-tailed).

Limitations

- **Sample:** 42 students, cover 16 male students (38%) and 25 female students (60%)
- **Questions:** some questions and choices cannot collect effective results
- **Open-ended question:** not enough complete answers
- **Rank question:** some students only kept the original order pattern

Q&A