“Y” Did You Buy That?

A Study of Factors that Influence Generation Y’s Buying Decisions

ADV530

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ABSTRACT

This study examines what factor contribute to the buying decisions of teens with regards to brand recognition. In addition, this study examines the influence that teens have on their parents' buying decisions. Results indicate significant difference in some high schools with regard to brand recognition. Also, the results demonstrated that there is significance in the ways in which teens obtain information about brands. Significant differences were found among high schools on how teens influence their parents' buying decisions. Also, results that measure teen's opinions about a product vary depending on the brand showed both positive and negative correlation. Results substantiate that even though brand recognition is a factor in teen buying decisions, it is not the dominant factor. Implications for retailers and marketers are cited and recommendations for future studies are discussed.

"Why did you buy that?" As teenagers, many of us heard our parents ask this question while scratching their heads in amused bewilderment. However, as today's teens are spending more, marketers are starting to ask "'Y' did you buy that?" in reference to the growing influence that members of Generation Y have on buying and spending habits. Bloch, Ridgway and Dawson (1994) define the term "Generation Y" as the cohort of Americans born roughly between 1980 and 1995. Although research on buying decisions and message retention has been ongoing for years, the number of studies about the buying decisions of teenagers is relatively small considering the impact teenagers have on current trends (Feinberg & Meoli, 1991; Bloch, Ridgway & Dawson, 1994).

Surprisingly, few published studies mention the impact teenagers have on what their parents or other mature shoppers purchase. Most studies have focused on mature shoppers because many researchers believe that this group of consumers control the money; therefore, they make the buying decisions. This way of thinking has begun to change. As more teenagers are entering the workforce and trying to establish themselves as individuals, they are now making the decisions regarding what they want to purchase and may even be influencing their parents' purchases (Moschis & Smith, 1985).

LITERATURE REVIEW

Generation Y is the most interracial, cross-cultural, and inter-ethnic of any generation in America's history (Deutsch, 1999). Moreover, this cohort is making an impact economically and culturally on the American market, and researchers are just now beginning to understand why. The purpose of this study is to determine what factors influence the buying decisions of teens and if teens influence their parents' buying decisions.

This study begins by looking at how brands become associated with a specific company or service and how these brands become universally accepted by teens. To help explain how teens interact with these symbols and how they are interpreted, this study first looked at the Symbolic Convergence Theory (SCT). According to Bormann (1985), SCT explains how humans interact with their environments and each other to form meaningful relationships between what they experience as a collective and how they interpret those experiences into communication using a "fantasy" construction. In other words, SCT explains how humans look at a specific symbol and associate that symbol to a specific word or phrase that is universally accepted.

Bormann (1985) also noted that when groups, large or small, begin to recognize and utilize similar communication structures, symbolic convergence has begun. For example, local vernaculars and colloquialisms become commonplace in a geographic or ethnocentric area as when young girls adopts the phrase "That's Hot" after watching an episode of The Simple Life.

Expanding Bormann's research, Cragan and Shields (1992) noted that Symbolic Convergence Theory possesses a tripartite structure. It is a "discovery of the recurring forms of communication indicative of a shared group consciousness; explanation of why group consciousness begins, rises and is sustained, providing meaning emotion and motive for members of a symbolic community; and explication of the process of how people come to share a common symbolic reality." (Cragan & Shields, 1992, p. 199)

In addition to the tripartite structure, Cragan and Shields (1992) defined four basic concepts of SCT: fantasy theme, symbolic cue, saga and fantasy type. The fantasy theme is the initial unit of analysis for the use of SCT. It depicts the subsequent dramatic structural elements of rhetorical visions. Symbolic cues are the recall initiator for previously shared fantasies.

These cues may be a code word, phrase, slogan or even a nonverbal sign or gesture (Cragan & Shields, 1992). Sagas are the symbolic documentation of some entity (person, organization or nation) from its genesis to its demise (Csapo-Sweet & Shields, 2000).

Cragan and Shields (1992) also noted that fantasy types are the “work horses,” making available to groups frames of reference for the interpretation of new events. It is important to note that while fantasy themes are the building blocks of symbolic convergence, “fantasy types” often serve a more important role in helping members of rhetorical communities symbolically understand and explain new events in dramatic form (Stone, 2002, p. 232). Stone (2002) also notes that fantasy themes compile on one another to form rhetorical visions that provide greater meaning and broader perspective than the fantasy types alone.

For example, a brand is the symbolic embodiment of all the information connected with a product or service (fantasy theme). A brand can include a name, logo, or other visual elements such as images or symbols (symbolic cues). It can also encompass a set of expectations associated with a product or service, which typically arise in the minds of people (saga). Once a brand becomes widely known in the marketplace, it acquires brand recognition (fantasy type). The goal of brand recognition is to identify a brand without the name of the company present. For example, when consumers see an item with Mickey Mouse on it, most will immediately associate that item with Disney. As Bormann (1985) stated in the Symbolic Convergence Theory, when this happens, symbolic convergence has begun.

Next, the study focused on what influences the buying decisions of teens. Harwood (1999) suggests that the Uses and Gratification Theory can be applied. According to Harwood (1999), not only do teens purchase items that fit a particular need, but they also purchase items in an attempt to be accepted by their peers, feel more attractive to the opposite sex, show empowerment or individualism and for socially conscience motives. The Uses and Gratifications Theory developed by Blumler and Katz (1974) stated that media users play an active role in choosing and using the media, take an active part in the communication process and are goal-oriented in their media use. Blumler and Katz (1974) noted that media users seek out a media source that best fulfills a need. Uses and Gratifications Theory assumes that the user has alternate choices to satisfy that need. Blumler and Katz posit their theory as a way of choosing media, but we can easily apply the Uses and Gratification Theory in cases such as buying decisions or spending habits.

On the other hand, Allison (2004) suggested that teens are influenced by the increased product descriptions and branding. She noted that when teens were presented with an item titled by the category (e.g., breakfast cereal) and then an item title by a brand name (e.g., Kellogg's Extreme Chocos), they were more apt to try the brand name. Allison also noted that teens are more aware of brands and often make their decisions based on recognition of a specific name.

Similar research by Deutsch (1999) noted that a brand's logo could influence what teens purchase. High school students tend to like clothing with prominent logos (*Wall Street Journal* 2001). Deutsch used the Hilfiger brand as an example of logo branding but other companies, such as Abercrombie & Fitch, Hollister, Aeropostale and Old Navy, have begun branding their clothes with their screened logos or embroidered monikers. It would be very difficult to go to a shopping mall and see teens who are not wearing a moose (Abercrombie & Fitch), a seagull (Hollister), a butterfly (Aeropostale's women's line), a bulldog (Aeropostale's men's line), or a stag (Old Navy) somewhere on their clothing (Katz 2005). However, teens are not the only people seen wearing these branded products. Researchers are starting to see members of Generation X and Baby Boomers wearing brands that are typically worn by Generation Y

(Manning-Schaffel 2002). Which offers the question, is this just a case of adults trying to look young and "hip" - - or is this an example of Generation Y influencing the buying decisions of adult consumers?

Tracking the influence teens have on their parents' buying decisions has been limited at best. Until recently, buying and decision-related research has predominately used "adult" samples in studies while virtually ignoring the views and attitudes of younger consumers. For example, in Taylor and Cosenza's (2002) study on shopping malls, it is interesting that they only researched adult consumers and their spending habits while ignoring the group that seems to utilize the mall the most - - teenagers. Unfortunately, it is not known whether these results can be applied to teens.

Yet, by looking at teen-related buying behavior research, in some ways the results of Taylor and Cosenza's (2004) research mirror this research. Current research indicates that more teenagers are purchasing their own products and making their own decisions (Reynolds, Ganesh & Luckett, 2002; Marketing News, 1997; Burns & Warren, 1995). Nichols (2002), in a study comparing teenagers' spending habits across a six-year period, noted that even though teenagers are going shopping less frequently, they are making more purchases today than they did in the past. Some retail executives and academics have noted this change in consumer buying patterns and have recognized that advertisers may have to change and adapt to stay competitive in the marketplace (Nichols, 2002).

Even though advertisers sometimes view younger consumers as having little influence on the spending habits of others, there is some research that shows otherwise. Horovitz's (2002) research noted that Generation Y consumers spend an average of $30 dollars during every trip to the mall. As a cohort, their spending power exceeds $200 billion and they influence another

$300 billion to $400 billion in family purchasing. Marketers are learning that teens can be very persuasive once inside stores (d'Astous, Maltais & Roberge 1990).

However, the issue retailers want to answer is how to get the teens in their stores. Marketers recommend clever and catchy advertising that appeals to the teen population. Evans (2002) pointed out that teens have a steady diet of information 24/7 through a variety of channels. Sports stars, pop stars and movie stars all influence the attitudes among teens. In addition, advertisers are well aware that today's kids are tomorrow's adult consumers and that tapping into the teen psyche at an early age can build brand loyalty for later years. Moreover, with kids having this influence on household spending, getting the message right can help teens influence their parents while at the same time building brand loyalty (Evans & Toth, 2002).

There is a growing amount of research associated with how to market to Generation Y consumers, but there is not much information about which factors influence teen buying decisions or the influence teens have on their parents. Therefore, this study will look at the following:

RQ1: How does brand recognition contribute to the buying decisions among teens?

RQ2: How does the media and fantasy types influence the way teens obtain messages about brands?

RQ3: How do teens influence their parent's buying decisions with regards to brand recognition?

RQ4: How does gender affect teens' buying decisions with regards to brand recognition?

RQ5: How does where students attend high school affect their buying decision with regards to brand recognition?

METHOD

A survey was conducted to gain insight to how brand recognition influences the buying decisions among high school seniors. It was also used to gain insight to the influence that teens have on their parents buying decisions. This method of collecting data was chosen because it allowed the participants to rate their responses about how different brands may influence their decisions and what media types are more effective in reaching them. The questionnaire focused on the Generation Y cohort, specifically graduating high school seniors 18 years of age or older.

Participants

The questionnaires were administered to four Knox County High Schools during the week of April 17, 2006 through April 22, 2006. The questionnaires were distributed to pre-selected groups of graduating seniors at Bearden High School, Carter High School, South Doyle High School and Farragut High School. Each high school's administration selected the groups to which the questionnaires were to be administered. The total number of students for this study consisted of 427 graduating seniors at Bearden, 215 graduating seniors at Carter, 332 graduating seniors at South Doyle and 776 graduating seniors at Farragut for a total population of 1,750 students. A total of 117 questionnaires were returned from Bearden, 78 were returned from Carter, 43 were returned from South Doyle, and 96 were returned from Farragut. The final survey response was 335, resulting in a 19.1% total response rate. It is important to note that only graduating seniors, age eighteen and older, were able to participate.

Procedures

First, the questionnaire was pre-tested among 20 high school seniors. The purpose was to see how long it would take a student to complete the questionnaire, as well as, to provide feedback on comprehension of the content. Second, permission was granted by Knox County

Schools to allow students to participate in this survey. Third, permission was granted by the principal of each high school to allow his/her students to participate. Once approval was gained, each school's administrators then selected which classes or school functions to which the questionnaires would be administered.

A nine-page questionnaire served as the research instrument and was administered to graduating seniors at the four high schools. In the cover letter , students were informed about the purpose of the project, who was conducting it, and the possible benefits of completing the questionnaire. Students were then advised that they must be at least 18 years of age or older to participate in the questionnaire. In addition, students were assured anonymity and confidentiality and were given a chance to decline participation once they received the questionnaire. No incentive was given for completion of the questionnaire.

Operationalism of the Variables

Four categories of variables were examined in this study: media and fantasy types, teen buying decisions, influence on parents' buying decisions, and brand recognition. The first category consisted of questions that pertained to ***media and fantasy types***. Participants were asked to rate their responses on how strongly they agree or disagree with statements about what type of media influences their purchasing or are most effective in catching their attention. Participants were then asked to rate their responses on how strongly they agree or disagree with statements about their personal views on items they purchase and how these items make them "feel."

The second category focused on factors that may influence ***buying decisions***. Participants were asked to view five advertisements for different brands of clothing. Participants were then asked to rate their responses on how strongly they agree or disagree with the statements. The statements were the same for all five advertisements and focused on the attitude the participants had toward the advertisement they were currently viewing.

The third category consisted of statements that focused on the influence the participants have on their ***parents' buying decisions***. As in the second category, the participants were shown five different advertisements for "popular" brands. Participants were then asked to rate their responses on how strongly they agree or disagree with the statement that the participant's parents would purchase the item shown if they asked them.

The final category addressed ***brand recognition*** and, in particular, if the participants could correctly identify "popular" brands. Participants were first asked to look at seven different logos and correctly list the brand to which they were associated. Brands representing three generational cohorts were used to see if the participants could recognize not only brands that target teens but also brands that target Generation Xers and Boomers. Most of the demographic response selections were categorical – except for age and media responses (due to the age limit of this study, participants were asked to write in their age for verification purposes). In addition, participants were asked to write in their favorite television programs, radio stations and magazines to help establish a pattern as to which media type or source is most effective in advertising to teens.

RESULTS

After the questionnaires were completed, the data were entered into SPSS for analysis. Intercoder reliability was established by assigning numbers to each question for coding purposes. All those responsible for entering the data agreed upon and used this coding system. In addition, after the results were entered, random questionnaires were chosen and matched up with the corresponding data row to make sure that the information was input and coded correctly. Once completed, the data were compared to previously gathered secondary data to verify if responses matched patterns for the general population.

Profile of Respondents

The final number of participants was 335, resulting in a 19.1% response rate. The sample is relatively gender-balanced: 56% are male and 44 % are female. *(See Chart 1)* An overwhelming majority of the sample was Caucasian (84%) followed by Afro-Americans (9%), Asians (1.5%) and Hispanic (0.5%). Seventeen respondents chose either "Other" or did not answer. *(See Chart 2)* Nearly 60% of the respondents (n=197) stated that they are employed.

Shopping and Spending Habits of Respondents

Respondents were more likely to shop at large retail stores, such as Wal-Mart, Target, and Kmart as opposed to Outlet Store, which are usually brand specific. More than a third of the participants stated that they shopped at larger retailers, while about a fourth shop at department stores (e.g., JCPenney, Belks, Dillards) and outlets (e.g., Old Navy, Polo, J. Crew, Abercrombie & Fitch). With regard to amount of time spent shopping, more than three-foruth spend three hours or less shopping per week, with 53% of respondents (n=178) spending less than one hour shopping. Nearly three-fourths of the respondents spend $75 or less per shopping trip. Of that total, 32% of the respondents (n=106) spent between $25 and $50 per shopping trip. Results from a t-test demonstrate that the means for overall spending ($F(2, 325) = 0.525$, $p < 0.478$) and store type ($F(2, 316) = 1.228$, $p < 0.269$) have no significance with regards to genders. However, the t-test did demonstrate that the means for the time that females spent shopping did significantly differ ($F(2, 323) = 16.788$, $p < 0.000$). Results from an ANOVA demonstrate significant among the schools by store types ($F(2, 317) = 9.69$, $p < 0.000$) and the amount of time spent shopping ($F(2, 324) = 4.88$, $p < 0.02$). *(See Table 1)*

Media and Fantasy Types

The analysis of the media type response reveals that most of the respondents rated the Internet as the best source for getting information about goods and services, followed closely by television. Nearly two-thirds of respondents agreed or strongly agreed with the statement that the Internet is a good source of information. Just over half of the respondents rated television advertising as the easiest way to become familiar with trends and styles. *(See Table 2)* Respondents were asked to write in their favorite television show and the network it aired on. Although the programs varied, a dominant theme was that most of the shows were aired on cable stations, not broadcast networks. Respondents rated radio advertisements as the least effective way to obtain information about products or services. 31% of the respondents said that radio commercials caught their attention and only 15% agreed or strongly agreed that they obtained information from radio advertisements. Even though respondents were less likely to obtain messages on the radio, when asked what their favorite radio station was, three stations were most common: 107.7 WIVK, HOT 104.5, and 94.3 the X. An independent t-test showed no significant difference between gender. However, an ANOVA did demonstrate significant differences among high schools regarding the Internet ($F(2, 329) = 10.008$, $p < 0.000$) and on the radio as being a good way to obtain information ($F(2, 329) = 4.357$, $p < 0.025$).

The analysis of personal views of the respondents revealed that function is more important than fashion. Over half of the respondents agreed or strongly agreed that the utility/usefulness is more important than style, as compared to only 11% who disagreed or strongly disagreed. Results also revealed that teens are less likely to make a purchase based on what others think. Only about 20% of the respondents stated that they made purchases based on how they would be perceived by others. Results also revealed that teens were divided on sharing similar and dissimilar opinions. When asked if sharing similar opinions on goods and services to those around them gave them a since of belonging, 40% agreed and 19% disagreed. Respondents were also asked if sharing dissimilar opinions provided a sense of individualism. 40% agreed, while 11% disagreed.

Teen Buying Decisions

Participants were asked to look at advertisements for five different brands and to rate how strongly they agree or disagree with statements about factors that might influence their purchase of that particular brand. The questions for each advertisement were identical. The responses revealed that the Polo Jeans advertisement is the only one that a majority of respondents (32.8%) said would entice them to purchase that brand. In looking at the analysis of the other advertisements, nearly 60% for the American Eagle advertisement, 71% for Levi's, 52.5% for Tommy Hilfiger, and over half for Abercrombie, responses showed that advertisements did not entice them to purchase that brand.

The analysis also revealed that participants are less likely to wear clothing from the Levi's brand. Only 32% of the respondents agreed or strongly agreed that Levi's was a brand that they would wear, as opposed to 46.1% who disagreed or strongly disagreed. However, nearly two-thirds of the respondents stated that they would wear the Polo Jeans brand.

Another key point was that celebrities promoting the products did **not** influence teen purchases. Nearly two-thirds of the participants disagreed with the statement that if a celebrity wore that product, they would be more apt to purchase it. There was significant difference among high schools with regards to celebrity endorsements for all ads except Levi's. The largest significant difference was between Carter and Bearden schools.

Influencing Parent's Buying Decisions

At the end of each advertisement, participants were asked to rate how strongly they agreed or disagreed with the statement that their parents would buy that particular brand if asked to purchase it. Analyses revealed that over 50% of the respondents agreed that if they asked their parents to purchase any of the brands advertised, then their parents would purchase that item. The only exception is Abercrombie. Even though a majority of the respondents (44%) stated that their parents would buy this product if asked, 38% stated that their parents would not buy this product if asked. An ANOVA demonstrated that there was significant difference among the high schools on the how they influence parents' buying decisions with regards to American Eagle ($F(2, 330) = 4.522$, $p < 0.027$), Levi's ($F(2, 329) = 8.374$, $p < 0.000$) and Polo Jean ($F(2, 330) = 7.514$, $p < 0.001$). According to the Tukey HSD, the largest difference was between Farragut and Carter among all three ads.

Brand Recognition

The results of these responses revealed that most of the participants easily recognize brands that are popular among their generational cohort, but brands from other cohorts, especially the Boomer Generation, are not as easily recognized. Nearly 93% of the participants were able to recognize the American Eagle brand, which is a Generation Y-specific brand, while only 10% of participants were able to correctly identify Brooks Brothers, which is predominantly a Boomer generation brand. Results also revealed that both the Generation X brands, Polo and Tommy Hilfiger, were easily recognized and that 90% of the participants were able to correctly identify Polo. However, the two cross-generation brands, Levi's and LaCoste, were not as easily recognized. Only 38% of participants were able to correctly identify Levi's and only 45% correctly identified LaCoste. *(See Table 3)* An ANOVA demonstrated that there was significant differences between South Doyle and Farragut in correctly identifying Polo and Levi's and significant difference South Doyle and Bearden in correctly identifying Polo and Brooks Brothers.

Linear regression analysis revealed no **overall** influence of age with regards to the respondents opinion of the product and the advertisements presented; however, individual questions did show some influence between age and the respondent opinions of the products. The Abercrombie advertisement showed an overall significance (sig = 0.008) between the influence of age and opinions about the product. Enticement to purchase (B= -1.745, sig .004) and feelings of being cool (B=-1.928, sig .010) were significantly negative predictors of influence related to age, while celebrity endorsements (B=1.823, sig .003) showed a positive influence toward the purchase of the product. Age significantly predicted a negative influence with regard to Polo (B= -.37, sig .017) and the statement that measured the respondents' willingness to wear the brand. For American Eagle, age significantly predicted a positive influence (B=1.161, sig .028) among the products presented and a willingness to spend more money to acquire them.

CONCLUSION

The following conclusions can be drawn from this study. Generation Y are not any different when it comes to factors that influence respondents buying decisions. Like every cohort before them, teens purchase items they like. Brand is an important factor in the decision making process. Surprisingly, teens are not just purchasing brands that are associated with their generation. Polo Jeans was the brand that most teens said they would wear - - and it is perceived as a Generation X brand. In addition to brands, price, function and peer evaluation are also important factors that influence teen buying decisions. All of these factors mirror the results in

Taylor and Cosenza's (2004) study about adult shoppers. However, one result was very surprising: teens are not influenced by what celebrities are wearing or endorsing.

It is important to note that, even though the factors are similar, how teens gain information about products is different. As Evans (2002) pointed out, teens have a steady diet of information 24/7 through a variety of channels. Therefore, it is not surprising that Generation Y is using the Internet and television to get information about products and services. Teens have grown up in a world where Internet and cable television have always been available to them. Teens now have hundreds of channels to choose from and advertisers have more outlets to reach them. As such, having access to this much information has made teens more savvy consumers.

Because of this knowledge, other generational cohorts look to Generation Y for help in making purchases. Parents of these teens are looking and listening to their teens for advice on what to purchase. As results from this study indicate, over half of the participants agreed that their parents would purchase an item if they asked them too. Parents are listening to their teens when it comes to brands and are purchasing them accordingly.

Recommendations

Nichols (2002), in a study comparing teenagers spending habits across a six-year period, noted that teenagers are going shopping less frequently. The results from this study seem to mirror Nichols. Because of this trend, retailers will need to grab the attention of teens quickly. In addition, teens are spending less when they go shopping and, according to this study, they are not going to spend more for a specific brand. Retailers need to make prices affordable to stay within teen spending budgets and should not charge more for specific brands. Moreover, because teens are not brand loyal and will go to another brand that fits their needs and is within their budget, retailers need to find new ways to entice teens to purchase their products. Finally, as both Evans (2002) and this study reveal, teens are getting their information on the Internet and television. Marketers need to use both of these media types to promote products and services to teens. Also, since this study showed that cable networks were watched more then broadcast television, advertisers have more options and more channels to reach teens.

Limitations

One limitation was restricted access to Knox County Schools due to time and scope. The study examined schools from varied geographic locations to offer a diverse set of responses. However, due to the number of schools in Knox County and the time frame to complete this study, it was not possible to sample every high school (n=13).

A second limitation was that this is a sample of a single school district in one state. The results may be able to be generalized for all of Knox County, and perhaps the state of Tennessee, but to gain a better understanding as to how this study would apply to **all** teens, students in other states and school districts would be needed to be sampled. In addition, by sampling among different geographic locations, the study would be able to sample a more diverse population. The participants in this study were predominantly white. Although ethnicity was not a factor in any of the results in this study, by sampling a more diverse population the results may have been different.

Suggestions for Future Research

Given the information gathered from previous literature and what was learned from this study, further research should examine more closely the influence that Generation Y has on its parents' buying behaviors. A future study should focus on how teens influence their parents, how marketers are using teens to target parents, and the reasons parents can be influenced.

Another suggestion would be to explore the methods in which teens are making purchases. Many respondents in this study noted that they made their purchases online. As such, a future study could examine if teens are making purchases online or from actual storefronts. The study could determine why teens are using one method over the other.

A final area of research for examination is to determine where teens are getting the money to make these purchases. As Horowitz (2002) noted, Gen Y's spending power exceeds $200 billion. A future study could explore the rise of teens using credit cards and how advertisers are helping create a new generation of debt.

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Chart 1: Gender Distribution (N=335)

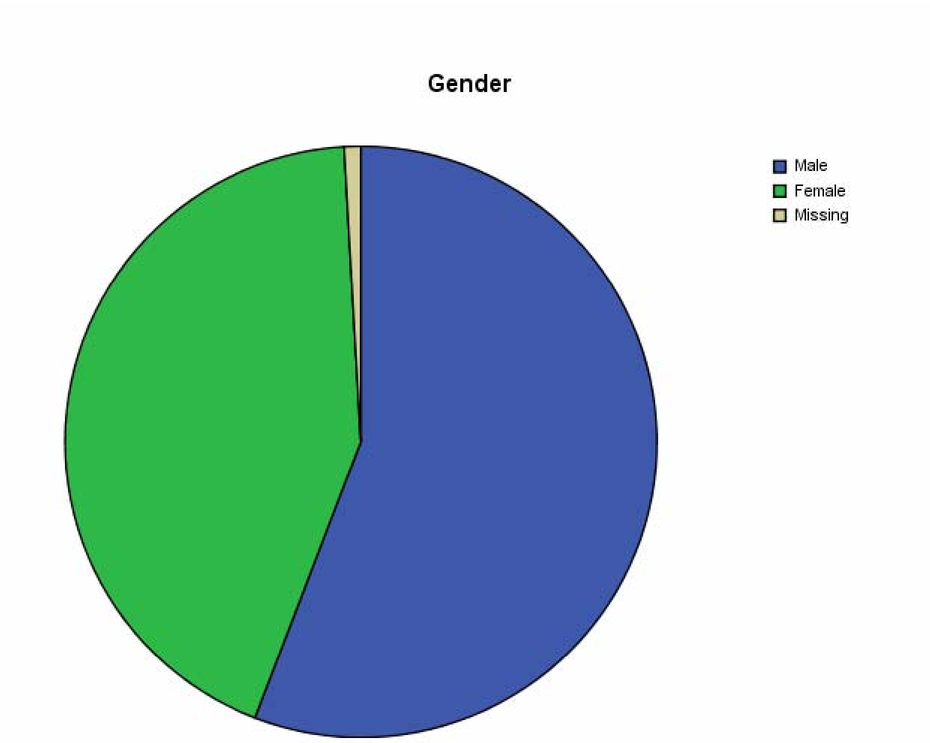

Chart 2: Ethnicity Distribution (N=335)

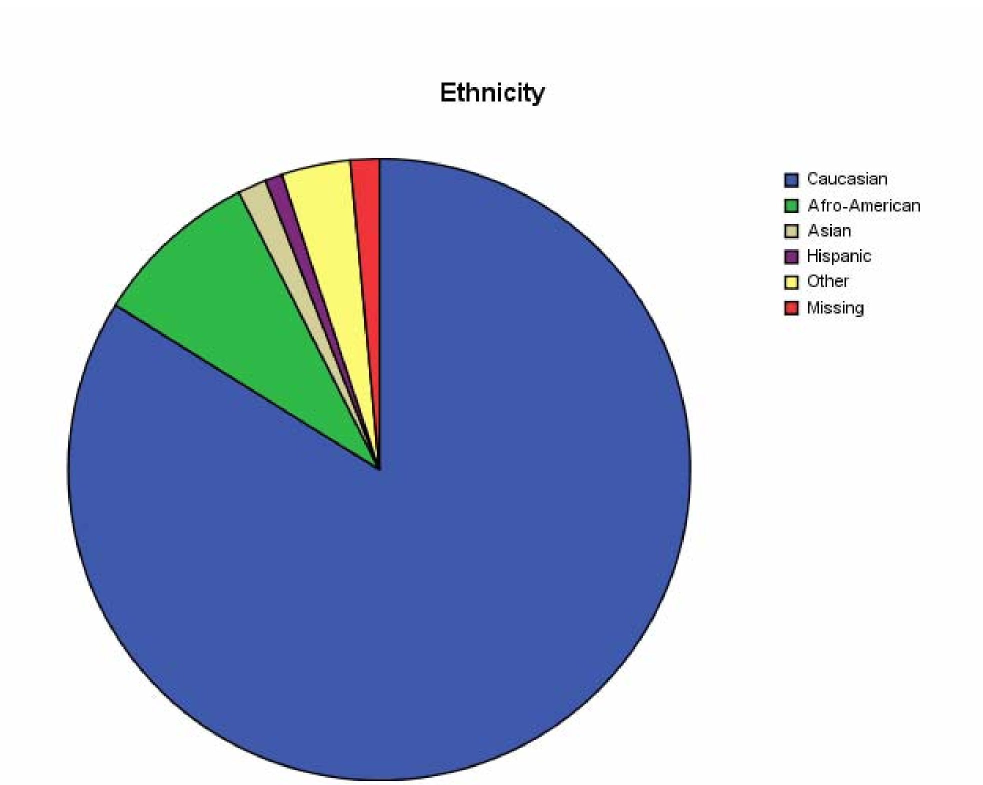

Table 1: Significant Difference in Spending Habits by High School

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) High School	(J) High School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Store Type	South Doyle	Carter	.069	.225	.990	-.51	.65
		Farragut	-.655*	.215	.013	-1.21	-.10
		Bearden	-.514	.211	.072	-1.06	.03
	Carter	South Doyle	-.069	.225	.990	-.65	.51
		Farragut	-.725*	.171	.000	-1.17	-.28
		Bearden	-.584*	.166	.003	-1.01	-.16
	Farragut	South Doyle	.655*	.215	.013	.10	1.21
		Carter	.725*	.171	.000	.28	1.17
		Bearden	.141	.152	.791	-.25	.53
	Bearden	South Doyle	.514	.211	.072	-.03	1.06
		Carter	.584*	.166	.003	.16	1.01
		Farragut	-.141	.152	.791	-.53	.25
Shopping Time	South Doyle	Carter	-.124	.191	.916	-.62	.37
		Farragut	.334	.185	.270	-.14	.81
		Bearden	.371	.180	.167	-.09	.84
	Carter	South Doyle	.124	.191	.916	-.37	.62
		Farragut	.458*	.152	.015	.07	.85
		Bearden	.495*	.146	.004	.12	.87
	Farragut	South Doyle	-.334	.185	.270	-.81	.14
		Carter	-.458*	.152	.015	-.85	-.07
		Bearden	.037	.137	.993	-.32	.39
	Bearden	South Doyle	-.371	.180	.167	-.84	.09
		Carter	-.495*	.146	.004	-.87	-.12
		Farragut	-.037	.137	.993	-.39	.32
Spend Shopping	South Doyle	Carter	-.259	.248	.723	-.90	.38
		Farragut	.129	.238	.949	-.49	.74
		Bearden	.117	.233	.959	-.48	.72
	Carter	South Doyle	.259	.248	.723	-.38	.90
		Farragut	.388	.196	.199	-.12	.90
		Bearden	.376	.190	.198	-.11	.87
	Farragut	South Doyle	-.129	.238	.949	-.74	.49
		Carter	-.388	.196	.199	-.90	.12
		Bearden	-.012	.177	1.000	-.47	.44
	Bearden	South Doyle	-.117	.233	.959	-.72	.48
		Carter	-.376	.190	.198	-.87	.11
		Farragut	.012	.177	1.000	-.44	.47

*. The mean difference is significant at the .05 level.

Table 2: Information Source Scores by High School (N=330)

HIGH SCHOOL	**TYPE OF MEDIA** *(reported in %)*			
	Internet	Television	Print	Radio
Bearden	70%	58%	43%	27%
Carter	55%	59%	49%	46%
Farragut	83%	52%	43%	25%
South Doyle	50%	66%	63%	26%
AVERAGE	65%	59%	50%	31%

Table 3: Brand Recognition Scores by Gender (N=335)

BRAND	**GENDER** *(reported in %)*	
	Male *(n=187)*	Female *(n=145)*
Polo	90%	90%
American Eagle	92%	96%
LaCoste	39%	53%
Levi's	36%	41%
Hilfiger	89%	91%
Abercombie	60%	79%
Brooks Brothers	13%	6%