

# **ROLE OF INTERNET ADVERTISING ON THE ADOLESCENT BUYING BEHAVIOUR**

A Thesis submitted to Gujarat Technological University  
for the Award of

**Doctor of Philosophy**

in

**Management**

By

**Arpita Majumdar**

179999903001

under the supervision of

**Dr. Trupti S Almoula**



**GUJARAT TECHNOLOGICAL UNIVERSITY**

**AHMEDABAD**

**OCTOBER –2026**

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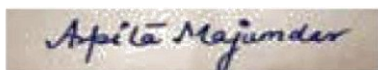
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Date: 05.10.2026

Name of Research Scholar: Arpita Majumdar

Place: Bathinda, Punjab

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Date: 05/10/2026

Name of Supervisor: Dr Trupti S Almoula

Place: Bharuch, Gujarat

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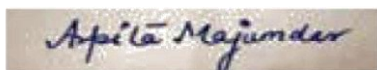


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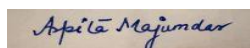
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## **ACKNOWLEDGEMENT**

Research is never an individual pursuit; it is a collective journey enriched by the guidance, support, and goodwill of many individuals. I take this opportunity to express my heartfelt gratitude to all who have contributed to the successful completion of this doctoral study.

At the very outset, I bow in deep reverence to the Almighty Lord Shri Mahavira for granting me strength, patience, and clarity throughout this long and enriching academic journey. His divine blessings have been a constant source of courage and inspiration.

I extend my sincere thanks and profound respect to my Research Supervisor, Dr. Trupti S Almoula, Professor University of Sustainable Technology, Vataria, Gujarat and former Dean of Management, Gujarat Technological University, Gujarat for her incessant, invaluable guidance, scholarly insight, and unwavering encouragement. Her constructive feedback, meticulous academic precision, and steadfast belief in my abilities have shaped the course and quality of this research. I express my heartfelt appreciation to my Doctoral Progress Committee Members Prof. (Dr.) Subhash Yadav, Associate Professor Narmada College of Management and Prof. (Dr.) Manisha Panwala, Retired Professor, Department of Business and Management Studies, Veer Narmad South Gujarat University, Surat—for their insightful comments, constructive suggestions, and continual academic support during the periodic reviews. Their valuable inputs strengthened both the methodological and conceptual framework of this study. My sincere thanks are also due to Prof. Dr. Hitesh Parmar, Assistant Professor Post Graduate Department of Business Management, Sardar Patel University, for his expert advice and thoughtful suggestions that enriched the theoretical and analytical dimensions of my work.

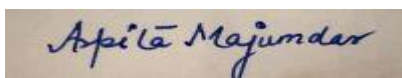
My heartfelt thanks go to Dr Gurinder Pal Singh Brar, Registrar, Maharaja Ranjit Singh Punjab Technical University for his unwavering motivation, and support. I also acknowledge the support of my Head of Department University of Business School, Maharaja Ranjit Singh Punjab Technical University Prof. Dr Pritpal Bhullar, whose motivation and understanding were a source of reassurance during the course of this research. I remain grateful to my colleagues and well-wishers Prof. Dr. Rozy Rani, Prof. Dr. Arshdeep Kaur, Prof. Dr. Aruna Gupta, Prof. Dr. Neetu Rani Prof.

Harpal Kaur, Subh Karman Kaur—for their constant encouragement, cooperation, and academic camaraderie. My sincere thanks go to my friends Prof. Dr Angshul Majumdar and Sandip Das for their encouragement, support, and motivation, which helped me remain focused and positive during challenging phases of this work.

I extend my heartfelt appreciation to Gujarat Technological University (GTU) and to the entire PhD Section for their timely cooperation, administrative assistance, and guidance throughout the doctoral process. Their support ensured smooth progression and adherence to academic standards at every stage of this research journey. I am deeply indebted to all the participants, especially the students and faculty members of all the schools and colleges for their cooperation during fieldwork and data collection. Their willingness, patience, and sincere responses made the empirical components of this study meaningful.

Above all, I owe immeasurable gratitude to my family for their unconditional love and support. My husband Soumesh Bhattacharya has been the pillar of my strength with his patience, encouragement, and unwavering belief in me. My sons, Binayak and Bedanta, filled this journey with joy, energy, and motivation through their smiles and innocence. This achievement belongs to them as much as it belongs to me.

I am also thankful to my alma mater—South Point High School, University of Calcutta and Haldia Institute of Technology for laying the strong academic foundation that inspired my lifelong engagement with learning and research. Finally, I dedicate this work to all my mentors, colleagues, and learners who have shaped my journey as a teacher, researcher, and lifelong student of management.



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## **Dedication**

*In loving memory of my parents Late Manjulika Majumdar and Late Dipak Majumdar whose values, virtues, and teachings continue to inspire and guide me. I remain forever indebted to their wisdom and blessings, which have shaped both my life and this academic journey.*

## **Table of Contents**

| <b>Sr. No.</b>   | <b>Title</b>                                                    | <b>Page Number</b> |
|------------------|-----------------------------------------------------------------|--------------------|
|                  | Declaration                                                     | i                  |
|                  | Certificate                                                     | ii                 |
|                  | Course work Completion Certificate                              | iii                |
|                  | Originality Report Certificate                                  | iv-vi              |
|                  | PhD Thesis Non-Exclusive License to GTU                         | vii-viii           |
|                  | Thesis Approval Form                                            | xi                 |
|                  | Acknowledgement                                                 | x-xi               |
|                  | Dedication                                                      | xii                |
|                  | Table of Contents                                               | xiii-xv            |
|                  | List of Tables                                                  | xvi-xix            |
|                  | List of Figures                                                 | xx-xxi             |
|                  | List of Abbreviation                                            | xxii               |
|                  | Abstract                                                        | xxiii              |
| <b>CHAPTER 1</b> | <b>INTRODUCTION</b>                                             | <b>1-21</b>        |
| <b>1.1</b>       | Background of Study                                             | 1                  |
| <b>1.2</b>       | Brief description on the state of the art of the research topic | 10                 |
| <b>1.3</b>       | Definition of key terms                                         | 11                 |
| <b>1.4</b>       | Research Gap                                                    | 15                 |
| <b>1.5</b>       | Definition of the problem                                       | 15                 |
| <b>1.6</b>       | Objectives                                                      | 16                 |
| <b>1.7</b>       | Justification of the Research                                   | 17                 |
| <b>1.8</b>       | Scope of the Research                                           | 18                 |
| <b>1.9</b>       | Assumption of research                                          | 18                 |
| <b>1.10</b>      | Original Contribution of the Thesis                             | 18                 |
| <b>1.11</b>      | Research methodology                                            | 19                 |
| <b>1.12</b>      | Research Question                                               | 20                 |
| <b>1.13</b>      | Outline of the report                                           | 20                 |
| <b>CHAPTER 2</b> | <b>LITERATURE REVIEW</b>                                        | <b>22-41</b>       |

|                  |                                                                               |                |
|------------------|-------------------------------------------------------------------------------|----------------|
| 2.1              | Internet Advertising                                                          | 23             |
| 2.2              | Consumer Behavior and its factors                                             | 24             |
| 2.3              | Factors of Internet Advertising Influencing Buying Behavior                   | 30             |
| 2.4              | Adolescent Buying Behavior                                                    | 34             |
| 2.5              | Research gap and theoretical contribution                                     | 40             |
| <b>CHAPTER 3</b> | <b>RESEARCH METHODOLOGY</b>                                                   | <b>42-51</b>   |
| 3.1              | Introduction                                                                  | 42             |
| 3.2              | Research Design                                                               | 42             |
| 3.3              | Research Objectives                                                           | 43             |
| 3.4              | Sampling and Data Collection                                                  | 43             |
| 3.5              | Research Hypothesis                                                           | 46             |
| 3.6              | Pilot testing and refinements                                                 | 47             |
| 3.7              | Data Analysis Strategy                                                        | 48             |
| 3.8              | Ethical Considerations                                                        | 50             |
| 3.9              | Limitations of Methodology                                                    | 51             |
| 3.10             | Chapter Summary                                                               | 51             |
| <b>CHAPTER 4</b> | <b>ANALYSIS AND INTERPRETATION</b>                                            | <b>52-122</b>  |
| 4.1              | Analysis                                                                      | 52             |
| 4.2              | Demographic profile analysis                                                  | 52             |
| 4.3              | Internet advertising awareness and internet usage profiling among respondents | 56             |
| 4.4              | Descriptive analysis                                                          | 64             |
| 4.5              | Inferential statistics                                                        | 86             |
| 4.6              | Reliability and validity of the model                                         | 108            |
| 4.7              | Estimated structural equation model                                           | 113            |
| 4.8              | Predictive ability of the model                                               | 116            |
| <b>CHAPTER 5</b> | <b>CONCLUSION</b>                                                             | <b>123-147</b> |
| 5.1              | Introduction                                                                  | 123            |
| 5.2              | Major findings of the study                                                   | 123            |
| 5.3              | Achievements with respect to objectives                                       | 139            |
| 5.4              | Recommendations                                                               | 145            |

|                 |                             |                |
|-----------------|-----------------------------|----------------|
| <b>5.5</b>      | Future scope of the study   | 145            |
| <b>5.6</b>      | Conclusion                  | 146            |
|                 | <b>References</b>           | <b>148-163</b> |
|                 | <b>List Of Publications</b> | <b>164</b>     |
| <b>APPENDIX</b> | <b>QUESTIONNAIRE</b>        | <b>165-168</b> |

## List of Tables

| <b>Table Number</b> | <b>Title</b>                                                        | <b>Page Number</b> |
|---------------------|---------------------------------------------------------------------|--------------------|
| <b>Table 2.1</b>    | Studies on Internet Advertising & Online Buying Behavior            | 31                 |
| <b>Table 2.2</b>    | Summary of Adolescent buying behavior                               | 38                 |
| <b>Table 3.1</b>    | Mapping of Questionnaire Items to Academic Sources                  | 45                 |
| <b>Table 4.2.1</b>  | Gender of the Respondents                                           | 52                 |
| <b>Table 4.2.2</b>  | Age (years)                                                         | 53                 |
| <b>Table 4.2.3</b>  | Region                                                              | 54                 |
| <b>Table 4.2.4</b>  | Education                                                           | 55                 |
| <b>Table 4.2.5</b>  | Occupation                                                          | 55                 |
| <b>Table 4.2.6</b>  | Family Income                                                       | 56                 |
| <b>Table 4.3.1</b>  | Daily Internet Usage Patterns                                       | 56                 |
| <b>Table 4.3.2</b>  | The Purpose of Internet Usage                                       | 57                 |
| <b>Table 4.3.3</b>  | Awareness of Internet                                               | 57                 |
| <b>Table 4.3.4</b>  | Degree of Awareness Distribution                                    | 58                 |
| <b>Table 4.3.5</b>  | Interaction with Internet Distribution                              | 59                 |
| <b>Table 4.3.6</b>  | Focus on Advertisements Distribution                                | 59                 |
| <b>Table 4.3.7</b>  | Internet Purchasing Behavior Distribution                           | 60                 |
| <b>Table 4.3.8</b>  | Appreciation of Internet-Based Advertising Distribution             | 61                 |
| <b>Table 4.3.9</b>  | Preferred Products for Internet Purchase Among Respondents          | 62                 |
| <b>Table 4.3.10</b> | Influential Advertising Platforms Distribution                      | 62                 |
| <b>Table 4.3.11</b> | Preferred Platforms of Internet Advertisements for Various Products | 63                 |
| <b>Table 4.4.1a</b> | Internet advertisements help to know new product and services.      | 65                 |

|                     |                                                                                                               |    |
|---------------------|---------------------------------------------------------------------------------------------------------------|----|
| <b>Table 4.4.1b</b> | Internet advertisements regularly help to get updates on new models/features of products and services.        | 66 |
| <b>Table 4.4.1c</b> | Internet advertisements create interest through Influence of Brand Ambassadors in Internet Advertisements     | 67 |
| <b>Table 4.4.1d</b> | Internet advertisement creates interest due to the detailed product information                               | 68 |
| <b>Table 4.4.1e</b> | Internet advertisements create interest through their creative communication                                  | 69 |
| <b>Table 4.4.1f</b> | Internet advertisement changes perceptions with respect to their utility to the respondent and their family   | 70 |
| <b>Table 4.4.1g</b> | Internet advertisement creates conviction through the quality of the products                                 | 71 |
| <b>Table 4.4.1h</b> | Internet advertisements create a feeling that purchase will uplifts the social image                          | 72 |
| <b>Table 4.4.1i</b> | Internet Advertisements prompt the buyer to buy products on high priority or urgency.                         | 73 |
| <b>Table 4.4.1j</b> | Internet Advertisements generally compel the buyer for purchase of products                                   | 74 |
| <b>Table 4.4.1k</b> | Internet Advertisements lead the buyer to a repeat purchase of the same brand of products                     | 75 |
| <b>Table 4.4.1l</b> | The purchase through internet advertisements gives the buyer feeling of pride of possession of those products | 76 |
| <b>Table 4.4.1</b>  | Mean and Standard Deviation Score of statements of Product Awareness                                          | 77 |
| <b>Table 4.4.2</b>  | Mean and Standard Deviation Score of statements of Motivating Factors                                         | 80 |

|                     |                                                                                                                                                                                                              |    |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Table 4.4.3</b>  | The mean and standard deviation scores of statements of Whether buying decisions of the respondents are cognitively driven or emotionally driven                                                             | 82 |
| <b>Table 4.4.4</b>  | The mean and standard deviation scores of statements of the perceived effectiveness of Internet Advertisement on the buying decision                                                                         | 85 |
| <b>Table 4.5.1</b>  | Normality Testing                                                                                                                                                                                            | 86 |
| <b>Table 4.5.2a</b> | Descriptives of hypothesis 1 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across two genders.       | 88 |
| <b>Table 4.5.2b</b> | Results of Independent Sample t Test showing impact of Internet advertising across two genders in response to PA, MF, EDR, CDR and PE.                                                                       | 89 |
| <b>Table 4.5.3a</b> | Descriptives of hypothesis 2 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across different ages.    | 91 |
| <b>Table 4.5.3b</b> | One-way ANOVA showing impact of Internet advertising across age groups in response to PA, MF, EDR, CDR and PE.                                                                                               | 93 |
| <b>Table 4.5.4a</b> | Descriptives of hypothesis 3 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across different regions. | 95 |
| <b>Table 4.5.4b</b> | One-way ANOVA showing impact of Internet advertising across regions in response to PA, MF, EDR, CDR and PE.                                                                                                  | 96 |

|                     |                                                                                                                                          |     |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Table 4.5.5a</b> | Descriptives of impact of Internet advertising across different educational qualifications in response to PA, MF, EDR, CDR and PE.       | 98  |
| <b>Table 4.5.5b</b> | One-way ANOVA showing impact of Internet advertising across different educational qualifications in response to PA, MF, EDR, CDR and PE. | 99  |
| <b>Table 4.5.6a</b> | Descriptives of impact of Internet advertising across t two occupations in response to PA, MF, EDR, CDR and PE.                          | 102 |
| <b>Table 4.5.6b</b> | Independent sample t Test showing impact of Internet advertising across two occupations in response to PA, MF, EDR, CDR and PE.          | 102 |
| <b>Table 4.5.7a</b> | Descriptives of the impact of Internet advertising across different income levels in response to PA, MF, EDR, CDR and PE.                | 105 |
| <b>Table 4.5.7b</b> | ANOVA Test of the impact of Internet advertising across different income levels in response to PA, MF, EDR, CDR and PE.                  | 106 |
| <b>Table 4.6.1a</b> | Cronbach's alpha and Average variance extracted (AVE) Table                                                                              | 109 |
| <b>Table 4.6.1b</b> | Fornell-Larcker Criterion for Discriminant Validity                                                                                      | 111 |
| <b>Table 4.6.1c</b> | Heterotrait-Monotrait Ratio Table                                                                                                        | 112 |
| <b>Table 4.7a</b>   | p values of the hypothesis of estimated structural equation model                                                                        | 116 |
| <b>Table 4.8.1</b>  | R <sup>2</sup> values for the predictive ability of the model.                                                                           | 118 |
| <b>Table 4.8.2</b>  | f <sup>2</sup> values for the predictive ability of the model.                                                                           | 120 |
| <b>Table 4.8.3</b>  | Q <sup>2</sup> _predict values for the predictive ability of the model                                                                   | 121 |
| <b>Table 4.8.4</b>  | Model Fit values                                                                                                                         | 122 |
| <b>Table 5.3</b>    | Objectives of this research study and the achievements of each objective.                                                                | 142 |

## List of Figures

| Figure No.           | Title                                                                                                        | Page Number |
|----------------------|--------------------------------------------------------------------------------------------------------------|-------------|
| <b>Figure 1.1</b>    | Value of the digital media market across India from 2016 to 2021, with estimates until 2024 (in billion INR) | 4           |
| <b>Figure 2.1</b>    | Flowchart showing the process of literature review                                                           | 22          |
| <b>Figure 3.1</b>    | Research Flow Chart                                                                                          | 42          |
| <b>Figure 4.4.1a</b> | Internet advertisements help to know new product and services                                                | 65          |
| <b>Figure 4.4.1b</b> | Internet advertisements regularly helps to get updates on new models/features of products and services       | 66          |
| <b>Figure 4.4.1c</b> | Internet advertisements create interest through Influence of Brand Ambassadors in Internet Advertisements    | 67          |
| <b>Figure 4.4.1d</b> | Internet advertisement creates interest due to the detailed product information                              | 68          |
| <b>Figure 4.4.1e</b> | Internet advertisements create interest through their creative communication                                 | 69          |
| <b>Figure 4.4.1f</b> | Internet advertisement changes perceptions with respect to their utility to the respondent and their family  | 70          |
| <b>Figure 4.4.1g</b> | Internet advertisement creates conviction through the quality of the products                                | 71          |
| <b>Figure 4.4.1h</b> | Internet advertisements create a feeling that purchase will uplifts the social image                         | 72          |
| <b>Figure 4.4.1i</b> | Internet Advertisements prompt the buyer to buy products on high priority or urgency.                        | 73          |
| <b>Figure 4.4.1j</b> | Internet Advertisements generally compel the buyer for purchase of products                                  | 74          |

|                      |                                                                                                               |     |
|----------------------|---------------------------------------------------------------------------------------------------------------|-----|
| <b>Figure 4.4.1k</b> | Internet Advertisements lead the buyer to a repeat purchase of the same brand of products                     | 75  |
| <b>Figure 4.4.1l</b> | The purchase through internet advertisements gives the buyer feeling of pride of possession of those products | 76  |
| <b>Figure 4.8.4b</b> | The Estimated SEM Model                                                                                       | 122 |

## **List of Abbreviation**

- IA -Internet Advertisement
- PA- Product Awareness
- MF-Motivating Factors
- EDR- Emotionally Driven Responses
- CDR-Cognitively Driven Responses
- PE- Perceived Effectiveness.

## Abstract

This study examines the impact of internet advertising on consumer buying behavior, focusing on product awareness, motivating factors, and cognitive and emotional drivers influencing purchase decisions. The research is based on primary data collected from 664 respondents representing diverse demographic backgrounds.

The findings indicate that most respondents were young, urban, and college-educated, reflecting high exposure to digital platforms and frequent internet usage. Awareness of internet advertising was universal; however, interaction levels remained low, as most respondents tended to ignore or minimally engage with advertisements. Advertisements that were relevant to user needs attracted comparatively higher attention and engagement.

The study further reveals that online purchasing behavior varies, with a majority of respondents purchasing products rarely, indicating possible trust issues and a continued preference for offline shopping. Electronic gadgets and apparel emerged as the most preferred online product categories. Direct websites/apps and social media platforms were identified as the most influential advertising channels.

Internet advertisements significantly contributed to product discovery, awareness, and shaping perceptions of product utility and quality. Creative communication, detailed product information, and financial incentives were key motivating factors influencing advertisement engagement. Cognitive drivers were found to dominate purchase decisions, although emotional drivers also played a notable role.

Structural Equation Modeling confirmed that both cognitive and emotional drivers significantly influence perceived effectiveness, with emotional drivers showing a stronger overall impact on consumer perceptions and behavior.

**Keywords:** *Advertising Effectiveness, Cognitive Drivers, Consumer behaviour, Emotional Drivers, Internet Advertising, Online Purchasing, Product Awareness, Social Media Marketing.*

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 BACKGROUND OF STUDY**

The rise of internet technology came along with its new platform where the advertisers could show their products and services in front of an entire world audience. The companies assumed that internet advertising is the most effective channel to get to the desired customers and thus increase their sales. The very first instance of internet advertising was in 1994 by Hot Wire when they sold the first Banner on their own website thus bringing about the growth of internet advertising. Internet advertisements have expanded tremendously in the last twenty years. Worldwide internet advertising expenditure reached \$110 billion (euro) in 2015, and it has been predicted that internet advertisement costs will increase to 127 billion (euro) in 2016 and cross the \$ 163 billion (euro) by 2018. The number of internet users in India was believed to reach 243 million in 2014 and then 500 million in 2018. At the end of 2014, India surpassed the US in terms of the number of internet users (Mr. Rajan Anandan, MD, and Google India). Global internet advertising is estimated to increase to 870.85 billion dollars in 2027 (Statista Research Department, Germany, 2024).

The Digital Advertising in India Report's most recent conclusion states that the internet advertising market in India has reached 17 billion US dollars, a 10% increase compared to last year. A report by the Internet and Mobile Association of India for the year 2024, stated that there are 886 million internet users in India, including both urban and rural areas. The internet user count in India has increased to 886 million in 2024 and it shows an 8% growth rate. 488 million users are in rural India, which is the major contributor to this rise, and it represents 55% of the total internet users. The gap between men and women using the internet is also getting less wide as the proportion of women users has now reached 47%. It is already clear that internet advertising has a very powerful influence on youth. (Roberts and Foehr, 2004). Kantar IMRB and IAMAI conducted the research on teenage online behavior in India, with a special collaboration on mobile internet usage - the project was called India's Youth and the Internet: Mobile is the Future (2017). The survey indicates that youngsters are increasingly using smartphones not only to get access to the internet but also to

engage in various online activities.

The most recent research of the Digital Advertising in India Report has revealed that the internet advertising market in India has hit the US\$ 17 billion mark, which means a 10% increase compared to last year. The Internet and Mobile Association of India report 2024 has highlighted that a whopping 886 million Indians (both urban and rural) are now internet users. India has a total of 886 million internet users in 2024, which is an increase of 8% compared to the last year. Rural India, with 488 million users, is the driving force behind this growth and contributes to 55% of the overall internet population. The digital gender gap is closing as the number of women among internet users has increased to 47%. One thing that is already known is that internet advertising has a great influence on the younger demographic. (Roberts and Foehr, 2004). Kantar IMRB and IMAI executed their study in 2017 on Indian teenagers' online behavior concentrating mainly on the mobile internet usage and the report is dubbed |” India“s Youth and The Internet: Mobile is the Future”. The survey found that there is a significant increase in the number of young people who use smartphones for internet access and online activities.

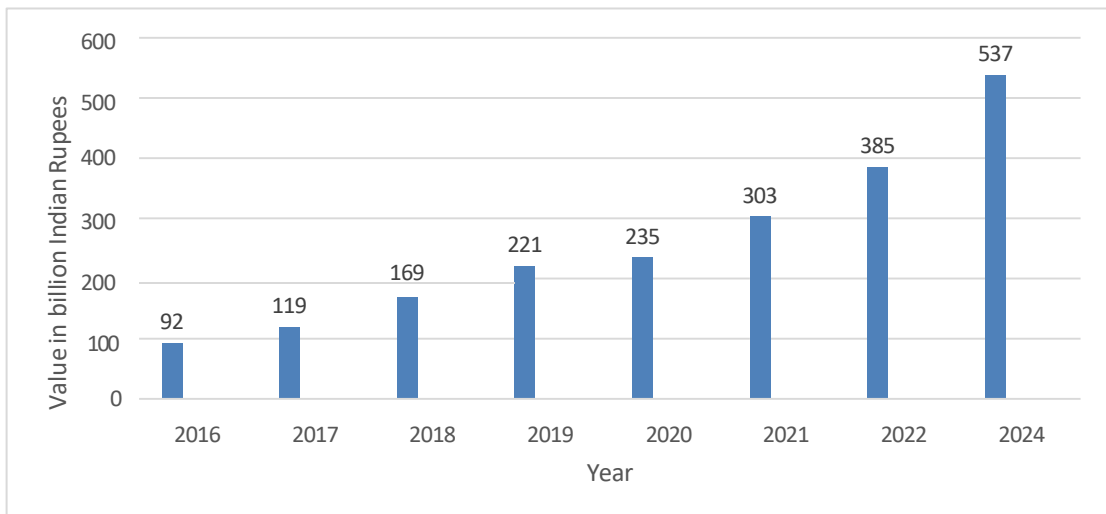
The authors verified the suggested model through a survey of study conducted in multiple virtual communities. Kuznets (2002) proposed a new method of collecting and analyzing the data obtained from the consumers' conversations in the online forums. Godes and Mayzlin (2004) and Chevalier and Mayzlin (2006) focused on the impact of the online word-of-mouth communication. Dellarocas (2005) scrutinized the strategic manipulation of the internet opinion forums and the consequent payoff to the consumers and firms operating in markets of vertically differentiated experience goods. Narayan and Yang (2006) monitored a site frequently visited for comparison-shopping, Epinions.com. The authors represented the “trust” relationship-building process that consumers undergo with other consumers whose online product reviews they constantly find helpful.

Lastly, Stephen and Toubia (2009) investigated a vast online social commerce market and analysed the economic value ramifications of link formation among the sellers. The number of active Internet users in India was 504 Mn in Nov' 19, and they were all of 5 years and above. The user base grew by 12% over Mar' 19, meaning that Nov'19 had 53 Mn more users compared to Mar'19. Most of the Internet users, 433 Mn, belong to the age bracket 12+ years, whereas 71 Mn are 5-11 years old<sup>1</sup> who get internet access through devices owned by family members.

“Although there is a disparity in urban areas regarding Internet usage, the rural areas are growing at a faster rate of 18% in Nov'19 compared to Mar'19 while the urban areas are still growing at a rate of only 7%. As of Nov'19, for the first time, we encounter 227 Mn internet users in rural India, which is around 10% more than those in urban areas, thus implying that the digital divide existing between rural and urban India has been effectively erased. Rural areas, although having more internet users than urban areas, still have a vast growth potential which will, in turn, lead to a rise in the overall internet population in the coming years. Internet users' penetration has risen across town classes, with the top 8 metros having an Internet penetration of 65% as of Nov'19. At the state level, NCT of Delhi has the highest Internet penetration, and it is followed by Kerala, J&K, Haryana, Himachal Pradesh, and Punjab. The eastern states the 24% increase in Internet population in Nov'19 compared to Mar'19. Jharkhand and Bihar, with a 48% and 36% rise in internet population respectively, are the states that experienced the largest increase in comparison with the others in India. Mumbai, with a growth of 12%, claimed the highest Internet population of 13 million among the Metros.

India's online market is the second largest in the world after only China, as there are more than 560 million internet users in the country. It was projected that the total number of internet users in the country would surpass 650 million by 2023. The internet penetration rate in the country, however, was around 50 percent in 2020 even though there was a huge number of internet users. This implies that only about 0.685 billion out of the total 1.37 billion Indians were able to access the internet that year. Internet accessibility in India has grown steadily over the last five years, even when the internet penetration rate was only 27 percent. Internet advertising: India is regarded as the world's fastest-growing Internet Advertising market with a CAGR of 18.8% during 2020-2025. Mobile ad revenue growth surpassed wired revenue growth in 2019 and is projected to be 74.4% of the total internet advertising revenue of INR 30471 Cr by 2025. India experienced a INR 7331 Cr revenue from mobile internet advertising in 2020 which is set to grow to INR 22350 Cr in 2025 with a 25.4% CAGR. This year also sees India becoming the fastest-growing mobile ad market globally reflecting the potential for growth since more than half the population has yet to sign up for a mobile internet subscription as of 2020. Below is a graph from Statista 2022 showing the Value of the digital media market in India from 2016 to 2021”.

**Figure 1.1 Value of the digital media market across India from 2016 to 2021, with estimates until 2024(in billion INR)**



➤ **The gender divide**

In the very short period of ten years following the worldwide popularity of the Internet in 1994, it has already entered and even "reshaped just about every significant aspect of contemporary life" to a certain extent, such as making the working, shopping, searching, and collecting of information more efficient, as well as influencing where and how people entertain and educate themselves (Pew Internet and American Life Project (2005, p. 57). The Internet's adoption rate, besides, has "outstripped the preceding mass communication technologies by several magnitudes and thus, it is termed an irreversible innovation" (Hannemyr, 2003, p. 112). The very fast pace at which the Internet was adopted, coupled with the changing user composition and the technical advancements that gave more power to the users was the main reason for the first major confusion regarding the different ways men and women perceive and interact with Internet advertising.

The reason for this is that both genders share the same online presence and the availability of more interactive features, so the difference in gender within Internet advertising needs to be looked at more closely by the advertisers to cater for the specific male or female traits in the Web features designed. Gender is referred to as a "key element in the creation of marketing tactics through advertising messages that will appeal to either male or female target audience" (Rogers, 2003). Gender disparities in marketing and advertising have always attracted major research interest,

partly because past studies had already pointed out that gender differences in ad processing and ad effectiveness existed (Cantor, 1987; Hirschmann and Thompson, 1997; Knufer, 1998). For instance, Hirschmann and Thompson (1997) conducted a study and revealed that men and women had significantly different understandings of advertisements.

The women demonstrated to be more emotionally charged and also closely related personal emotions to their understanding; on the other hand, the men showed to be more detached in their perceptual interpretation. In their concluding remarks, the researchers stressed the need for more studies analyzing the relationship between gender and ad effectiveness. A major marketing aim is to subdivide the market into segments of consumers that are meaningful and distinct so that the product, price, promotion and distribution can be adjusted accordingly to the needs of each group (Kotler and Armstrong, 1996). Among the various segmentation techniques, gender is one of the most commonly used in conventional marketing practices as it is easy to identify, accessible, measurable and responds well to the marketing mix elements, and above all, gender segments are large and offer great profit potential (Wolin, 2003). In this sense, the differences of advertising effectiveness across genders should be considered an important factor by marketers in general and specifically when it comes to the Internet because wide-ranging statistics show that the online population is nearing gender equality.

However, it is also clear that the gender factor in an online marketing environment is limited in its role and needs to be explored further (Fiely, 2005). The success of businesses that employ Internet as a primary marketing strategy hinge on their ability to comprehend online consumer characteristics like sex, among others, and the respective differences in consumer behavior (Weiser, 2000). However, understanding the gender differences in the use of Internet advertising and the men's and women's motives for their use would be a big step towards the implementation of the right and effective online gender segmentation strategies.

The internet is expanding its user base with females being the fastest-growing segment. In November 2019, there were 26 million new female internet users, which is a 21% increase in total female users compared to 9% for males. Though the male internet users in rural areas make up more than twice the female users, the female population in rural areas is growing and the growth percentage is, 31% increase in Nov'19 compared to Mar'19. In urban areas, the male-female ratio is 58:42 among

the population of 5 million plus.

➤ **The age spread**

“Most of the Internet users in India (about 66.67%) belong to the age group of 12-29 yrs. Also, the same age group is more than 70% of Internet users in the Rural region. In the case of Mumbai and Chennai, the ratio of age 12-29 years to age 30 years+ is about 50:50.

Almost 70% of the total Internet users in India are daily users. In fact, 90% of the users in the urban area get online at least once a week. In the Rural area, compared to March'19, there is an increase of 30 million new users who access the internet daily.

In both urban and rural areas, mobile has stayed the preferred means of accessing the internet. The low cost of mobile devices plus the offering of cheaper data plans have made using the internet via a mobile device the norm.

Social Networking / Chatting has been the most common activity on the internet with 9 out of 10 people going online for social networking / Chatting very closely followed by Entertainment in terms of Watching and Downloading Music, Movies and Videos. 1 out of 3 people surf the internet to Watch/Read News Online and almost a quarter use it for email. In Metro 50L+ cities, the use of email and accessing News online is more common among the users as more than 40% of the Internet users are accessing internet for it.

Currently, there are 433 million active Internet users in India who are 12 years and older and 71 million active Internet users in the age group of 5-11 years. For the first time, we see that the digital divide which existed between rural and urban India is no longer present. The number of internet users in rural areas of India is about 10% more than that in urban areas. Even with the strong growth of 18% in the rural market, there is still enough room for growth since approximately 70% of the rural population still does not have access to the Internet. The activities like social networking, chatting, and entertainment are the major contributors to most of the usage in the rural market; hence, the next growth waves will come through the activities like watching and reading the news online and email, as the rural users become more advanced. The eastern states are growing at a faster rate with a 24% increase in the Internet user base. Bihar and Jharkhand have been the States with the highest growth in Internet penetration compared to other Indian States. The number of female internet users has grown by 2%, and this development has been noticed in both urban and rural markets.

The growth in internet-connected people is mostly from rural areas in the above 30 age group.

The distribution of NCCS confirms that the largest internet population is from NCCS AB households; however, there has been a 19% rise in the internet population from NCCS CDE households which is mainly due to rural markets. Due to cheaper smartphones and a fall in data tariffs across operators, 4G has become the most popular mode of internet connectivity and along with that, more people are getting used to accessing and sharing information while moving, thus, the transition to 5G will be essential for the penetration of internet in India.

In the last few years, India has experienced a tremendous increase in the number of internet users, indicating that the country is on its way to becoming a digital nation. Worldwide media ad spending is predicted to grow by 7.4% in 2018, thus reaching \$628.63 billion, as per eMarketer's most recent publication, "Global Ad Spending: The eMarketer Forecast for 2018." A significant part of the investment, which is 43.5%, will go to digital media due to the increase in global e-commerce spending and the shift of viewers from traditional TV to digital channels. By 2020, almost half of the total advertising will be digital. According to a report, the digital advertising market in India is expected to grow by 30% year on year to reach 12,046 crores by 2018.

According to the report entitled "Digital Advertising in India 2017," the market in 2017 reached Rs 9,266 crore, 27 percent more than in 2016. The report was the result of a collaboration between the Internet and Mobile Association of India (IAMAI) and Kantar IMRB. The report stated that "digital advertising expenditure will continue to be driven by a CAGR of 30 percent, reaching Rs 12,046 crore by December 2018." In addition, it claimed that digital advertising accounted for roughly 16 percent of the total advertising market spend in India".

India, with more than 460 million internet users, is the second largest online market in the world, just after China. By the year 2021, there will be roughly 635.8 million internet users in India. Even though there is already many internet users in India, only 26 percent of the Indian population was using the internet in 2015. The increase in internet accessibility in India over the years is really impressive; it was just about 10 percent in 2011, while in 2015 it had already reached 26 percent! Moreover, the male population in India was the main user of the internet, accounting for 71 percent of total users, while the female population accounted for just 29 percent.

A deeper dive into the data reveals that mobile internet users are by far the largest group of internet users. “Among the total internet subscribers, wired internet subscribers numbered 18.86 million (which recorded a year-on-year growth of 2.9%) and wireless internet subscribers numbered 248.53 million (which recorded a year-on-year growth of 12.77%)”. “While the number of fixed wireless (Wi-Fi, Wi-max, point-to-point radio, and VSAT) subscribers increased very slightly by 0.73% to 0.46 million at the end of 2014, the number of mobile wireless (mobile & dongle) subscribers increased by 12.8% from 219.92 million to 248.02 million. It is clear that smartphone adoption is the primary factor driving internet usage in the nation, and mobile internet usage has overtaken PC internet usage. Cheaper and faster mobile networks, more people using these networks, and more reasonably priced 3G and 4G phones will all have an impact on mobile data traffic. It is a reality that mobile apps and the billions of linked devices are the primary causes of data growth worldwide, with online healthcare and retail spending predicted to expand at the fastest rates”.

The consumption of the internet in India has moved beyond the urban areas with around 35% of the whole internet users coming from rural India. The total number of internet subscribers was 92.18 million with a tele-density of 10.66 at the end of December 2014 in rural areas and 175.21 million with a tele-density of 45.33 in urban areas. To make further progression towards the knowledge-based economy by connecting the nation, the "Digital India" campaign and "NDSAP" policy are the Government of India's initiatives which have come at the right time.

The rising internet accessibility in India is giving birth to new avenues to disseminate information and provide services to the masses in the quickest and cheapest manner. A report from the Deity states that the IoT industry in India will be a \$15 billion market by 2020 and that a 5-6% of the global IoT market would be India's share.

We have more information available than ever before and as we are on the verge of this „internet of things“ revolution, we are going to have more and more connected devices which will generate more data.

The relationship between internet usage maturity and the increase of standard living is evident. The quality of products and services is one of the factors contributing to the level of living together with the higher levels of efficiency. The „Internet of Things revolution is contributing to organizations and service providers quality with a greater opportunity and incentive and it is also letting more quality

information to be gathered. Additionally, it allows the organizations to produce and offer a wider range of products and services that are more of a good quality since they are closer to the consumers' choices. In addition to that, internet development stimulates creativity by giving users more of a role in determining what is new and making research more collaborative.

Although the internet has become ubiquitous, it has not led to a decline of physical stores or shops. On the contrary, the presence of the internet has been very significant in the rise of physical retail and in the case of SMEs, it has been the main driving force and the largest advantage. However, the new businesses equipped with online presence are able to compete effectively against the larger counterparts. This has given rise to the so-called micro-multinational companies.

The most significant increase will be in the e-commerce sector, which is to grow almost 5 times, while mobile internet to education and healthcare, will increase internet usage. The internet growth in India will make the start-up ecosystem and wealth creation very vibrant because of the vast market that is still untapped and the country's large population of about 1.2 billion people.

The Internet will soon be a very important part of our lives in every aspect and the growth of IoT devices, which simplify and enrich human life, is one of the main reasons for this. Since it is heavily dependent on the connection provided by the Internet, there will be less human interaction and less work, thus resulting in better productivity and growth. Internet growth has already announced its presence as a revolutionary force that will vigorously restructure the economy and society of this century; nevertheless, we should remain cognizant of the great potential of the Internet economy to drive growth in India and the rest of the world.

Gujarat's state government initiated a scheme under the chief minister Vijay Rupani's leadership that provided about 350,000 college students with tablets for a nominal price of just Rs 1,000 each. The scheme allowed first-year college students of Gujarat to possess the 7-inch 'NAMO E-Tab' tablet with the market price of Rs 8,000 by just paying Rs 1,000 only. NAMO E-Tab stands for 'New Avenues of Modern Education through Tablets'. The government has set aside Rs 200 crore for this initiative, which is part of the dream of our beloved prime minister, Narendra Modi, who wants to create a new digital India. His vision is to equip our youngsters with the new-age power, and these tablets will help facilitate opening new areas of learning for the students. Marketing to the youth is taking place, as they are one of the most vital

segments for marketers.

Because 25% of teenagers use their mobile devices to access the internet, they have disposable income, are still developing brand loyalty, and have a big say in what their parents buy. Consequently, businesses are attempting to connect with them where they are: through apps, games, and websites that offer downloaded material and stream music and video. Teen-focused companies are influencing consumers' product preferences by combining innovative communication strategies with conventional marketing tactics.

Based on a thorough review of the literature, the five basic constructs were formulated as in Product awareness with 12 components, motivating factors with 11, Emotional or cognitive driven with 12, and Perceived effectiveness with 15 components. The main data was taken from a structured questionnaire conducted in the southern region of Punjab comprising various schools and colleges. The secondary information was collected from diverse sources like books, journals, magazines, etc. The hypothesis was validated using data from 664 samples. The results reveal that the impact of Internet advertising among the different factors is remarkable and significant in the case of adolescents' buying behavior. These five constructs (product awareness, motivating factors, emotional-driven, and cognitive-driven, and perceived effectiveness) help in understanding the buying behaviour of the youth.

The validation of the study results is performed with the help of another study based on Adolescent demographic Characteristics, Emotional or cognitive thought Dimensions, and Motivating factors, and perceived effectiveness, with proper tools used and the results inferred. The research identifies the most important factors that attract adolescents to internet advertisements. Besides that, the research also makes the adolescent's purchasing thought process more transparent. The study tries to grasp their purchasing inclinations as they change from high school to college level.

## **1.2 BRIEF DESCRIPTION ON THE STATE OF THE ART OF THE RESEARCH TOPIC**

Wachter (2020) points out that despite Internet advertising having a restrictive role for the youth, it still offers them the opportunity of quickly learning about the vast range of products and services. The established role of media in daily life affects young people's perception and thus, indicates their characteristics or cultural and value views as well. Convincing the audience is the primary function of Internet advertising, which is achieved by highlighting the new or special benefits of the

products (Eid et al., 2020). The younger generation's preferences are always changing; thus, adding more power to the online advertising role in the decision-making process of their buying (Teare & Taks., 2021). Nowadays, the Internet is considered as the major source of information and knowledge. Global marketers are the ones coming up with creative ways to reach their target customers and forge strong, effective relationships (Jamal & Khan, 2024). The research provides a better insight into the understanding of marketers, enterprises, and government agencies, as well as scholars, about adolescents' reactions to Internet advertising and the role of these ads in creating awareness of a product.

Contemporary scholarship shows that internet advertising shapes adolescent behaviour through multiple and interacting mechanisms. It informs consumers, creates awareness, stimulates curiosity, triggers affective responses, and can accelerate movement from interest to purchase. Yet the literature remains analytically scattered, because many studies isolate one determinant at a time rather than examining how informational, motivational, emotional, and cognitive processes operate together.

A second limitation is contextual fragmentation. Much of the existing evidence comes from urban, platform-specific, or non-Indian settings, while comparatively fewer studies examine adolescents in mixed rural-semi-urban environments where internet use is expanding rapidly but social context, family influence, and trust structures differ. The present thesis responds to this gap by developing and empirically testing an integrated model of adolescent responses to internet advertising in South Punjab.

### **1.3 DEFINITION OF KEY TERMS**

Defining the key terms with reference to previous research:

#### **1.3.1 Advertising**

“According to Armstrong and Kotler (2000), advertising is the paid, impersonal presentation and promotion of concepts, products, or services by a designated sponsor. According to Bearden, Ingram, and LaForge (1998), advertising is a non-personal component of the marketing communications mix that is distributed through mass media and is fully funded by a well-known sponsor to encourage the acceptance of products, services, people, or concepts. Advertising is defined by Wells, Burnett, and Moriarty (1998) as a paid, impersonal communication from a designated sponsor that uses mass media to influence or persuade an audience”.

### **1.3.2 Internet Advertising**

The internet, as a medium of advertising, is more and more frequently used to reach the target market of Net subscribers which mainly consists of young people. Barker and Groenne (1996) suggest that the Internet allows for advertising value to be created through three different pathways: information, entertainment, and facilitation of the purchase. Moreover, the degree of customer participation should be considered when the Internet is chosen as the medium for advertising. This point of view is in agreement with the arguments of Rossiter, Percy, and Donovan (1991) as well as the Elaboration Likelihood Model (Chaudhuri & Buck, (1995).

### **1.3.3 Consumer Behavior**

Consumer behavior as a field of study, which is based on the work of Schiffman and Kanuk (1997), concentrates on the way a person decides to allocate his or her resources (i.e., time, money, and effort) to items related to consumption. The domain of consumer behavior is very broad. Consumer behavior according to Solomon (1996) is a study that includes the whole process of an individual or a group to select, purchase, use or throw away products, services, ideas, or experiences for the satisfaction of needs and wants. The consumer behavior definition that Belch (1998) provides is „the process and activities of people when looking for, choosing, buying, using, judging, and throwing away products and services that are going to fulfill their needs and wants“. Following Nassè (2021), consumer behavior is a scenario of buying or re-buying products with certain preferences, using, quality, brand, advertising or price expectations and requirements.

### **1.3.4 Adolescents**

Adolescence is defined as the period of human growth and development that comes after childhood and just before adulthood, covering the age range of 10 to 19 years. (WHO, 2016). India has 253 million adolescents, which is about 20.9% of the total population of the country. Rural areas are the main habitats of nearly 72% of the adolescent population. Urban areas have seen a decline in adolescent population from 21.9% in 2001 to 19.2% in 2011, while rural areas experienced little change. (Chandramouli C. 2011). Adolescence is the time of a person's life when brain development is at its most dynamic and social interactions are of utmost importance, influencing the skills that an individual eventually carries over to adult life. (Blakemore SJ, Mills KL, 2014) In this phase of life, the adolescent gradually builds up the resources, physical, emotional, cognitive, social, and economic, that will

determine his or her health and well-being in the future (Patton et al., 2016).

### 1.3.5 Product Awareness

The knowledge and awareness about the product have been regarded as a major factor influencing the change in consumers' attitudes and behaviors towards products, which in turn is a prerequisite for market growth (Freeland & Nitzke, 2002; Solar et al., 2002). The role of product awareness and knowledge in the area of consumers' confidential information invasion by direct marketers indicates that males and young people are more aware of privacy-related laws and practices (Dommeyer and Gross ,2003)

### 1.3.6 Motivating Factors

Consumer behaviors are influenced by these factors which are cultural, conceptual, social, and psychological. Marketers have become aware of these factors for understanding the consumers and being able to determine the actions to be taken about which type of buyers should be targeted. Hence, these factors are utilized for dividing the market and locating the consumer segments (Hasslinger et al., 2007).

The age and life cycle stage - during life, consumers go through various stages as they pass different periods of life (Kotler et al., 2007).

- **Occupation**-consumers“ Job occupation has the widest impact on the consumer purchasing behaviour where the job causes effect of purchase of products through the consumer (Hasslinger, et al., 2007).
- **Economic situation**- The consumer choice regarding products is influenced by consumer wealth (Hasslinger et al., 2007).
- **Lifestyle**- it is recognized as the lifestyle of consumers, which is determined by the activities, interests, or opinions the consumers have, it also reflects the way the consumers interact with the world (Hasslinger et al., 2007).
- **Personality**- the features of a human personality mentioned above are summed up by the terms: certainty, domination, friendliness, autonomy, shelter, adaptability, and the like. These mental factors of a person are the result of his environment (Ryckman., 2004).
- **Oneself-concept or oneself-image**- the visionary understanding through which man reveals the characteristics of the individual. This method, however, causes some conflict, as one can be and is not recognized in the same way, as the perfect self-concept, and the question of who we want to become is then raised (Hasslinger et al., 2007).

### **Psychological factors**

- **Motivation-** Motivation is a concept that denotes the necessity of an individual to have certain requirements fulfilled. These requirements can be categorized into different types such as (biological requirements, for example, hunger, thirst, and discomfort) (Hasslinger et al., 2007).
- **Conception-** this concept means that pattern in which human beings interpret their environment differently (Kotler et al., 2007).
- **Learning** Teaching is an act of changing the condition or conduct of others through education (Kotler et al., 2007).
- **Beliefs and attitudes-** Human beings can obtain these aspects by means of education and drill. This image, which might stem from the brands and products, can be one of the factors changing the buying habits of the consumers (Kotler et al., 2007).

#### **1.3.7 Emotionally Driven Buying Behaviour**

Emotion is a construct that describes how we feel at any particular moment. Typically, emotion is triggered as a result of an individual's assessment of the internal or external stimuli (Ellsworth and Scherer, 2003; Pessoa and Adolphs, 2010). "The valence of emotion can be assigned as positive, neutral or negative based on the evaluation outcome. Consumer emotion is associated with attitude (e.g., Batra and Ray, 1986) and preference (e.g., Shiv and Fedorikhin, 1999), thus it becomes a factor of great importance at all stages of the consumer process in online" shopping.

#### **1.3.8 Cognitively Driven Buying Behaviour**

The ability to think critically and analyze situations logically are among the most important cognitive skills that one needs to decide wisely and consider alternatives. (Lieder & Griffiths, 2020). The customers' choice of products is highly dependent on the influencers of the cognitive process, particularly through customers' evaluations of products and the roles they play in their decision-making processes. (Babin & Harris, 2023) The Cognitive Reflection Test (CRT) was designed by (Toplak, West, & Stanovich, 2011) to measure the level of analytical thinking. Those who score high on this test are more likely to cope with information in a systematic way which in turn will impact their evaluations of products and the decisions they make.

#### **1.3.9 Perceived Effectiveness**

Perceived effectiveness means that the consumer is able to measure the value

of certain sustainable development outcomes and to participate in these outcomes by means of certain consumer behaviors. PCE is usually linked to the psychology of consumer behavior, but also culture, society, and personal factors consider significant in defining PCE (Hanss and Doran 2016).

#### **1.4 RESEARCH GAP**

In the Indian context, where adolescents' consumer behavior related to the Internet remains largely unexamined despite considerable research on the matter. Limited studies have been conducted on the subject, with most of them concentrating on adults and looking into product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness separately instead of applying an integrated framework. It is not very clear as yet whether the adolescents' purchase decisions are mainly influenced by emotions or by reasoning, especially in the case of the critical period through which they move from secondary to undergraduate education. Moreover, demographic factors, such as gender, age, education, occupation, and income are still not completely understood when it comes to their effect on adolescents' responses to Internet advertising. There is a lack of empirical studies from semi-urban and rural areas like South Punjab (Malwa region), and the use of sophisticated analytical methods such as PLS-SEM for examining intricate relationships among these factors is infrequent.

#### **1.5 DEFINITION OF THE PROBLEM**

There has been a significant change in the landscape of the Internet advertising that has come about from the traditional advertising methods (Mishra, Aithal & Wadkar, 2024). This change is characterized by the user being the one to initiate communication and having two-way interactions. It also integrates the content created by the user, very high engagement levels, and instant feedback on the effectiveness of the advertising.

The problem addressed in this thesis is therefore not merely whether adolescents notice internet advertising, but how such advertising influences buying-related responses through product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness. Without such an integrated explanation, both theory and practice remain limited: researchers lack a coherent behavioural account, and advertisers lack evidence on which mechanisms actually matter for adolescent audiences.

1. What is the relationship between cognitive drivers and perceived effectiveness?
2. What is the relationship between emotional drivers and perceived effectiveness?
3. What is the relationship between motivating factors and cognitive drivers?
4. What is the relationship between Motivating factors and emotional drivers?
5. What is the relationship between Product awareness and cognitive drivers?
6. What is the connection between Product awareness and emotional drivers?
7. How does Internet advertising impact male and female adolescents in terms of awareness, motivation, and perception?
8. How does the influence of Internet advertising vary among different age groups?
9. How do educational backgrounds shape responses towards Internet advertising?
10. How does occupation influence the perception and engagement with internet advertising?
11. How does region influence the perception and engagement with internet advertising?

The study therefore seeks to move beyond a simple statement that internet advertising affects youth. Its aim is to identify the pathways through which this influence operates, the strength of relationships among the central constructs, and the extent to which these patterns vary across demographic categories.

Accordingly, the study investigates the structural and demographic determinants of adolescents' responses to internet advertising and examines whether these responses vary across key socio-demographic groups.

## **1.6 OBJECTIVES**

The broad objective of the study is to examine how product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness together shape adolescents' responses to internet advertising and their buying behaviour in digital environments.

Specific objectives are as follows:

1. To examine adolescents' level of exposure to and awareness of internet advertising.
2. To analyse the role of internet advertising in developing product awareness.

3. To identify the motivational, emotional, and cognitive factors associated with adolescents' buying behaviour in digital environments.
4. To assess adolescents' perceptions of the effectiveness of internet advertising in shaping purchase decisions.
5. To compare responses to internet advertising across demographic groups and to validate a structural model explaining its impact on adolescents' buying behaviour.
6. To analyse the orientation of the adolescents towards Internet Advertisements as they transit from secondary level to high school level.
7. To develop and validate a structural equation model explaining the impact of Internet advertising on adolescents' buying behaviour.

This study is justified on theoretical, empirical, and practical grounds. Theoretically, it brings together constructs that are too often studied in isolation and places them within a single explanatory framework. Empirically, it provides evidence from a regional Indian setting that is underrepresented in the literature. Practically, it offers insight for educators, parents, and marketers seeking to understand how adolescents interpret and respond to online promotional messages.

This study is justified on theoretical, empirical, and practical grounds. Theoretically, it develops an integrated framework that connects awareness, motivation, emotional and cognitive responses, and perceived effectiveness within one model. Empirically, it generates evidence from an under-researched adolescent population in South Punjab (Malwa region), thereby extending the geographical and demographic scope of prior research. Practically, the findings are relevant to marketers, educators, and policymakers concerned with the responsible design and regulation of digital advertising targeted at young consumers.

## **1.7 JUSTIFICATION OF THE RESEARCH**

Adolescents have emerged as a key consumer segment due to rapid Internet and smartphone penetration in India, yet their responses to Internet advertising are insufficiently studied. Existing research largely focuses on adults and examines product awareness, motivation, emotional and cognitive drivers, and perceived effectiveness separately, with limited attention to demographic influences and regional contexts. Moreover, it remains unclear whether adolescents' buying decisions are primarily emotionally or cognitively driven, especially during the transition from secondary to undergraduate education. This study is justified as it

addresses these gaps through an integrated framework, focusing on adolescents in the under-researched South Punjab (Malwa region). Using PLS-SEM, it provides empirical, region-specific insights that are valuable for marketers, policymakers, and scholars in understanding and ethically targeting adolescent consumers in the digital environment.

## **1.8 SCOPE OF THE RESEARCH**

The scope of the study is defined as follows:

**Respondents:** The study covers adolescents and young students from middle school, high school, and the first year of undergraduate education in the twelve districts of South Punjab.

**Thematic scope:** The thesis examines internet advertising, adolescent buying behavior, product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness, with particular attention to their structural interrelationships.

**Geographical scope:** The fieldwork is confined to South Punjab (Malwa region), providing a meaningful semi-urban and rural context for studying adolescent exposure to internet advertising beyond large metropolitan centres.

**Time scope:** The research is based on cross-sectional survey data collected during the stated study period; accordingly, the findings capture behavioural patterns at one point in time rather than changes across time.

## **1.9 ASSUMPTION OF RESEARCH**

The study assumes that respondents understood the questionnaire items adequately, answered them honestly, and reported their internet-use and buying-related experiences in good faith. It also assumes that the selected constructs and indicators are suitable for capturing the main dimensions of adolescents' responses to internet advertising.

## **1.10 ORIGINAL CONTRIBUTION BY THE THESIS**

The original contribution of the thesis lies in the following:

1. It develops an integrated behavioural model linking product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness in the context of adolescent responses to internet advertising.
2. It provides evidence from South Punjab, a context that is less represented in the mainstream digital advertising literature.
3. It combines demographic comparison with structural modelling, thereby

showing not only whether groups differ, but also how the core constructs relate to one another.

4. It advances a region-specific empirical base that may support future comparative work on adolescent digital consumption in India.

#### **1.11 RESEARCH METHODOLOGY**

- The study adopts a descriptive, cross-sectional research design supported by inferential statistical analysis.
- Primary data were collected through a structured questionnaire, while secondary data were obtained from books, journals, reports, and other relevant documentary sources.
- The study employed a convenience sampling approach to access adolescent respondents across the selected districts of South Punjab.
- The target population comprised students from middle schools, high schools, and first-year undergraduate programmes who were active internet users.
- After data cleaning, the final sample consisted of 664 respondents. The questionnaire used a five-point Likert scale across fifty items representing the major study variables.
- Data analysis combined descriptive statistics, independent-samples t-tests, one-way ANOVA, and Partial Least Squares Structural Equation Modelling (PLS-SEM). This combination enabled the study to describe the sample, test demographic differences, and evaluate the hypothesised structural relationships among the key constructs.
- **Measurement Tools-** Likert Scale has been administered for five variables with 50 items. (Likert, R. 1932)
- **Statistical Tools-** Data analysis has been carried out using a combination of descriptive statistics, independent sample t-tests, one-way ANOVA, and Structural Equation Modeling (PLS SEM). Descriptive statistics provide basic information about the dataset through the summary of its main characteristics and trends. Independent sample t-tests are used to show the mean difference between two groups and hence to find out the significance of the differences caused by the factors under study in terms of perception and response. On the other hand, one-way ANOVA takes this comparison even further, across many groups and thereby, capturing the demographics and user segments where

variations in advertising effectiveness are more or less prominent. Finally, SEM is employed to test the model and validate the hypothesized relationships among variables, providing a thorough model of the factors affecting internet advertising effectiveness.

#### **1.12 RESEARCH QUESTION**

1. What is the relationship between Cognitive drivers and Perceived effectiveness?
2. What is the relationship between Emotional drivers and Perceived effectiveness?
3. What is the relationship between Motivating factors and cognitive drivers?
4. What is the relationship between Motivating factors and emotional drivers?
5. What is the relationship between Product awareness and cognitive drivers?
6. What is the relationship between Product awareness and emotional drivers?
7. What is the significant difference between internet advertising impact across different genders in terms of product awareness, motivating factors emotional and cognitive drivers and perceived effectiveness?
8. What differences in the internet advertising impact among the age groups were important when it comes to product awareness, motivating factors (emotional and cognitive), and perceived effectiveness?
9. What are the major disparities regarding the influence of internet marketing among various educational qualifications in the context of product awareness, motivating factors emotional and cognitive drivers and perceived effectiveness?
10. What are the main differences between different professions regarding the impact of internet advertising on product awareness, motivating factors emotional and cognitive drivers, and perceived effectiveness?
11. What are the major distinctions in the influence of internet advertising upon product awareness, emotional and cognitive drivers, and perceived effectiveness across different income groups?

#### **1.13 OUTLINE OF THE REPORT**

**Chapter One** introduces the research problem, defines the major concepts, presents the objectives and questions of the study, and explains its scope, justification, methodology, and overall structure.

**Chapter Two** reviews the relevant literature on internet advertising, consumer

behavior, and adolescent buying behavior, identifies conceptual and empirical gaps, and develops the basis for the proposed framework.

**Chapter Three** explains the research design, sampling strategy, instrument development, data collection procedures, hypothesis formulation, pilot testing, and analytical techniques used in the study.

**Chapter Four** presents the empirical analysis, including descriptive statistics, reliability and validity assessment, group comparisons, hypothesis testing, and the structural model results.

**Chapter Five** summarizes the major findings, links them back to the study objectives and research questions, discusses implications, acknowledges limitations, and outlines recommendations and future research directions.

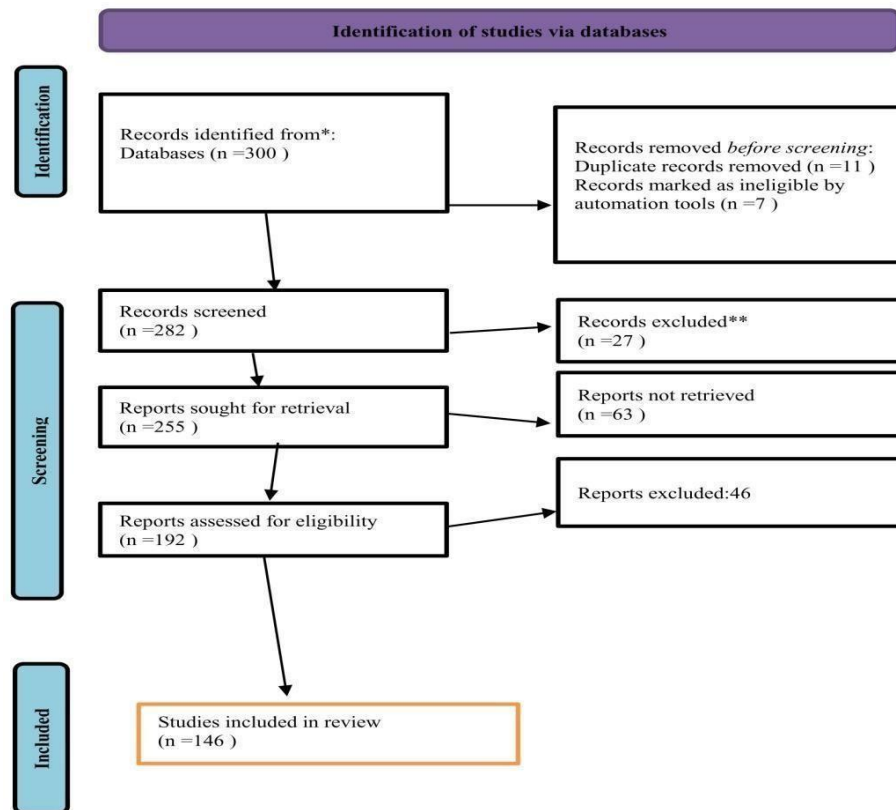
## CHAPTER-2

### LITERATURE REVIEW

A literature review is essential for situating a study within the existing body of knowledge, identifying what is already known, clarifying conceptual disagreements, and locating gaps that justify fresh inquiry. In the present thesis, the review serves three purposes: first, to map the evolution of research on internet advertising; second, to synthesise what is known about consumer and adolescent buying behaviour in digital environments; and third, to establish the conceptual basis for the proposed model.

To enhance transparency and rigour, the review was organised using a PRISMA-guided process. Relevant studies were identified, screened, assessed for eligibility, and then synthesised construct-wise. This approach helped the researcher move beyond a merely descriptive listing of studies and instead build an analytically organised review linked directly to the variables examined in the thesis.

The flow diagram summarises the review process, including identification, screening, eligibility assessment, and final inclusion of studies.



**Figure 2.1 -Flowchart showing the process of literature review**

## **2.1 INTERNET ADVERTISING**

### **➤ Evolution of Internet Advertising**

Early research consistently highlights how the emergence of the Internet reshaped marketing processes, consumer behavior, and organizational strategies. Reedy et al., (2000) demonstrated that traditional marketing functions—such as situation analysis, planning, and implementation were significantly strengthened through the speed, precision, and targeting capabilities of digital platforms. Building on this foundation, Karakaya and Charlton (2001) examined global internet penetration and the expanding U.S. e-commerce economy, explaining how consumers increasingly adopted online channels due to convenience while simultaneously expressing concerns over privacy, security, and product delivery.

These concerns were further contextualized by Kucuk (2002), who showed that perceptions of online risk differ across cultures: consumers in collectivist societies associate security primarily with financial risk, whereas those in individualist cultures link it with privacy or service-related factors. By 2005, the dominance of the Internet in communication and advertising spaces became more evident, with Gupta (2005) observing that digital channels had fundamentally transformed promotional strategies, making online presence essential for businesses. Extending this academic discourse, Krishnamurthy and Singh (2005) proposed the Internet-enabled Marketing Framework (IEMF), which systematically identifies the core building blocks of global e-marketing research.

Their framework not only categorizes existing scholarly work but also outlines key research questions and highlights critical gaps, thereby guiding future empirical and comparative studies in the field.

### **➤ Transformation in Digital Marketing Practices (2010–2020)**

As digital technologies continued to evolve, scholars increasingly emphasized how online advertising fundamentally transformed promotional strategies and consumer engagement. Mishra (2014) defined online advertising as a paid, Internet-based promotional activity that enables marketers to deliver content instantly, modify messages with ease, and overcome the traditional constraints of time and geography. This shift toward digital formats was further elaborated by Ma et al., (2015), who highlighted a paradigm transition from conventional, one-way advertising models toward interactive, user-driven communication environments. According to their analysis, digital advertising is distinguished by user-initiated interactions, two-way

communication, high engagement, and the ability to measure effectiveness in real time through user-generated responses. Expanding on these developments in the Indian context, Rathore et al., (2017) observed that consumers increasingly rely on the Internet to search for the best deals, prompting rapid adoption of diverse digital marketing tools such as SEO, SEM, content marketing, influencer promotions, social media optimization, and email marketing. With the widespread use of platforms like WhatsApp and Facebook, the digital ecosystem has created new opportunities for marketers to reach audiences more efficiently, making digital marketing both cost-effective and commercially impactful.

### ➤ **Modern & Mobile-Driven Advertising Ecosystem (2018–present)**

Building on the growing dominance of digital platforms, Tanasic (2018) emphasized that the Internet has revolutionized advertising by expanding communication possibilities and reshaping how promotional messages are delivered and consumed. The rapid development of mobile technology further intensified this transformation, as smartphones—now possessing the capabilities of full personal computers—provide constant accessibility and allow advertisers to reach consumers anytime and anywhere. This mobile-driven shift complements earlier observations by Mishra (2014), who noted that online advertising enables instantaneous content delivery and flexible modification of messages without geographic or temporal limitations. Similarly, Ma et al. (2015) highlighted how digital advertising has transitioned from passive, one-way communication to highly interactive, user-generated, real-time engagement. Together, these studies show how the integration of mobile connectivity, interactivity, and user participation has fundamentally altered the digital advertising landscape.

In summary, the literature shows a clear progression from static web promotion to interactive, mobile-centred, data-driven advertising ecosystems. However, much of this work remains descriptive and platform-specific. There is still a need for theory-led studies that connect these technological transformations to behavioural outcomes, particularly among young consumers in emerging digital markets.

## **2.2 CONSUMER BEHAVIOUR AND ITS FACTORS**

### ➤ **Theoretical Foundations of Consumer Behaviour**

A strong understanding of consumer behaviour begins with established theoretical frameworks that explain why individuals make certain purchase decisions.

Wadhwa et al. (2024) critically evaluated classical and modern theories—Maslow’s Hierarchy of Needs, the Theory of Planned Behaviour (TPB), psychoanalytic models—and emphasized how emotions, motivations, and brand loyalty interact with technological advancements in shaping digital-age consumer choices. Earlier, Manuere et al., (2022) highlighted the relevance of Buyer Behaviour theories and the Theory of Reasoned Action in explaining how individuals select, use, and dispose of products. Foundational decision-making models such as the Engel–Kollat–Blackwell (1978) framework conceptualized consumer behaviour as a multi-stage process influenced by both internal and environmental factors. This view aligns with Kuester (2012), who describes consumer behaviour as a series of decisions made by individuals or groups driven by the need to satisfy complex wants and expectations.

Together, these theoretical contributions form the backbone of consumer behaviour research and provide essential grounding for contemporary analyses in digital marketplaces.

#### ➤ **Psychological & Personal Factors**

Psychological processes—perception, learning, motivation, personality, and attitudes—play a central role in purchase decision-making. Roy et al., (2022) stress the importance of understanding how individuals process information and evaluate alternatives before making a choice. Similarly, Prasad et al. (2014) highlight key cognitive stages such as need recognition, information search, evaluation, purchase, and post-purchase processes, emphasizing consumer psychology and environmental influences.

Rani Pinky (2014) contributes by identifying how personal characteristics (culture, personality traits, lifestyle, family values) shape purchase preferences. These internal and external personal cues guide brands in designing effective marketing messages tailored to the unique thinking patterns of their target audience. Waheed et al. (2014) further argue that personal economic capacity—including education and income—significantly influences responsiveness to product offers. Higher-income consumers display greater willingness to respond to promotions, while lower-income groups show caution due to financial constraints.

Psychological and personal factors therefore define the individuality of consumer choices and determine how effectively different market segments respond to promotional stimuli.

➤ **Social & Cultural Influences**

Consumer decisions are not made in isolation; they are heavily shaped by social groups, cultural backgrounds, and interpersonal interactions. Durmaz and Durmaz (2014) empirically demonstrated how social factors such as peer groups, social class, reference groups, and family structure influence buying behaviour across different regions in Turkey. Family dynamics also strongly impact decision-making, as shown by Anbarsooz and Amulya (2014), who reported that family members—parents, children, information gatherers, and influencers—play distinct roles in purchasing decisions, with adolescents increasingly influencing household purchases. In contemporary markets, celebrity influence also plays a major role. Chavadi et al., (2021) studied how celebrity endorsers, sports figures, and mascots interact with product involvement to shape youth purchase intentions. Their findings indicate that both the type of endorser and the level of product involvement significantly impact attitudes toward advertisements and brands. These studies collectively highlight the cultural and social embeddedness of buying behaviour, underscoring that consumer choices are often guided by social identity, collective values, and interpersonal persuasion.

➤ **Demographic & Economic Factors**

Demographic and economic variables significantly contribute to differences in consumer choices and purchasing power. Talukdar (2020) showed that household income, occupation, and geographic location influence spending behaviour for consumer durables in both rural and urban settings. Rising household incomes play a notable role in shaping purchasing patterns, especially in developing markets. These findings align with mainstream consumer behaviour literature, which consistently finds demographic variables—age, gender, education, income as major predictors of consumption behaviour differences.

### **2.2.1 THEORETICAL UNDERPINNING (Critical Discussion and Framework Integration)**

Understanding online consumer behaviour requires integrating multiple behavioural theories rather than relying on a single model. TAM, TPB, and UTAUT remain the most widely used frameworks, yet each has limitations when applied independently to digital purchasing environments.

**The Technology Acceptance Model (TAM)** posits that Perceived Usefulness and Perceived Ease of Use shape behavioural intention. In online shopping, these

reflect convenience, efficiency, and reduced effort. However, TAM lacks emotional, cultural, and risk-oriented variables—now central to digital consumers.

**The Theory of Planned Behaviour (TPB)** extends this by incorporating Attitude, Subjective Norms, and Perceived Behavioural Control. This is especially relevant to digital buying influenced by peers, influencers, and social media networks. Yet TPB assumes rationality and overlooks impulsive or hedonic tendencies shaped by algorithmic recommendations and personalized advertising.

**The Unified Theory of Acceptance and Use of Technology (UTAUT)** offer a broader explanation through Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. Its moderators—age, gender, experience—are valuable for understanding heterogeneous digital consumers. However, UTAUT still falls short in addressing perceived risk, privacy concerns, distrust, and social-influencer effects—factors repeatedly highlighted in empirical studies (e.g., Ariffin et al., 2018; Rungtornsupavan et al., 2019).

To summarize, psychological, social, cultural, and demographic factors collectively shape consumer behaviour. However, existing studies rarely integrate these diverse influences within a single theoretical explanation. Theoretical models such as TAM, TPB, and UTAUT offer partial insights but fail to capture risk, trust, and digital-era influences holistically, creating the need for an integrated behavioral framework. This makes an integrated behavioural approach particularly relevant for the study of adolescents exposed to internet advertising.

## **2.2.2 BEHAVIOURAL THEORIES (More Directly Relevant to Adolescent Advertising Response)**

The present study does not treat TAM, TPB and UTAUT as complete explanations of adolescent buying behaviour. Those models are useful for explaining acceptance, intention, perceived utility, social influence and facilitating conditions, but the dependent process examined here is broader: adolescents encounter advertising stimuli, interpret them emotionally and cognitively, learn from social models, move through buying stages, and decide whether an advertisement is effective. For that reason, the framework is strengthened by relating the study constructs to five complementary behavioural perspectives.

### **Stimulus-Organism-Response (SOR) Theory**

SOR provides the closest organizing logic for the empirical model. Internet advertisements constitute the stimulus; the adolescent's motivational, emotional and

cognitive states constitute the organism; and perceived effectiveness and buying-related response constitute the response. Product awareness can operate both as an immediate informational outcome of exposure and as an internal state that conditions subsequent processing. Unlike a simple technology-acceptance model, SOR therefore explains why the same advertisement can produce different responses depending on the recipient's affective and cognitive processing.

### **Social Learning Theory**

Social Learning Theory explains how adolescents acquire preferences by observing peers, influencers, celebrities and family members, and by noticing the apparent rewards attached to products and brands. This perspective is particularly important for internet advertising because commercial messages are often embedded in social feeds and presented through models whom adolescents perceive as credible or aspirational. It clarifies why brand ambassadors, peer endorsement and socially visible consumption may activate emotional drivers even when the advertisement adds little objective product information.

### **Consumer Decision Process Model**

The Consumer Decision Process Model locates advertising influence across need recognition, information search, evaluation of alternatives, purchase and post-purchase assessment. The product-awareness items correspond mainly to need recognition and information search; cognitively driven responses correspond to evaluation of alternatives; emotionally driven responses may accelerate preference and purchase; and perceived effectiveness reflects the respondent's overall judgement of whether advertising assists or distorts the decision process. This model prevents the interpretation of buying behaviour as a single event and instead treats it as a sequence of linked decisions.

### **Uses and Gratifications Theory**

Uses and Gratifications Theory treats adolescents as active media users rather than passive recipients. They may attend to internet advertisements for information, entertainment, social connection, convenience, price discovery or identity expression. This perspective is consistent with the descriptive finding that respondents frequently skip or selectively attend to advertisements. Exposure alone is therefore insufficient: effectiveness depends on whether the advertisement supplies a gratification that the user is currently seeking.

### **Elaboration Likelihood Model**

The Elaboration Likelihood Model distinguishes relatively effortful central processing from cue-based peripheral processing. Detailed product information, comparison and utility claims are likely to engage cognitive drivers, whereas attractiveness, celebrity endorsement, humour, urgency and visual novelty are likely to engage emotional or peripheral routes. The model therefore supplies a direct theoretical explanation for the simultaneous presence of cognitive and emotional pathways in the proposed structural model.

### **Critical integration and justification of theory selection**

No single theory covers the full phenomenon. TAM and UTAUT are strongest where ease of use, usefulness, performance expectancy and social influence determine adoption of a digital channel. TPB is strongest where attitudes, perceived control and social norms shape intention. SOR, Social Learning Theory, the Consumer Decision Process Model, Uses and Gratifications Theory and the Elaboration Likelihood Model are more directly suited to explaining advertising exposure, internal processing and buying response. The study therefore uses TAM, TPB and UTAUT as supporting perspectives rather than exclusive foundations, and interprets the empirical model through the broader behavioural synthesis developed above.

### **Integrated mapping to the study constructs**

Within this synthesis, product awareness represents the informational consequences of exposure and the early stages of the consumer decision process. Motivating factors capture the gratifications, expected benefits and contextual incentives that sustain attention. Emotionally driven responses reflect affective organism states, peripheral persuasion and socially learned attraction. Cognitively driven responses reflect central processing, comparison and evaluative judgement. Perceived effectiveness represents the resulting appraisal of whether internet advertising meaningfully supports or influences buying decisions. This mapping supplies the theoretical bridge between the literature review, the questionnaire constructs and the structural model.

### **Theoretical expectation arising from the synthesis**

The integrated framework predicts that motivational conditions should activate both emotional and cognitive processing; that product awareness should be more strongly connected with subsequent response when information is affectively or contextually salient; and that both emotional and cognitive processing should

contribute to perceived effectiveness. It also permits asymmetric results: awareness need not automatically produce deeper cognition, because adolescents may notice a product without engaging in systematic evaluation.

## **2.3 FACTORS OF INTERNET ADVERTISING INFLUENCING BUYING**

### **➤ Trust, Risk, Security & Privacy**

A large body of research consistently shows that trust and perceived risk remain the strongest determinants of online buying behaviour across consumer groups. Ariffin et al. (2018) found that financial risk, product quality uncertainty, and security concerns substantially reduce purchase intentions, a pattern echoed in Adnan (2014), Huseynov & Yildirim (2014), and Pavlou (2003), where consumers hesitate due to fear of fraud, misinformation, and identity theft. Earlier foundational work by Pan & Zinkhan (2006), Flavian & Guinaliu (2006), and Miyazaki & Fernandez (2001) established that strong privacy protection mechanisms build trust and directly enhance long-term loyalty. Studies such as Kim et al., (2008) and Gefen (2000) further show that trust functions as a psychological assurance mechanism, especially when consumers lack prior experience with online sellers. More recent studies by Sharma & Lijuan (2015), Gupta & Dharmi (2020), and Anesbury (2021) confirm that website credibility, transparent policies, and secure payment gateways significantly reduce perceived risk. Despite these empirical findings, most studies remain loosely connected to behavioural intention theories and rarely consider moderating influences such as age, cultural norms, digital literacy, or generational differences, resulting in fragmented explanations of trust formation in online environments.

### **➤ Social Media Influence, Digital Advertising & Online Engagement**

The second major stream of research highlights the transformational role of social media platforms, influencer marketing, and online advertising in shaping consumer attitudes and purchase decisions. Mangoma et al. (2022), Negi (2020), and Djafarova & Rushworth (2017) demonstrate that influence credibility, attractiveness, and perceived authenticity significantly enhance persuasion and drive youth impulse buying. Studies by Clarke (2019), Sama (2019), and Duffett (2017) show that platforms such as Instagram, Facebook, TikTok, and YouTube influence the entire decision-making journey—awareness, brand attitude formation, preference, purchase, and even post-purchase sharing. Advertising effectiveness also depends on message quality and execution. Saranya (2021), Ogutu (2014), and Martini & Widyaningsih (2015) found that informativeness, entertainment value, creativity, and message

clarity strongly shape advertising attitudes, while Murillo et al. (2016) showed gender-specific responses to ad features on Twitter. Studies such as Confos & Davis (2016) and Lissitsa & Kol (2016) warn that exposure through advergames and branded content can subconsciously influence young consumers and cultivate long-term brand preferences. Yet, most studies focus on platform-level observations without linking advertising constructs—credibility, entertainment, informativeness, emotional appeal—to behavioural models like TPB, TAM, or UTAUT, limiting their theoretical robustness.

➤ **Motivation, Convenience, Website Quality & Demographic Factors**

A third prominent theme in the literature examines intrinsic consumer motivations and platform-level facilitators. Convenience, timesaving, product variety, and price advantages consistently emerge as strong drivers of online shopping adoption (Makwana, 2017; Arora & Aggarwal, 2018; Suki, 2016). Studies such as Burke (2002) and Bellman et al. (1999) show that demographic variables—including age, gender, education, income, and occupation—shape browsing preferences and purchase likelihood, with younger and more educated consumers adopting online shopping more rapidly. Sahu et al. (2020), Vishwakarma (2020), and Aziz & Wahid (2018) found that perceived ease of use, website simplicity, product assortment, and promotional offers enhance online purchase intentions, especially among students and young adults. Jadhav & Khanna (2016) and Kanchan et al. (2015) reported that shopping motivations are also influenced by trust in digital payments, delivery speed, and return policies. Furthermore, Dharmesti et al. (2021) and Chiu et al. (2014) showed that hedonic and utilitarian values derived from online environments significantly increase repeat purchase intention. Despite these insights, most studies treat motivation, convenience, and demographics independently, without integrating them into a unified behavioral framework.

**Table 2.1-Summary of Key Studies on Internet Advertising & Online Buying Behavior**

| Author | Year | Objective                                        | Method            | Key Findings                                        | Research Gaps                           |
|--------|------|--------------------------------------------------|-------------------|-----------------------------------------------------|-----------------------------------------|
| Jerab  | 2025 | Identify major factors influencing online buying | Literature Review | Trust, price, convenience, UX are core determinants | No empirical testing; lacks theory link |

|                      |      |                                                           |                    |                                                                   |                                        |
|----------------------|------|-----------------------------------------------------------|--------------------|-------------------------------------------------------------------|----------------------------------------|
| Mangoma et al.,      | 2022 | Study Instagram influencer marketing and buying behaviour | Survey (200 youth) | Celebrity & blogger endorsements strongly shape purchases         | Limited to Zimbabwe; no model testing  |
| Saranya              | 2021 | Examine influence of online ads on buying                 | Quantitative       | Imaginative ads + celebrity endorsement shape behaviour           | Lacks demographic segmentation         |
| Dharoch et al.,      | 2021 | Identify barriers to online shopping                      | Survey             | 6 barriers identified: fear, trust, service quality, info quality | Only focuses on barriers, not enablers |
| Negi et al.,         | 2020 | Instagram influencer impact                               | Survey             | Celebrity influence significantly affects women consumers         | Only female sample                     |
| Singh                | 2020 | Analyse social media influence on buying                  | Survey             | SM features strongly attract youth buyers                         | Sample limited to Indian metros        |
| Rungsrisawat et al., | 2019 | Identify factors affecting online buying                  | Regression         | Security, privacy, trust — highly significant                     | Limited to Malaysia                    |
| Clarke et al.,       | 2019 | Impact of FB/Instagram on buying                          | Survey             | SM heavily influences fashion buying                              | Limited generalizability               |
| Bashir et            | 2019 | Examine                                                   | SEM                | Trust is                                                          | Younger                                |

|                           |      |                                              |              |                                                                     |                               |
|---------------------------|------|----------------------------------------------|--------------|---------------------------------------------------------------------|-------------------------------|
| al.,                      |      | trust, time,<br>variety,<br>privacy          |              | strongest factor<br>affecting<br>online buying                      | generations only              |
| Ariffin et<br>al.,        | 2018 | Test role of<br>perceived<br>risks           | Survey (350) | Financial,<br>security,<br>product & time<br>risk ↓ intention       | Social risk<br>insignificant  |
| Chopdar<br>et al.,        | 2018 | UTAUT +<br>risk in m-<br>shopping            | SEM          | Habit strongest<br>predictor; risk<br>insignificant<br>post-use     | Focus on mobile<br>apps only  |
| Arora &<br>Aggarwal       | 2018 | Online<br>shopping<br>benefits for<br>women  | SEM          | Variety,<br>convenience,<br>price →<br>attitude →<br>intention      | Only metro<br>women           |
| Makwana<br>et al.,        | 2017 | Identify<br>online<br>shopping<br>motivators | Survey       | Time saving,<br>offers,<br>convenience<br>drive buying              | Lacks trust<br>variables      |
| Perakakis<br>et al.,      | 2016 | Use of SM<br>for tourism<br>marketing        | Survey       | Social media<br>adoption still<br>limited in<br>Greece              | Sector-specific<br>limitation |
| Akroush<br>& Al-<br>Debei | 2015 | Trust,<br>benefits,<br>eWOM on<br>attitudes  | SEM          | Perceived web<br>quality → trust<br>→ attitude                      | Only one<br>website tested    |
| Adnan                     | 2014 | Online<br>buying<br>factors in<br>Pakistan   | Survey       | Trust,<br>perceived<br>advantage →<br>positive; risks<br>→ negative | Very small<br>sample          |

|               |      |                          |        |                                                 |                                     |
|---------------|------|--------------------------|--------|-------------------------------------------------|-------------------------------------|
| Ogutu et al., | 2014 | Attitude towards web ads | Survey | Interactivity, credibility → positive attitude  | Student sample only                 |
| Burke         | 2002 | Impact of demographics   | Survey | Age, gender, education, income influence buying | Outdated in current digital context |

**Mini-Synthesis:** Taken together, the literature identifies trust, perceived risk, convenience, website quality, social media influence, and advertising execution as important determinants of online buying behaviour. Yet these determinants are often examined in isolation, with limited integration into a unified explanatory framework. The present study responds to this fragmentation by examining a set of interrelated behavioural constructs in one model.

## 2.4 ADOLESCENT BUYING BEHAVIOUR

### ➤ Socio-Economic, Psychological & Developmental Factors Influencing Adolescent Buying

Adolescent buying behaviour is deeply shaped by socioeconomic background, psychological maturity, and developmental stage. Hasan et al., (2022) showed that socioeconomic status, individual modernity, and economic literacy significantly strengthen rational decision-making among young consumers, indicating that financially stable households raise more informed buyers. Similarly, studies such as Sramova & Pavelka (2019) highlighted gender-based motivational differences: adolescent boys exhibit stronger utilitarian motives like information-seeking, choice variety and cost-saving, while girls show equally high hedonic motivations, demonstrating the interplay of cognitive and emotional elements in adolescent decisions.

Developmental transitions further influence buying patterns. Thaichon (2017) found a clear distinction between younger (8–11 years) and older (12–15 years) adolescents in terms of online shopping awareness, peer influence, and autonomy in decision-making. Livazović (2017) similarly argued that early to mid-adolescence is

marked by heightened risk-taking tendencies shaped by peer relations and school environment. Studies focusing on emotional triggers also show strong psychological influences. Sundström (2019) explained that boredom acts as a major motivator for impulse purchases among youth, where online stimuli such as easy access, fast navigation, and promotional offers act as mood-lifting triggers.

Research exploring decision-making styles also strengthens this argument. Niu (2017) found that family communication patterns predict whether adolescents adopt planned or unplanned buying: concept-oriented communication fosters rational buying, while socio-oriented households show higher spontaneous purchasing. In addition, Craig (2018) reported that despite popular belief, adolescents are more motivated by product-oriented than experiential shopping, showing the growing rationality and utilitarian considerations even at younger ages.

### **Mini-Synthesis**

Overall, socio-economic security, cognitive maturity, emotional states, gender differences, and developmental progress collectively shape how adolescents evaluate products, respond to online stimuli, and make rational or impulsive decisions. These studies show that adolescent buying is a multi-dimensional psychological process, influenced by both personal resources and developmental needs.

#### **➤ Family Influence, Pester Power & Adolescents' Role in Household Decisions**

Adolescents exert substantial influence on household purchases, often more than parents acknowledge. Edwin (2022) demonstrated that adolescents significantly shape family buying decisions for garments, electronics, and food, with the strongest influence observed in food-related decisions. Budhiraj & Gupta (2019) expanded this understanding by categorising products into —Popular—, —Prominent—, and —Common—, finding that adolescents exert maximum influence on popular products and at the initiation stage of the buying process.

Earlier foundational research also supported these findings. Martensen & Gronholdt (2008) found children aged 5–13 significantly influence family purchases, especially for products directly relevant to them (e.g., mobile phones, snacks). Wang et al. (2007) observed strong adolescent influence across initiation, evaluation, and decision stages in both U.S. and Chinese families, suggesting universal trends across cultures. Similarly, Chavda et al. (2005) found adolescents and parents often agree on the child's influence, though gender differences appear in certain product categories.

Several studies emphasise the role of family communication and structure. Niu et al. (2017) and Ubeogbulam & Nnabuko (2017) found that peer-oriented adolescents influence decisions more strongly—especially in durable goods. Beatty & Talpade (1994) earlier demonstrated that parents' employment increases adolescents' influence, especially when families are time constrained.

Children pester power also plays a major role. Balcarova et al., (2014) found that 71% of parents purchase food items suggested by children to avoid conflict. Jayanthi & Reddy (2015) similarly reported that adolescents' impulse-driven preferences shape family purchases, influenced by display, peer pressure, and promotional offers.

### **Mini-Synthesis**

Collectively, research shows that adolescents today act as powerful decision influencers, often initiating choices, comparing alternatives, and persuading parents—especially in dual-income families and digitally active households. Their influence spans across product categories and decision stages.

#### **➤ Social Media, Influencers, Digital Advertising & Online Engagement**

Digital platforms play a transformative role in adolescent buying. Djafarova et al., (2021) found that Instagram-based stimuli—ads, influencer endorsements, and user-generated content strongly drive impulse buying among Gen Z females. Thakker (2021) reported that influencer marketing has significantly different effects across Millennials and Baby Boomers yet consistently influences purchase intentions by enhancing credibility and emotional appeal.

Multiple studies confirm the power of digital advertising. Martini & Widaningsih (2015) found that advertising utility, indignity, and price perceptions positively shape Indonesian adolescents' attitudes toward online advertising. Murillo et al., (2016) observed that informativeness and entertainment strongly predict the advertising value of Twitter ads among Mexican millennials, while credibility matters more for females. Aktan (2016) similarly explained that web advertising value—driven by informativeness, entertainment, and credibility—shapes favourable attitudes toward online ads.

Duffett (2017) showed that long-term exposure to social media marketing enhances cognitive, affective, and behavioural responses among teens, though the strength declines along the purchase funnel. Chiu et al. (2014) demonstrated that hedonic and utilitarian values derived from online environments shape repeat

purchase intentions.

Studies like Confos & Davis (2016) and Lissitsa & Kol (2016) showed that branding strategies embedded in apps, advergames, and social media create deep consumer–brand relationships, raising ethical questions about long-term behavioural shaping.

### **Mini-Synthesis**

Digital ecosystems such as Instagram, Facebook, and Twitter create highly persuasive environments where informational, emotional, and social triggers blend to influence adolescent decision-making. Social media has become a major force shaping adolescent preferences, brand relationships, and impulse purchases.

#### ➤ **Online Shopping Behaviour, Motivational Factors, Trust & Purchase Intentions**

Young consumers increasingly prefer online shopping due to convenience, product variety, and ease of comparison. Dharmesti et al., (2021) showed that Australian and U.S. youth display strong positive attitudes toward online shopping, driven by escapism and value motives. Familiarity with digital platforms further enhances information search behaviour, ultimately leading to purchase intentions.

Vishwakarma (2020) and Sahu (2020) found that factors such as product variety, ease of use, educational qualification, and discounts significantly shape online purchasing patterns among youth in India. Aziz & Wahid (2018) observed that perceived ease of use and perceived benefits fully mediate the effect of experience on purchase intention among Malaysian students.

Research from multiple countries also highlights trust, privacy, and security as critical determinants. Jadhav & Khanna (2016) and Kanchan et al., (2015) found that transaction security, payment options, and past online experience significantly influence online buying among students. Agyapong (2017) confirmed that convenience and product quality are the strongest predictors of online purchase intention among Finnish young adults.

Voramontri & Klieb (2018) further showed that social media enhances satisfaction during information search and evaluation stages, illustrating how digital ecosystems integrate with traditional buying processes.

### **Mini-Synthesis**

Online shopping behaviour among adolescents is driven by convenience, ease of use, incentives, familiarity, digital confidence, and trust factors. The studies

consistently show a rising dependence on online platforms due to comfort, speed, and social integration.

➤ **Impulse Buying, Hedonic/Utilitarian Motives & Emotional Drivers**

A large body of literature shows that adolescents exhibit strong impulse buying tendencies driven by hedonic pleasure, curiosity, emotional states, and social cues. Parakh et al. (2016) highlighted that impulsive buying among adolescents is often linked with emotional reactivity and social influences. Sundström (2019) established that boredom is a major trigger, where adolescents click impulsively on discounts, fast delivery options, or visually appealing products.

Hedonic and utilitarian motives also play a central role. Arısalı & Cömert (2016) compared students in Spain and Turkey and found that hedonic and utilitarian motivations vary by age, gender, and income—Turkish students showing higher motivations in both categories. Craig (2018) found that adolescents enjoy product-oriented shopping, contradicting the assumption that experiential motives dominate youth behaviour.

Sangurde (2019) showed that social media platforms enhance impulsive buying among Mumbai youth through constant exposure, peer comparison, and targeted advertising. Sharma (2016) added that marketing strategies, browsing speed, product diversity, and delivery systems significantly affect teenagers' instant buying responses.

**Mini-Synthesis**

Across studies, adolescent impulsive buying emerges from hedonic pleasure, emotional triggers, boredom, digital stimuli, and social influence, revealing a pattern of highly reactive and pleasure-driven consumption among youth.

**Table 2.2-Summary table of Adolescent buying behaviour**

| Author         | Year | Objective                                         | Method              | Key Findings                                    | Identified Gaps                             |
|----------------|------|---------------------------------------------------|---------------------|-------------------------------------------------|---------------------------------------------|
| Hasan et al.   | 2022 | Effect of SES, modernity, literacy on rationality | SEM, 362 samples    | SES, modernity ↑<br>literacy → ↑<br>rationality | Limited to one university, millennials only |
| Derbani et al. | 2022 | Parents' perception of Gen Z online behaviour     | Survey, 384 parents | Gen Z behaviour influences parents' consumption | Only perceptual data, not behavioural       |

|                   |      |                                             |                                |                                             |                               |
|-------------------|------|---------------------------------------------|--------------------------------|---------------------------------------------|-------------------------------|
| Edwin             | 2022 | Adolescent influence in family purchases    | Survey, ANOVA, 166 adolescents | Highest influence for food items            | Region-specific               |
| Thakker           | 2021 | Impact of influencers across generations    | Survey, ANOVA, 310 respondents | Strong effect; differs by generation        | Limited to Pune               |
| Dharmesti et al.  | 2021 | Online purchase motivation (AU & US youth)  | SEM                            | Escapism & value motives drive intentions   | Only two countries            |
| Djafarova et al.  | 2021 | Instagram triggers for Gen Z impulse buying | Focus groups                   | Females highly influenced by IG stimuli     | Small qualitative sample      |
| Vishwakarma       | 2020 | Youth online shopping factors               | Survey, Chhattisgarh           | Education ↔ online shopping factors         | Limited generalizability      |
| Sahu              | 2020 | Factors influencing booking behaviour       | Survey, Odisha                 | Education significant                       | Narrow sample                 |
| Sundström         | 2019 | Boredom & impulse fashion purchases         | Case study                     | Boredom triggers impulse buying             | Needs large-scale testing     |
| Budhiraj & Gupta  | 2019 | Adolescent role in buying categories        | MANOVA, 350 adolescents        | Influence highest for popular products      | Urban sample only             |
| Sramova & Pavelka | 2019 | Gender differences in online motivation     | Survey                         | Boys utilitarian; equal hedonic motives     | Pilot study                   |
| Thaichon          | 2017 | Children's perception of online shopping    | Interviews                     | Strong age differences; peer influence high | Needs quantitative validation |
| Niu               | 2017 | Family                                      | Survey                         | Communication                               | Limited to cyber-             |

|                       |      |                                       |             |                                            |                             |
|-----------------------|------|---------------------------------------|-------------|--------------------------------------------|-----------------------------|
|                       |      | communication & compulsive buying     |             | patterns shape planned/unplanned buying    | shopping                    |
| Duffett               | 2017 | Social media impact on teen attitudes | Survey      | Positive impact on all attitude components | Only South Africa           |
| Agyapong              | 2017 | Online purchase intention in Finland  | Survey      | Convenience & quality major factors        | Small sample                |
| Ting et al.,          | 2017 | Ethnicity & advertising attitudes     | Survey      | Similar attitudes across ethnicities       | Only students               |
| Kaur & Medury         | 2011 | Internet effect on teen family roles  | Dyad survey | Internet increases teen influence          | Urban-focused               |
| Martensen & Gronholdt | 2008 | Children influence in families        | 779 parents | Older kids more influential                | Limited product set         |
| Wang et al.,          | 2007 | US vs China adolescent influence      | Surveys     | High influence at all stages               | Cultural motives unexplored |

## 2.5 RESEARCH GAP AND THEORETICAL CONTRIBUTION

Although prior research has established that online advertising is interactive, personalised, mobile, and socially embedded, the literature still leaves three important gaps. First, the principal behavioural constructs are usually examined separately rather than within a unified explanatory structure. Second, adolescent-focused evidence from regional Indian contexts remains limited. Third, many studies emphasise descriptive outcomes such as exposure or attitude, but devote less attention to modelling the internal pathways through which awareness, motivation, emotion, and cognition shape perceived advertising effectiveness.

The present thesis addresses these gaps by proposing and testing an integrated conceptual framework in which product awareness and motivating factors operate as antecedent conditions, emotional and cognitive drivers function as mediating behavioural responses, and perceived effectiveness represents the evaluative outcome.

In this way, the study contributes not only additional data, but a more coherent explanatory architecture for understanding adolescent responses to internet advertising.

The review therefore establishes a strong basis for the present thesis: internet advertising is pervasive, adolescent consumers are increasingly important, and the existing literature points to a clear need for an integrated model that explains how awareness, motivation, emotion, cognition, and perceived effectiveness interact in shaping adolescent buying behaviour.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

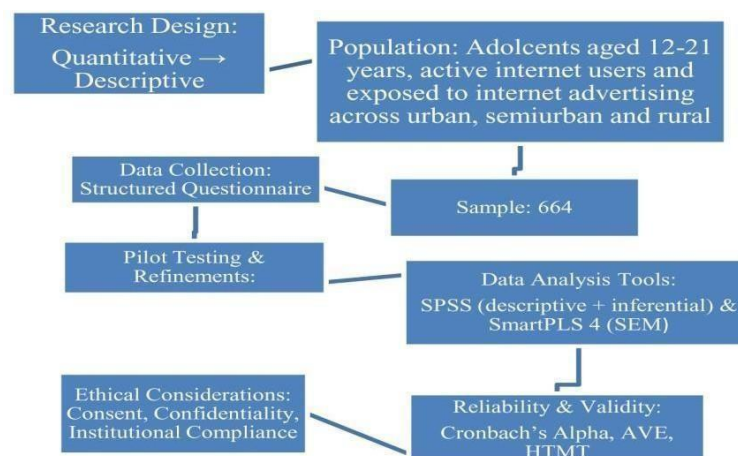
This chapter sets out the methodological framework used to investigate adolescents' responses to internet advertising. It explains the research design, sampling strategy, instrument structure, data collection process, pilot testing, and the analytical techniques used to examine both group differences and structural relationships.

A multi-stage quantitative strategy was adopted because the study required more than simple description. Descriptive statistics were needed to profile the respondents and their digital exposure, inferential tests were required to examine demographic differences, and PLS-SEM was necessary to evaluate the proposed model linking the major behavioral constructs.

#### 3.2 RESEARCH DESIGN

The study employed a descriptive survey design anchored in quantitative analysis. A descriptive design was appropriate because the research aimed to document adolescents' 'exposure to internet advertising, their perceptions of such advertising, and the way these perceptions relate to buying-related responses across a naturally occurring social setting.

No experimental intervention was introduced. Instead, the study examined adolescents within their existing digital environments, making the survey design suitable for capturing prevailing attitudes, perceptions, and behavioural tendencies at scale.



**Figure: 3.1 Research Flow Chart**

### **3.3 RESEARCH OBJECTIVES**

1. To examine the level of exposure and awareness of Internet advertising among adolescents.
2. To understand how product awareness is developed through the influence of Internet Advertisements.
3. To identify the key motivational, cognitive, and emotional factors influencing adolescents' buying behavior through Internet advertising.
4. To assess adolescents' perceptions regarding the effectiveness of Internet advertising on purchase decisions
5. To analyze the influence of Internet advertising in shaping the adolescent buying behavior process.
6. To analyze the orientation of the adolescents towards Internet Advertisements as they transit from secondary level to high school level.
7. To develop and validate a structural equation model explaining the impact of Internet advertising on adolescents' buying behavior.

### **3.4 SAMPLING AND DATA COLLECTION**

#### **3.4.1 Target Population and Sampling Frame**

The target population comprised adolescents and young students aged approximately 12 to 21 years from urban, semi-urban, and rural areas of the twelve districts of South Punjab (Malwa region). This population includes school- and college-going respondents who are active internet users and are therefore suitable for studying reactions to online advertising.

Including respondents from early adolescence to the first stage of undergraduate education made it possible to examine whether responses to internet advertising change across educational and developmental transitions.

#### **3.4.2 Sample Size and Sampling Technique**

Cochran's Formula

$$n_0 = \frac{Z^2 \times p \times q}{e^2}$$

Where:s

- $n_0$ = minimum required sample size
- $Z$ = Z-value corresponding to the desired confidence level
- $p$ = estimated proportion of the population possessing the attribute

- $q = 1 - p$
- $e$  = acceptable margin of error (precision level)

### Substitution of Values

For the present study, the “following values were adopted:

Confidence level = **95%**, hence  $Z = 1.96$

Estimated population proportion = **0.50** (used to maximize sample size in the absence of prior information)

$$q = 1 - 0.50 = 0.50$$

Margin of error = **5%**, hence  $e = 0.05$

Substituting these values into Cochran’s formula:

$$n_0 = \frac{(1.96)^2 \times 0.50 \times 0.50}{(0.05)^2}$$

$$n_0 = \frac{3.8416 \times 0.25}{0.0025}$$

$$n_0 = \frac{0.9604}{0.0025}$$

$$n_0 = 384.16$$

- The final sample consisted of 664 usable responses after data cleaning. This exceeds the minimum sample requirement indicated by Cochran’s formula and therefore provides adequate statistical power for the analyses undertaken.
- Convenience sampling was used because a complete sampling frame for all eligible adolescent internet users in the region was not available. Although this limits strict statistical generalisation, it is a practical and commonly used approach in field-based behavioural research involving dispersed student populations.

### 3.4.3 Primary Data Collection Methods

Primary data were collected through a structured questionnaire using a five-point Likert scale. The instrument was designed to capture demographic characteristics, internet-use patterns, online buying behaviour, product awareness, motivating factors, emotional responses, cognitive responses, and perceived effectiveness.

- Section A recorded respondents’ demographic profile, including gender, age, region, educational level, parental occupation, and family income.

- Section B examined internet-use behaviour such as time spent online, preferred activities, and general exposure to internet advertising.
- Section C focused on online buying behaviour, including purchase frequency, product categories, and platforms that influenced purchase decisions.
- Section D assessed the role of internet advertising in developing product awareness and in shaping responses across stages of the decision-making process.
- Section E measured the motivational, emotional, cognitive, and perceptual variables required for hypothesis testing and structural modelling.

**Table 3.1: Mapping of Questionnaire Items to Academic Sources**

| Questionnaire Section             | Item / Variable Examples                                              | Academic Source / Study                                                |
|-----------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|
| Demographic Profile               | Age, gender, region, education, family income                         | Malhotra (2010); Hair et al. (2019)                                    |
| Internet Usage Pattern            | Frequency of internet use, devices used, purpose of internet usage    | Pew Research Center (2018); Smith & Anderson (2016)                    |
| Awareness of Internet Advertising | Awareness level, attention to ads, skipping behaviour                 | Ducoffe (1996); Rodgers & Thorson (2000)                               |
| Motivational Factors              | Convenience, discounts, reviews, peer influence, creativity of ads    | Uses & Gratifications Theory – Katz et al. (1974); Logan et al. (2012) |
| Cognitive Drivers                 | Information search, comparison of alternatives, decision facilitation | Engel, Blackwell & Miniard (1995); Lavidge & Steiner (1961)            |
| Emotional Drivers                 | Pleasure, excitement, social image, impulse buying                    | Holbrook & Hirschman (1982); Bagozzi et al. (1999)                     |
| Buying Behaviour                  | Awareness, interest, persuasion, purchase, repeat purchase            | AIDA Model – Strong (1925); Kotler & Keller (2016)                     |

#### 3.4.4 Secondary Data Collection Methods

Secondary sources were used to support instrument development, theoretical

framing, and contextual understanding. These included peer-reviewed journal articles, books, reports, and other credible documentary materials related to digital advertising, adolescent consumer behaviour, and online buying.

#### **3.4.5 Data Collection Time Horizon**

The data used in the research came in during a specific duration of time (April to November 2024). The data was gathered in educational establishments of urban, semi-urban and urban setting, which would guarantee contextual variety in digital access, media exposure, and consumption behaviour.

### **3.5 RESEARCH HYPOTHESIS**

The research hypotheses of the study under consideration are developed to test the relationships between Internet advertisement and buying behaviour of adolescents on the basis of the known theories of consumer behaviour and digital marketing. The hypotheses are that motivational factors, cognitive drivers, and emotional drivers that relate to Internet advertising have a significant impact on the reaction of adolescents in various phases of the buying decision process. Moreover, it is presumed that these variables affect the perceived effectiveness of the Internet advertising in adolescents significantly, and consequently, their buying behaviour. The study uses inferential statistical methods and Structural Equation Modelling to test all of these hypothesized relationships in a systematic and simultaneous manner, which will allow validating the theoretical assumptions and measuring both the direct and indirect effects in a conceptual framework proposed.

#### **3.5.1 Hypothesis based on t tests and ANOVA**

##### **H<sub>01</sub> (Null Hypothesis – t-test / ANOVA)**

Product awareness, motivating factors, emotional drivers, cognitive drivers and perceived effectiveness of Internet advertising do not significantly differ between the adolescents in the chosen demographic variables.

##### **H<sub>11</sub> (Alternative Hypothesis)**

The product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of Internet advertising show significant disparity among the adolescents in the chosen demographic variables.

#### **3.5.2 Hypothesis based on SEM model**

**H<sub>1</sub>:** There is a significant relationship between cognitive-driven responses and Perceived Effectiveness.

**H<sub>2</sub>:** There is a significant relationship between emotionally driven responses

and Perceived Effectiveness.

**H<sub>3</sub>:** There is a significant relationship between Motivating Factors and Cognitive-driven responses.

**H<sub>4</sub>:** There is a significant relationship between Motivating Factors and Emotionally driven responses.

**H<sub>5</sub>:** There is a significant relationship between Product Awareness and cognitively driven responses.

**H<sub>6</sub>:** There is a significant relationship between Product Awareness and Emotionally driven responses.

### **3.6 PILOT TESTING AND REFINEMENTS**

Before the actual survey, a pilot study was done to determine the clarity, relevance, and reliability of the research instrument. The questionnaire was directed to adolescent respondents of a small sample who had the same characteristics of the target population. The input of the pilot testing was used to detect the problems with ambiguity, order of questions, and clarity of response scale. The experience gained was put into perspective to make the necessary amendments that facilitated the language, flow and understanding of the items and made sure they were age relevant and in line with the study objectives. Such pilot testing method has therefore improved the content validity and reliability of the instrument and the ultimate questionnaire was suitable to be used in the large-scale data collection.

#### **3.6.1 Data Cleaning and Coding**

The raw data were then processed through a systematic data cleaning procedure to make them accurate, consistent, and acceptable in statistical analysis after the data collection had been completed. Initial screening of responses was to check completeness of the responses and questionnaires with large gaps or those with inconsistent responses were not subjected to further analysis. Data were analyzed on outliers and entry errors, and pattern of responses that reflected either inattentive or random response. The minimal values were dealt with with proper statistical procedures in order to eliminate biasness.

After data cleaning, coding of the responses was done to make effective analysis with statistical software. Based on measurement scales used in the questionnaire, each variable and response option was a numeric code. Items in the Likert scale were coded in the same way to portray rising rates of agreement or intensity. Constructs like product awareness, motivating factors, cognitive drivers,

emotional drivers and perceived effectiveness were computed as composite scores by summing up the relevant items. The coding scheme was thoroughly reviewed to make sure that it was accurate and consistent, which will provide meaningful interpretation of the results and make the latter analyses, including t-tests, ANOVA, and Structural Equation Modelling, robust.

### **3.7 DATA ANALYSIS STRATEGY**

#### **3.7.1 Quantitative Data Analysis**

Collected data was founded up to a rigorous statistical analytical process using SPSS and SmartPLS 4.

- The researchers used frequency distributions together with cross-tabulations to create respondent profiles which they used to present usage data from Section A and Section B.
- Inferential Statistics:
- The Independent Sample t-test and ANOVA method show different advertising perception results which depend on the demographic groups that include Gender and Age as different research variables).
- The research used Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS 4 as its analysis method. The researchers selected PLS-SEM as their method because they aimed to forecast Buying Behaviour and study how different Motivation and Perception and Buying Stage variables interact with each other. PLS-SEM excels at handling the non-normal data distributions which commonly occur in social science surveys.

#### **3.7.2 Software and Tools Utilized**

- **SPSS Version 26:** For cleansing data, analyzing for missing values, and parametric difference testing.
- **SmartPLS 4:** The path modeling process requires two steps which include confirming the measurement model through its assessment of reliability and validity and testing the structural model.

#### **3.7.3 Reliability and Consistency**

Reliability refers to the internal consistency of the measurement instrument.

- **Cronbach's Alpha:** The researchers measured all Likert-scale items, which required a calculation process. The researchers established a threshold value of  $> 0.7$  to determine which reliability level would be considered acceptable.
- **Composite Reliability (CR):** The SmartPLS calculation found that values

above 0.7 provide a better assessment of internal consistency, which surpasses the validity of Cronbach's alpha for use in structural equation modeling.

- **Pilot Testing:** The researchers conducted a pilot study to test the understanding of survey items before they started their main research. The researchers conducted a reliability assessment of the study after they completed their main survey to verify that reliability measurement maintained consistent results across different sample sizes.

#### 3.7.4 Validity and Credibility

- **Content Validity:** The questionnaire items needed to be verified for their ability to cover "Internet Advertising" and "Adolescent Psychology" by four academic and industry experts who reviewed the questionnaire."
- **Construct Validity:** The assessment used Average Variance Extracted (AVE) according to SmartPLS assessment methods. The researchers needed to achieve an AVE value above 0.50 to prove convergent validity which demonstrated that latent constructs accounted for more than 50 percent of their indicator variance.
- **Discriminant Validity:** The research used Fornell-Larcker and HTMT (Heterotrait-Monotrait) ratio assessment to establish that motivational elements such as "Entertainment" were separate from cognitive elements that included "Informativeness".

#### 3.7.5 Establishment of Construct and Discriminant Validity

Construct validity was established through a combination of content validity, indicator reliability, internal consistency reliability, convergent validity and discriminant validity. The initial questionnaire items were derived from the reviewed literature and aligned with the operational definitions of product awareness, motivating factors, emotionally driven responses, cognitively driven responses and perceived effectiveness. Expert review and pilot testing were used to identify ambiguous, repetitive or age-inappropriate wording before administration of the final instrument.

For the retained measurement model, Cronbach's alpha ranged from 0.836 to 0.942, composite reliability ( $\rho_c$ ) ranged from 0.884 to 0.949, and Average Variance Extracted ranged from 0.531 to 0.643. These values exceed the conventional thresholds of 0.70 for reliability and 0.50 for convergent validity. The results indicate that the indicators assigned to each construct shared sufficient common variance and

measured their intended latent concept consistently.

Discriminant validity was assessed using two complementary criteria. First, under the Fornell-Larcker criterion, the square root of the AVE for each construct exceeded its correlations with the other constructs. Second, all HTMT ratios were well below the conservative threshold of 0.85, with the largest reported value being 0.447. Taken together, these tests indicate that the five constructs were empirically distinct and that the structural-path estimates were not merely consequences of measurement overlap.

The validity evidence supports the use of the questionnaire for this sample and context; it does not establish universal validity across all adolescent populations. Replication with probability samples, other regions, alternative languages and age-specific forms would be required before claiming broader measurement invariance.

### **3.7.6 Implications of Convenience Sampling**

Convenience sampling enabled access to a large and geographically dispersed respondent group, but it may introduce selection bias because participation depended on institutional access and respondent availability. Consequently, the sample may under-represent adolescents with limited internet access, those outside formal education, and subgroups less accessible through participating institutions. The statistical relationships are valid for the observed sample, but population prevalence estimates and generalisations beyond South Punjab should be made cautiously.

No change to the sampling technique is possible at the completed stage of the study. The limitation is therefore addressed through transparent reporting, restrained interpretation and a recommendation that subsequent research use stratified multistage probability sampling with proportional representation by district, rural-urban location, age, gender and educational level.

## **3.8 ETHICAL CONSIDERATIONS**

Strict ethical protocols were duly observed under the circumstances:

- **Assent and Consent:** The research used Assent together with necessary parental approval which was required by institutional guidelines to study participants who were younger than 18 years old. The research study established that participants could voluntarily join at their own choice because they could leave the study whenever they wanted to do so.
- **Anonymity:** During that phase, no personal data such as last names, registration numbers or full names was gathered.

- **Data Protection:** To store all kinds of digital data, we shall have to lock it down with password and allow the researcher access to it to use it for academic purposes.
- **Non-Maleficence:** The researchers created the questionnaire to avoid disturbing respondents by excluding sensitive subjects which could lead to psychological distress and conflicts between peers.

### 3.9 LIMITATIONS OF METHODOLOGY

The methodology can hardly be a fault-the methodology is mentioned to be one of the limitations:

- **Sampling Bias:** The application of convenience sampling in the research limits its ability to make statistical generalizations about the complete adolescent population of the country. The results are most applicable to school-going adolescents in the surveyed regions.
- **Self-Report Bias:** All survey research carries the possibility of social desirability bias because adolescents tend to exaggerate their "smart shopping" behavior while they downplay their vulnerability to advertising content.
- **Cross-Sectional Nature:** This study has been carried out at a single point in time so it has been left quite uncertain whether there have been changes in their shopping behavior when they transformed from teenage to adulthood.

### 3.10 CHAPTER SUMMARY

The chapter demonstrates a Positivist research design which employs quantitative methods to study how Internet advertising affects adolescent purchasing patterns. The research methodology provides precise and unbiased solutions to the research question through its use of 664 participants and validated measurement tools and advanced SEM statistical techniques and its adherence to high research ethical standards. The next chapter will analyze and interpret the data which has been collected through this research framework.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION

#### 4.1 ANALYSIS

Research work is incomplete without data analysis. The data analysis chapter presents a comprehensive examination of the data collected to understand the impact and effectiveness of internet advertising. The analysis is based on a sample of 664 respondents, providing a robust dataset for statistical exploration. A combination of descriptive statistics, independent sample t-tests, one-way ANOVA, and Structural Equation Modelling (SEM) has been employed to analyze the data. Descriptive statistics offer a foundational understanding of the dataset, summarizing key characteristics and trends. Independent sample t-tests are utilized to compare means between two groups, revealing significant differences in perceptions and responses. One-way ANOVA extends this comparison across multiple groups, highlighting variations in advertising effectiveness across different demographics and user segments. Finally, SEM is applied to test and validate the hypothesized relationships between variables, offering a comprehensive model of the factors influencing internet advertising effectiveness.

#### 4.2 DEMOGRAPHIC PROFILE ANALYSIS

##### 4.2.1 Gender

Table 4.2.1 gives a demographic representativeness of the respondents in the study indicating that among the respondents of 664, 39.3% were female (261 respondents) and 60.7% were male (403 respondents).

**Table 4.2.1: Gender of the Respondents**

| Variable      | Category | Frequency | Percentage (%) |
|---------------|----------|-----------|----------------|
| <b>Gender</b> | Female   | 261       | 39.3           |
|               | Male     | 403       | 60.7           |
|               | Total    | 664       | 100.0          |

##### 4.2.2 Age (years):

Table 4.2.2 gives the age structure of the<sup>l</sup> respondents in the study giving an insight on the predominant age ranges within the sample.

The lowest that was present in the survey was the 12-14 years group, which had only 21 respondents, which is 3.2% of the total sample. Being at the younger age part of the adolescence stage, this group may have lower buying power and autonomy to make their own decisions and this may affect their interaction with the internet advertising differently than the older teens.

The 14-16 years group had 29 respondents, which constituted 4.4% of the sample. This is just a bit older group that might be more exposed to internet advertising and possess a certain amount of influence over their purchasing choices, but is still relatively low in comparison to the older adolescents.

The sample consisted of a bigger percentage of 16-18 years as a more substantial percentage of 25.8 of the respondents fit in this group. This demographic has been described as being more autonomous and more heavily involved with the virtual environment and is therefore a significant demographic to internet advertisers.

The highest age category surveyed was the 18-20 years category since it had 314 respondents that make up 47.3 percent of the total. These young adults will be the age group with the most autonomy and financial ability in the age groups surveyed, and therefore they will be more affected by the internet advertisement on their purchasing patterns. Their reactions are vital in the determination of the success and extent of the digital marketing techniques.

Finally, there were 129 respondents (20-22 years category) or 19.4% of the sample. Although this group has reached the age of full adulthood, it remains in the field of interest in regards to the study of adolescent behavior. Their purchasing habits and receipt of internet advertising gives useful information on the transitional stage of adolescence and adulthood.

**Table 4.2.2: Age (years)**

| <b>Variable</b>    | <b>Category</b>    | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|--------------------|------------------|-----------------------|
| <b>Age (years)</b> | <b>12-14 years</b> | 21               | 3.2                   |
|                    | <b>14-16 years</b> | 29               | 4.4                   |
|                    | <b>16-18 years</b> | 171              | 25.8                  |
|                    | <b>18-20 years</b> | 314              | 47.3                  |
|                    | <b>20-22 years</b> | 129              | 19.4                  |
|                    | <b>Total</b>       | 664              | 100.0                 |

### 4.2.3 Region

The majority of the respondents belonged to cities (332; 50%). They are usually more exposed to internet because they usually have access to the internet and other computer devices. Such consistent exposure will have greater effects on their purchasing pattern.

A total of 203 rural respondents (30.6%). Despite a relative low accessibility to the Internet, this group is becoming more significant due to the increasing digital penetration. Knowing how they react to internet advertisement will guide the creation of marketing strategies that are more inclusive.

Semi-urban respondents were 129 (19.4%). These regions have rural and urban characteristics, and moderate internet penetration. Traditional and digital influences are affecting adolescents in their purchase decisions here.

**Table 4.2.3 Region**

| Variable | Category   | Frequency | Percentage (%) |
|----------|------------|-----------|----------------|
| Region   | Rural      | 203       | 30.6           |
|          | Semi urban | 129       | 19.4           |
|          | Urban      | 332       | 50.0           |
|          | Total      | 664       | 100.0          |

### 4.2.4 Education

The majority were in their first to third years of higher education (519; 78.2%). These college students are more independent than any previous generation of Americans, spend much time internet, and respond to digital advertising — making them an extremely important target market. 97 (14.6%) were students from Class 10 to Class 12. At this point, both personal choice and external outside forces like peers and parents play an important role in buying behavior. 34 (5.1%) were from Class 8 to Class 10. The least number of participants came from Class 6 to Class 8 (14; 2.1%). The young adolescents have limited purchasing power and their exposure to internet advertising is shaping their brand awareness and preferences from an early age.

**Table 4.2.4 Education**

| Variable         | Category             | Frequency | Percentage (%) |
|------------------|----------------------|-----------|----------------|
| <b>Education</b> | Class 10- class12    | 97        | 14.6           |
|                  | Class 6- class 8     | 14        | 2.1            |
|                  | Class 8-class 10     | 34        | 5.1            |
|                  | first year -3rd year | 519       | 78.2           |
|                  | Total                | 664       | 100.0          |

#### 4.2.5 Family occupation

The survey also examined the family occupation of respondents, dividing them into two main categories: self-employed and service-oriented families. Understanding the family occupation provides insight into the socioeconomic background of the adolescents, which can influence their buying behavior and responsiveness to internet advertising. The majority of respondents were self-employed families (413; 62.2%). Adolescents from family settings like these often value independence and practical decision making, which may prompt them to prioritize value or utility in responding to internet. 251 (37.8%) of the remaining respondents were from service families. With relatively stable incomes, their purchasing choices are more likely affected by elements like brand, quality and reliability.

**Table 4.2.5 Occupation**

| Variable                 | Category      | Frequency | Percentage (%) |
|--------------------------|---------------|-----------|----------------|
| <b>Family occupation</b> | Self employed | 413       | 62.2           |
|                          | Service       | 251       | 37.8           |
|                          | Total         | 664       | 100.0          |

#### 4.2.6 Family Income:

The survey also examined the family income of respondents, categorizing them into three income brackets. Understanding the family income distribution is essential to comprehend how economic factors influence the buying behavior of adolescents and their responsiveness to internet advertising. The highest number (358, 53.9%) are in —up to ₹2,00,000.‡ The approach of these respondents towards an

internet ad will generally revolve around the themes of affordability and value. The middle-income group (2,00,000–₹5,00,000): 158 respondents (23.8%). They're relatively cost-sensitive in their purchase decisions. The higher-income group (148; 22.3%) — earning > ₹5,00,000 These teenagers would trend towards branded and higher-end products.

**Table 4.2.6 Family Income**

| Variable             | Category                 | Frequency | Percentage (%) |
|----------------------|--------------------------|-----------|----------------|
| <b>Family Income</b> | INR 200000- INR 500000/- | 158       | 23.8           |
|                      | INR 500000/- and above   | 148       | 22.3           |
|                      | Upto INR 200000/-        | 358       | 53.9           |
|                      | Total                    | 664       | 100.0          |

### 4.3 INTERNET ADVERTISING AWARENESS AND INTERNET USAGE PROFILING AMONG RESPONDENTS

#### 4.3.1 Daily Internet Usage Patterns

As for internet usage, the data reported on different types of consumers. The biggest subgroup is Group 1 (227; 34.2%), meaning that the internet access is driven by necessity rather than continuous use, adding the fact that none of them accesses it constantly. A total of 182 respondents (27.4%) spend 1–3 hours on it every day, while 134 respondents (20.2%) use for 3–6 hours a day.

Very heavy users (over 6 hours), also reached a significant number of respondents (94, 14.2%), while there is but a small group of people who access the internet for less than an hour per day (27; 4.1%). So generally, most young people find themselves using game usage at moderate or need-based levels, and a smaller group are very high-users.

**Table 4.3.1 Daily Internet Usage Patterns**

| Variable                    | Category             | Frequency | Percentage (%) |
|-----------------------------|----------------------|-----------|----------------|
| <b>Daily Internet Usage</b> | less than 1 hour     | 27        | 4.1            |
|                             | 1-3 hours            | 182       | 27.4           |
|                             | 3-6 hours            | 134       | 20.2           |
|                             | More than 6 Hours    | 94        | 14.2           |
|                             | As and when required | 227       | 34.2           |
|                             | Total                | 664       | 100.0          |

#### 4.3.2 The Purpose of Internet Usage

The data shows that the majority of respondents use the internet for multiple uses. The great majority (513; 77.3%) chose —all of the above, suggesting that adolescents frequently shop, browse, and use social media simultaneously on the internet. These multifaceted users are exposed to a broad spectrum of internet across different contexts, making them a key target for comprehensive advertising strategies. Marketers can design campaigns that address various internet behaviours, ensuring that their are visible during shopping, browsing, and social media activities. Few use it for one purpose only—social media (69; 10.4%), simple browsing (45; 6.8%) or shopping (6; 0.9%). A further 31 respondents (4.7%) stated that they don't use it for any of these activities. As a general rule, internet use tends to be multi-faceted, and only a small handful of individuals rely on it for one thing alone.

**Table 4.3.2 The Purpose of Internet Usage**

| Variable                             | Category          | Frequency | Percentage (%) |
|--------------------------------------|-------------------|-----------|----------------|
| <b>The Purpose of Internet Usage</b> | Shopping          | 6         | .9             |
|                                      | Simple Browsing   | 45        | 6.8            |
|                                      | Social Media      | 69        | 10.4           |
|                                      | All of the above  | 513       | 77.3           |
|                                      | None of the above | 31        | 4.7            |
|                                      | Total             | 664       | 100.0          |

#### 4.3.3 Awareness of Internet

According to the survey, 100% of the respondents, totalling 664 individuals, reported being aware of internet advertising. This complete awareness states the all presence of digital marketing in the lives of adolescents across various internet platforms and activities.

**Table 4.3.3 Awareness of Internet**

| Variable                     | Category | Frequency | Percentage (%) |
|------------------------------|----------|-----------|----------------|
| <b>Awareness of Internet</b> | Yes      | 664       | 100.0          |
|                              | Total    | 664       | 100.0          |

#### 4.3.4 Degree of Awareness Distribution

A majority (370; 55.7%) reported being moderately aware, indicating a basic understanding without deep knowledge. This level of awareness suggests that these adolescents recognize internet and understand their basic function but may not always actively notice or interact with them. Meanwhile, 156 respondents (23.5%) said they are quite well aware, showing a stronger level of familiarity implying a higher level of understanding and recognition of internet, and they are much more attentive to the content and possibly more thoughtful about the messages conveyed by the marketers. This awareness could influence their buying decisions more directly. On the other hand, 138 respondents (20.8%) are not quite aware, suggesting a noticeable gap in awareness among a segment of respondents. Overall, awareness levels are moderate for most, with fewer respondents at the higher and lower ends.

**Table 4.3.4 Degree of Awareness Distribution**

| Variable                                | Category         | Frequency | Percentage (%) |
|-----------------------------------------|------------------|-----------|----------------|
| <b>Degree of Awareness Distribution</b> | Moderately aware | 370       | 55.7           |
|                                         | Not quite aware  | 138       | 20.8           |
|                                         | Quite well aware | 156       | 23.5           |
|                                         | Total            | 664       | 100.0          |

#### 4.3.5 Interaction with Internet Distribution

Understanding Interaction with Internet Distribution behaviours provides the insights into the effectiveness of different advertising strategies and how adolescents engage with internet. The data shows that most respondents tend to avoid while surfing the internet. A majority (386; 58.1%) skip whenever possible. Another 221 respondents (33.3%) let the advertisements run but pay little or no attention. Only a small group (57; 8.6%) actually watches the full advertisement. This group actively engages with internet, likely paying close attention to the content and messages presented. These users are valuable targets for advertisers seeking to capture the full attention of their audience and convey detailed information about their products or services. Overall, active engagement with advertisements is low, with most adolescents either skipping or ignoring them.

**Table 4.3.5 Interaction with Internet Distribution**

| Variable                                      | Category                                                 | Frequency | Percentage (%) |
|-----------------------------------------------|----------------------------------------------------------|-----------|----------------|
| <b>Interaction with Internet Distribution</b> | Go through the entire advertisement                      | 57        | 8.6            |
|                                               | Let the advertisement run but pay little or no attention | 221       | 33.3           |
|                                               | Skip the advertisement.                                  | 386       | 58.1           |
|                                               | Total                                                    | 664       | 100.0          |

**4.3.6 Focus on Advertisements Distribution**

The statistics indicate that the respondents tend to listen to that are closely related to their needs. Most (439; 66.1) are concerned with product or service-related advertisements that they intend on purchasing. This implies that advertising through the internet would be more of a reminder or encouragement in their decision making as opposed to making entirely new demand.

The other 225 (33.9) respondents listen to advertisements that are within their interests or curiosity. Such might not result in instant buying but contribute to creating awareness and consideration in the future.

On the whole, teenagers tend to take action on advertisement that is relevant to them personally, either according to their immediate requirements or their interests.

**Table 4.3.6 Focus on Advertisements Distribution**

| Variable                                    | Category                                                                        | Frequency | Percentage (%) |
|---------------------------------------------|---------------------------------------------------------------------------------|-----------|----------------|
| <b>Focus on Advertisements Distribution</b> | Advertisements that cater to the products/services that I intend to purchase    | 439       | 66.1           |
|                                             | Advertisements that cater to the products/services those I am inquisitive about | 225       | 33.9           |
|                                             | Total                                                                           | 664       | 100.0          |

**4.3.7 Internet Purchasing Behaviour Distribution**

According to the information, internet purchasing is not a rare practice,

however, not very high among the majority of the participants. Over 50 percent (341; 51.4) of them majorly reported to seldom purchase items internet meaning that they do it occasionally and not on a regular basis. The number of purchases is good (218; 32.8) and the level of engagement is constant. This group shows a regular pattern of internet buying and engage with internet advertisement regularly. Marketers can use this opportunity to maintain visibility and influence purchasing decisions through consistent and relevant advertising strategies. It is the small group of shoppers (60; 9.0%) who consistently shop through the internet making them a key target for digital marketing efforts to create repeat purchases, and 45 (6.8) respondents never do this. Never" buy products internet,

Accounting for 6.8% of the sample. This group does not engage with internet platforms, which may be due to personal preferences or barriers to internet buying. Advertisers may need to devise alternative strategies to reach this audience, and focus on offline marketing channels or address the specific reasons behind their lack of internet buying intention. In general, as per most adolescents, internet buying is not a common purchasing behaviour, but it is an infrequent one.

**Table 4.3.7 Internet Purchasing Behaviour Distribution**

| <b>Variable</b>                                               | <b>Category</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------------------------------------------------------|-----------------|------------------|-----------------------|
| <b>Internet<br/>Purchasing<br/>Behaviour<br/>Distribution</b> | Always          | 60               | 9.0                   |
|                                                               | Frequently      | 218              | 32.8                  |
|                                                               | Never           | 45               | 6.8                   |
|                                                               | Rarely          | 341              | 51.4                  |
|                                                               | Total           | 664              | 100.0                 |

#### **4.3.8 Appreciation of Internet-Based Advertising Distribution**

The metric indicates the perceived effectiveness and influence of internet advertisements on adolescents' purchasing behaviour. Almost half (301; 45.3%) of the respondents replied that it occasionally influences their buying choices, which means that the advertisements are definitely an influencing factor but only when relevant and pertains to their need. The other (139 ;20.9%) respondents answered that it can often affect them, with (47 ;7.1%) saying that it can affect them very often, indicating a smaller group that is strongly impacted

Conversely, (118;17.8%) and (59;8.9%) respondents had often and never,

respectively, and therefore there is a segment of adolescents who are less affected by internet advertisements.

Generally, the effect of internet advertising is felt, albeit not overriding in most cases, and it affects decisions made by the majority of respondents.

**Table 4.3.8 Appreciation of Internet-Based Advertising Distribution**

| Variable                                                       | Category   | Frequency | Percentage (%) |
|----------------------------------------------------------------|------------|-----------|----------------|
| <b>Appreciation of Internet-Based Advertising Distribution</b> | Never      | 59        | 8.9            |
|                                                                | Often      | 139       | 20.9           |
|                                                                | Rarely     | 118       | 17.8           |
|                                                                | Sometimes  | 301       | 45.3           |
|                                                                | Very Often | 47        | 7.1            |
|                                                                | Total      | 664       | 100.0          |

#### **4.3.9 Preferred Products for Internet Purchase Among Respondents**

The information shows the kind of products and services that the respondents have the greatest intentions to explore or buy through the internet.

**The electronic gadgets** and accessories are leading by a significant margin (366; 55.12%), as there is a preference to technology-related items. It is then succeeded by **apparels and accessories** (273; 41.11%) and **household appliances** (222; 33.43%) depicting that both the style and useful items are in demand.

Good interest also exists in **education and skill based**. Courses in educational skills (206; 31.02%) and education application software (132; 19.88%) have become used to indicate the expanding use of the internet to learn and develop oneself.

**Grocery goods** (192; 28.92%) and/or any other category (179; 26.96%) demonstrate the moderate engagement, which indicates that it slightly diversifies its internet purchases.

The **career guidance** (108; 16.27%), **tourism** (76; 11.45%), and **financial products** (54; 8.13%) show lower interest among the respondents, meaning that they were not so affected by internet purchasing behaviour.

On the whole, the adolescent consumer group is more oriented towards technical, electronic, fashion, and skill-related items, and the services such as finance and tourism receive rather minimal attention.

**Table 4.3.9 Preferred Products for Internet Purchase Among Respondents**

| Category                          | Frequency | Percent |
|-----------------------------------|-----------|---------|
| Grocery product                   | 192       | 28.92   |
| Apparels and accessories          | 273       | 41.11   |
| Household appliances              | 222       | 33.43   |
| Electronic gadget and accessories | 366       | 55.12   |
| Education application software    | 132       | 19.88   |
| Tourism                           | 76        | 11.45   |
| Educational skill courses         | 206       | 31.02   |
| Career guidance                   | 108       | 16.27   |
| Financial Products                | 54        | 8.13    |
| Any other                         | 179       | 26.96   |

**4.3.10 Influential Advertising Platforms Distribution**

The most common source is **direct websites or application** (406; 61.14%). The users here are actively engaged Advertisers should therefore focus on placing advertisements on popular websites and apps that are frequently visited by their target audience to maximize visibility and influence. The **social media platforms** come second (379; 57.08%). It means advertisements on widely used social platforms are more visible and capable. Given the high engaging levels on social media platforms, advertisers can create targeted and involving content that fits well with the social media environment to capture the attention of the users and drive conversions. On the other hand, **keyword linking** (94; 14.16%) and **pop-up advertisements** (90; 13.55%) receive much lower attention rates. These formats are either unsolicited or often unengaging.

**Table 4.3.10 Influential Advertising Platforms Distribution**

| Category                | Frequency | Percent |
|-------------------------|-----------|---------|
| Social Media platforms  | 379       | 57.08   |
| Keyword linking         | 94        | 14.16   |
| Direct websites or apps | 406       | 61.14   |
| Pop-up advertising      | 90        | 13.55   |

#### 4.3.11 Preferred Platforms of Internet Advertisements for Various Products

In the case of most of the categories, direct websites or application become the most effective source. This is particularly evident among electronic gadgets (204), household appliances (155), and apparels (115), meaning that users would rather view or buy such products via special platforms.

Social media is also a significant factor especially in electronic gadgets (127), household appliances (97) and apparels (87). These media are used to generate awareness and interest, particularly on the products that are popular and visually appealing.

Comparatively, the effect of keyword linking is significantly lesser in categories. It is the least effective and at best its greatest impact can be seen in electronic gadgets (34) and tourism (32).

A remarkable trend is observed in tourism as the three sources have the same influence (32 each), indicating that travel options are equally analysed by the users using multiple channels.

In products related to education, such as software (66 through websites/apps) and skill courses (52) direct platforms prevail again, which means that the search is more purposeful.

On the whole, direct websites/app advertisements are most successful, social media are next, and key word linking has less impact on products of various categories.

**Table 4.3.11 Preferred Platforms of Internet Advertisements for Various Products**

|                                   | Social Media platforms | Keyword linking | Direct websites or apps |
|-----------------------------------|------------------------|-----------------|-------------------------|
| Grocery products                  | 71                     | 9               | 111                     |
| Household appliances              | 97                     | 21              | 155                     |
| Apparels and accessories          | 87                     | 20              | 115                     |
| Electronic gadget and accessories | 127                    | 34              | 204                     |
| Education application software    | 61                     | 5               | 66                      |
| Tourism                           | 32                     | 32              | 32                      |

|                           |    |    |     |
|---------------------------|----|----|-----|
| Career guidance           | 89 | 28 | 88  |
| Educational skill courses | 43 | 13 | 52  |
| Financial products        | 71 | 9  | 111 |
| Any other                 | 65 | 23 | 94  |

#### 4.4 DESCRIPTIVE ANALYSIS

Using —metrics like frequency, central tendency, dispersion, and position, descriptive analysis summarizes a dataset's features. In statistical analysis, it is frequently the first step. This procedure helps determine how to use data efficiently, spot errors and abnormalities, and show correlations between variables, laying the groundwork for further statistical research<sup>1</sup>.

##### 4.4.1 Influence of Internet Advertisement on development of Product Awareness

The survey results indicate that internet advertisements are generally effective in helping respondents become aware of new products and services.

##### 4.4.1 a Internet advertisements help to know new product and services.

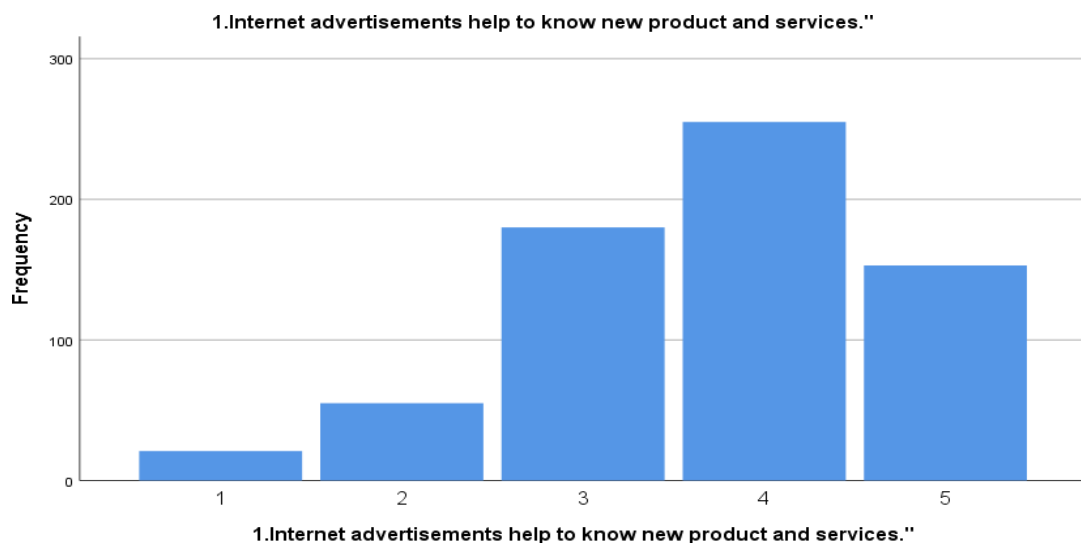
There's a distinct trend emerging in favor of agreement. The most common responses are —Agree (255) and —Strongly Agree (153). Combined, this two-user groups represent a significant majority and show that most people find internet advertisements a valid informational source for novel products. Conversely, there is a significant neutral segment (180 respondents) of individuals indicating exposure without belief in its relevancy and usefulness, or awareness of the ' degradation. This neutral stance might also indicate selective attention, ad fatigue or distrust in different degrees of internet promotional content.

At the other end of the scale, a tiny fraction agreed with the statement. The combined share of —Disagree (55) and —Strongly Disagree (21) is small, indicating an overall endorsement of the informational function of internet .In general, the table below throws a light on the effectiveness of internet advertising in building awareness of new products and services, though it also indicates that a somewhat significant portion of users are unmoved by internet advertisements overall and therefore suggest room for improvement regarding more relevant messages through tomorrow respondent.

**Table 4.4.1a Internet advertisements help to know new product and services.**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 1         | 21      |
| Disagree          | 2         | 55      |
| Neutral           | 3         | 180     |
| Agree             | 4         | 255     |
| Strongly Agree    | 5         | 153     |
| Total             | Total     | 664     |

**Figure 4.4.1a Internet advertisements help to know new product and services**



#### **4.4.1b Internet advertisements regularly helps to get updates on new models /features of products and services**

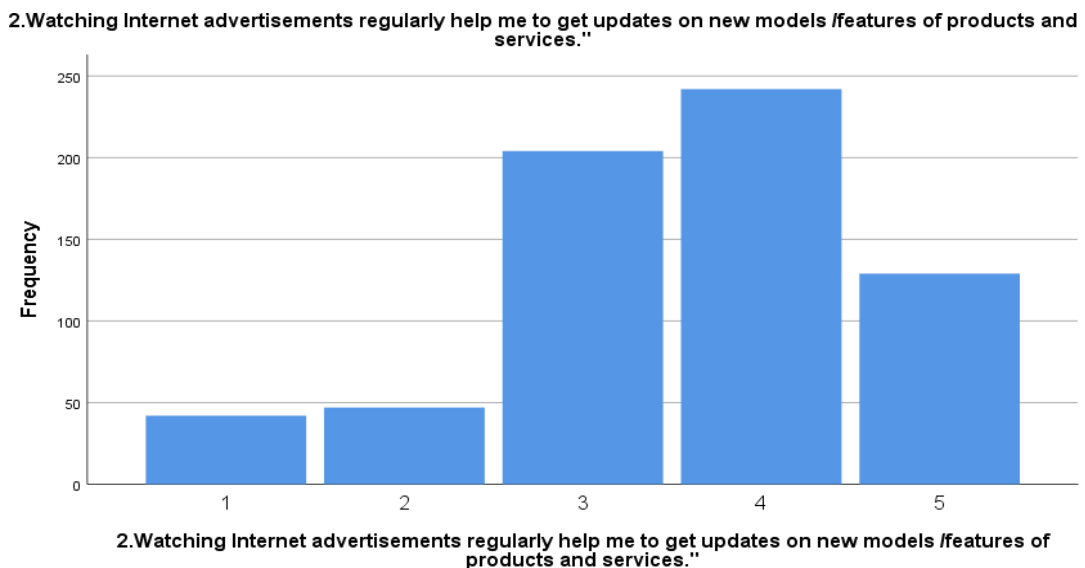
The results provide an intriguing perspective on how consumers view internet advertisements when it comes to keeping up on new models and product features. A definite majority tilts positively. While 36.4% stood behind the statement that these advertisements keep them updated, with another 19.4% investors strongly agreeing to this statement. This aggregate share further implies that for many, internet advertisements do serve an important purpose in informing them about new developments and innovations. That said, not everyone is so passionate about it. Almost one out of every three (30.7%) respondents chose a neutral position. That suggests mixed experiences — maybe sometimes these advertisements help, but not consistently enough to form a firm opinion. It also suggests a certain air of indifference, as in users may see advertisements but aren't actively depending on them

for updates. Conversely, as smaller number of mixed responses or dissatisfaction. 13.4% of respondents disagreed or strongly disagree.

**Table 4.4.1b Internet advertisements regularly helps to get updates on new models /features of products and services**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 42        | 6.3     |
| Disagree          | 47        | 7.1     |
| Neutral           | 204       | 30.7    |
| Agree             | 242       | 36.4    |
| Strongly Agree    | 129       | 19.4    |
| Total             | 664       | 100.0   |

**Figure 4.4.1b Internet advertisements regularly helps to get updates on new models /features of products and services**



#### **4.4.1c Internet advertisements create interest through Influence of Brand Ambassadors in Internet Advertisements**

A good proportion of respondents appear to cut a positive response. Over 35.4%, agreed that advertise featuring with brand ambassadors begin interest, while 14.5% strongly agreed. That means that for almost half of the sample, including a familiar face or a public figure does in fact help you get noticed and stirs curiosity.

By contrast, a sizeable group — 32.7 percent — took a neutral position. The measured response is somewhere in between. In the case of these respondents, brand

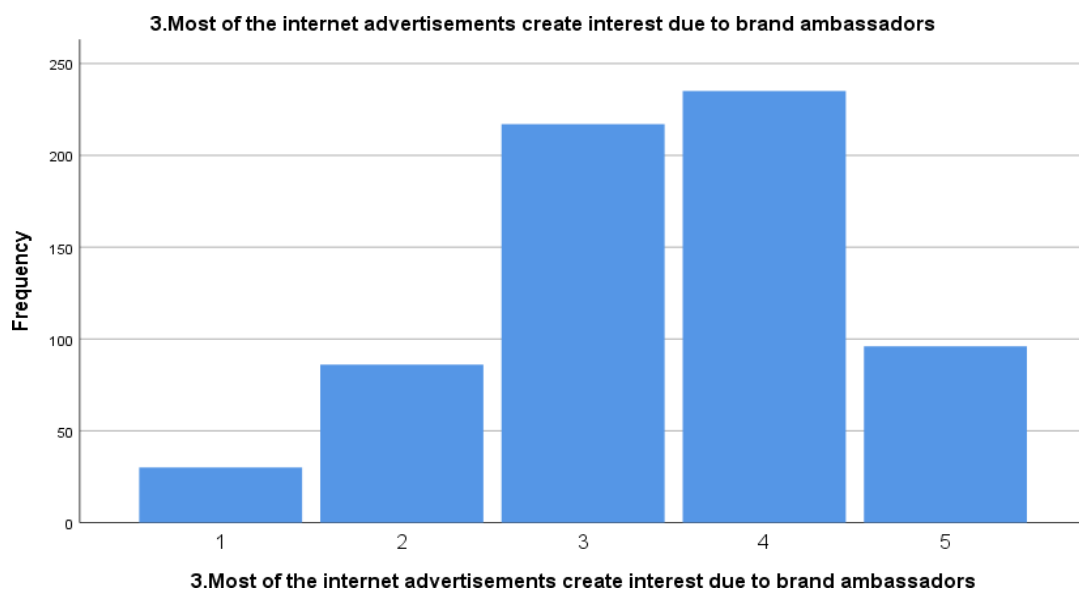
ambassadors may not greatly increase or decrease their interest; they seem to be situational in terms of how effective they are depending on factors such as the product or how it has been advertised.

A smaller segment of respondents (~17.5%) disagreed with this statement. The respondents do not appear to be swayed much by brand ambassadors, either because they are seen as a bit trite or simply not relevant in their decision-making.

**Table 4.4.1c Internet advertisements create interest through Influence of Brand Ambassadors in Internet Advertisements**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 30        | 4.5     |
| Disagree          | 86        | 13.0    |
| Neutral           | 217       | 32.7    |
| Agree             | 235       | 35.4    |
| Strongly Agree    | 96        | 14.5    |
| Total             | 664       | 100.0   |

**Figure 4.4.1c Internet advertisements create interest through Influence of Brand Ambassadors in Internet Advertisements**



#### **4.4.1d Internet advertisement creates interest due to the detailed product information**

There is clear demarcation in consumer psychology, with a decisive 57.5% majority (the sum of those who agree—42.0%—and strong agreement—15.5%) using

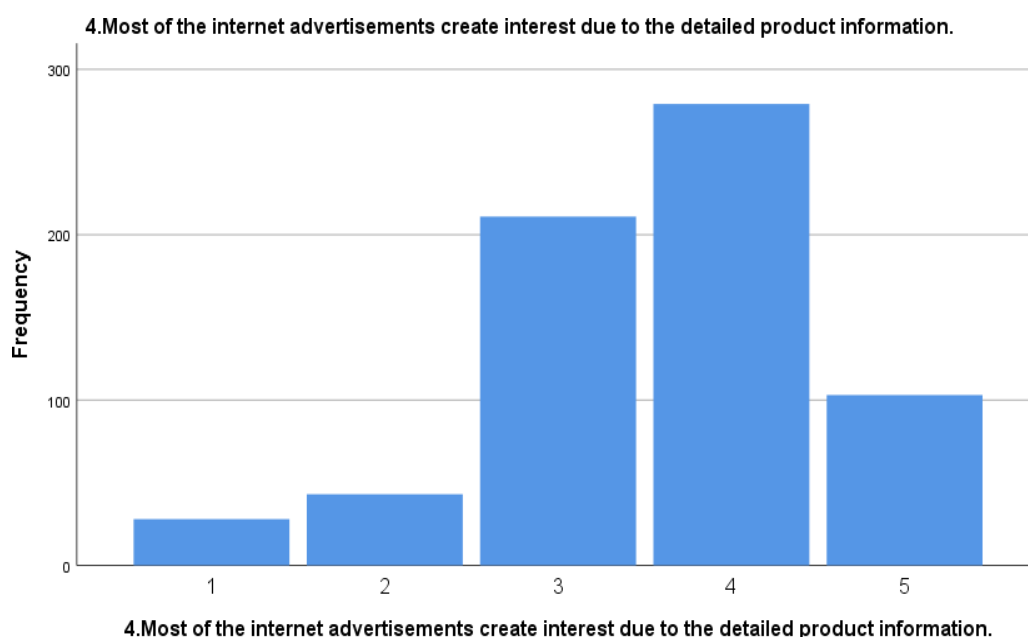
detailed information as their primary hook.

On the other hand, the rest of the segments show a considerable degree of resistance or indifference to information-centric marketing. A staggering 31.8% of respondents lie within the middle —apathy gap— suggesting that while they haven't outright dismissed details as a business tool, it's not exposure to data that gets them excited in terms of their budget and influence on contemporary business solutions. If it is added to the 10.7% who are actively disagreeing with the effectiveness of detailed advertisements, with over 42% of an audience are left finding a text heavy approach which is either dull or ineffective.

**Table 4.4.1d Internet advertisement creates interest due to the detailed product information**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 28        | 4.2     |
| Disagree          | 43        | 6.5     |
| Neutral           | 211       | 31.8    |
| Agree             | 279       | 42.0    |
| Strongly Agree    | 103       | 15.5    |
| Total             | 664       | 100.0   |

**Figure 4.4.1d Internet advertisement creates interest due to the detailed product information**



#### 4.4.1e Internet advertisements create interest through their creative communication

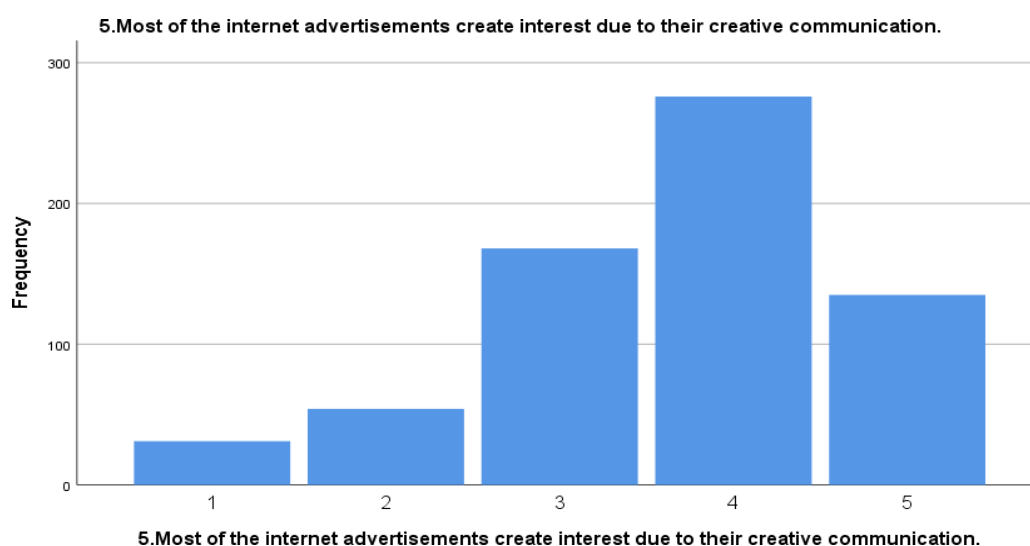
A sizable percentage of the respondents react favorably to creative content. 41.6% agreed that creative communication in advertisement captures their interest whereas 20.3% strongly agreed on it. And that, for most of us at least, originality and storytelling and presenting it in a way that captures your attention are what makes an ad memorable. Also, 25.3% of respondents were neutral. This group appears less reluctant to creativity alone.

A smaller segment-12.8%-expressed disagreement. Creative communication does not seem to influence these respondents. When the only goal is to eliminate creativity, other aspects like relevance, usefulness or clarity might take precedence.

**Table 4.4.1e Internet advertisements create interest through their creative communication**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 31        | 4.7     |
| Disagree          | 54        | 8.1     |
| Neutral           | 168       | 25.3    |
| Agree             | 276       | 41.6    |
| Strongly Agree    | 135       | 20.3    |
| Total             | 664       | 100.0   |

**Figure 4.4.1e Internet advertisements create interest through their creative communication**



#### 4.4.1f Internet advertisement changes perceptions with respect to their utility to the respondent and their family

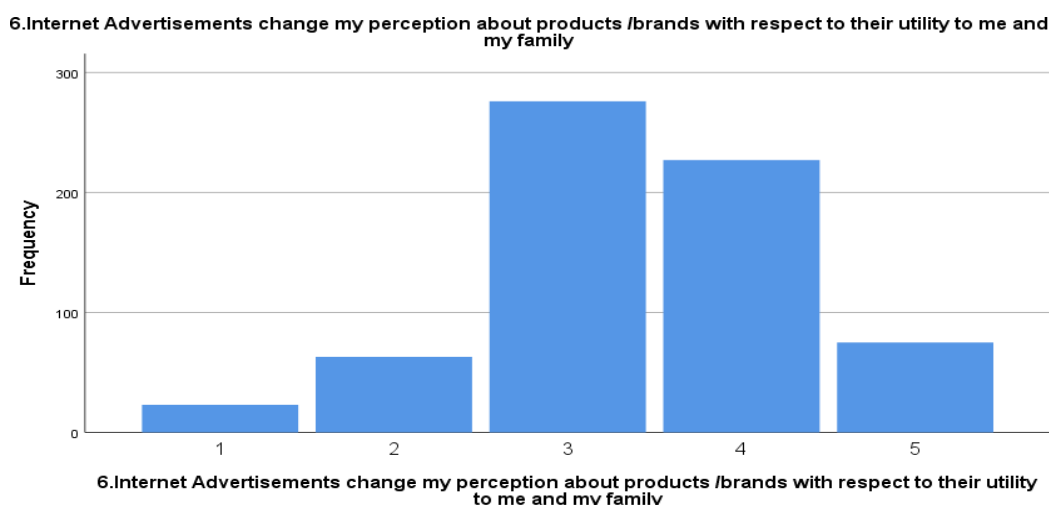
34.2% respondents have agreed that internet ad changes their perception of usefulness of a product or brand, while 11.3% are strongly agreeing with the statement. This means that a significant part of the audience considers advertisements an influential factor in their perception of how useful a product or brand may be to them and their family.

On the other hand, though it may have been seen by 41.6% of those polled - trends suggest they are indifferent as to whether such advertisements would persuade them about product usefulness or otherwise. Moreover, 13.0% of respondents either disagree or strongly disagree with the notion that internet advertisements change their perception on products and brands utilities.

**Table 4.4.1f Internet advertisement changes perceptions with respect to their utility to the respondent and their family**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 23        | 3.5     |
| Disagree          | 63        | 9.5     |
| Neutral           | 276       | 41.6    |
| Agree             | 227       | 34.2    |
| Strongly Agree    | 75        | 11.3    |
| Total             | 664       | 100.0   |

**Figure 4.4.1f Internet advertisement changes perceptions with respect to their utility to the respondent and their family**



#### 4.4.1g Internet advertisement creates conviction through the quality of the products

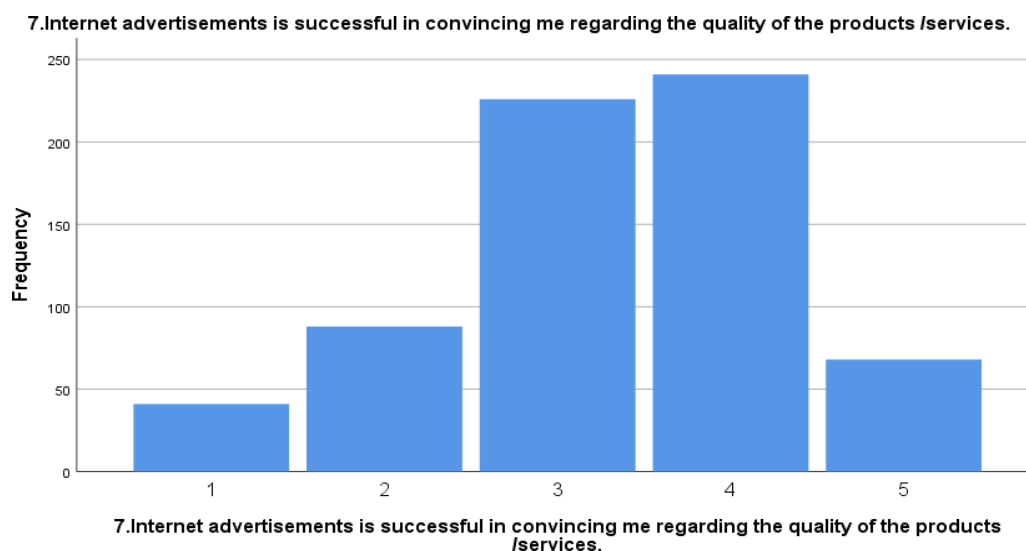
36.3% of the respondents believe that they are convinced by Internet about the quality of products and services, while 10.2% strongly agree that its effective. Indicating that Internet advertisements are an effective means to communicate the offering's quality to a big percentage of audiences.

Still, 34.0% of the replies was "Neutral" which can interpret that they may have seen such advertisements but it was not convincing product quality wise or impactful enough for them. In fact, 19.5% of respondents disagree or strongly disagree that internet have the ability to assure them in terms of quality regarding products or services.

**Table 4.4.1g Internet advertisement creates conviction through the quality of the products**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 41        | 6.2     |
| Disagree          | 88        | 13.3    |
| Neutral           | 226       | 34.0    |
| Agree             | 241       | 36.3    |
| Strongly Agree    | 68        | 10.2    |
| Total             | 664       | 100.0   |

**Figure 4.4.1g Internet advertisement creates conviction through the quality of the products**



#### 4.4.1 h Internet advertisements create a feeling that purchase will uplifts the social image

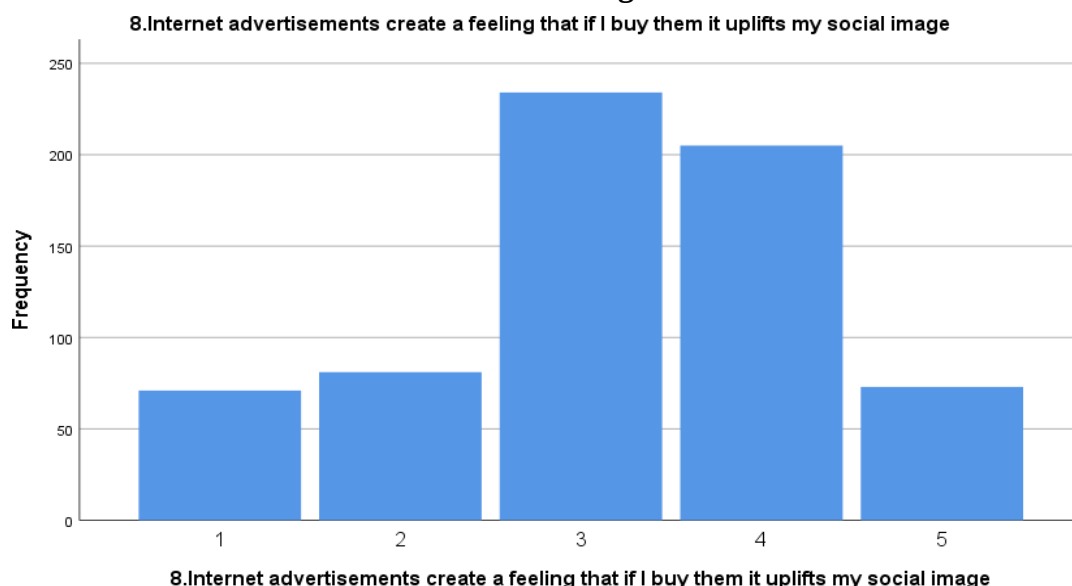
35.2% of the responses are neutral meaning that either they are not so intense about consideration the impact of advertisements on their social image or they do not care in this regard. Also, 22.9% of the respondents disagree or strongly disagree – indicating that there is segment of the population who do not view net advertisements as social impacting their image.

In total, the perception of internet buying as a means to enhance social image and status is relatively evenly distributed, with some respondents agreeing that such advertisements are effective in altering social standing while other respondent group tend to dismiss the claim.

**Table 4.4.1h Internet advertisements create a feeling that purchase will uplifts the social image**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 71        | 10.7    |
| Disagree          | 81        | 12.2    |
| Neutral           | 234       | 35.2    |
| Agree             | 205       | 30.9    |
| Strongly Agree    | 73        | 11.0    |
| Total             | 664       | 100.0   |

**Figure 4.4.1h Internet advertisements create a feeling that purchase will uplifts the social image**



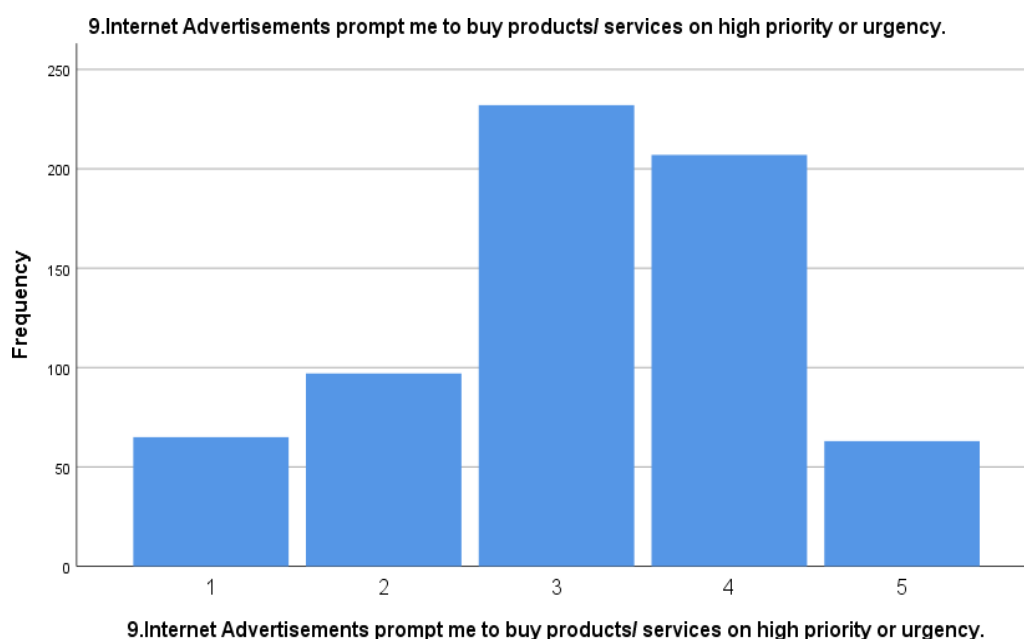
#### 4.4.1i Internet Advertisements prompt the buyer to buy products on high priority or urgency.

31.2% of respondents state that internet advertisements encourage them to purchase a product or service urgently, and 9.5% strongly agree with the statement. This shows that a large percentage of the audience perceive advertisements as effectively giving their purchases a sense of urgency or importance. Also, 24.4% of the people object or strongly against internet advertisements producing urgency or high priority perceive by people.

**Table 4.4.1i Internet Advertisements prompt the buyer to buy products on high priority or urgency**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 65        | 9.8     |
| Disagree          | 97        | 14.6    |
| Neutral           | 232       | 34.9    |
| Agree             | 207       | 31.2    |
| Strongly Agree    | 63        | 9.5     |
| Total             | 664       | 100.0   |

**Figure 4.4.1i Internet Advertisements prompt the buyer to buy products on high priority or urgency.**



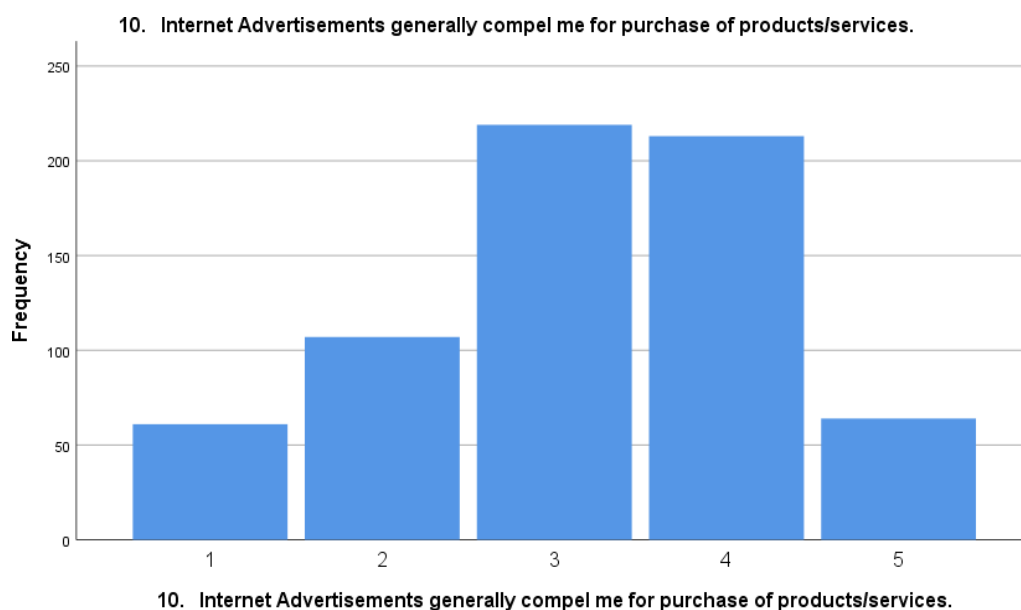
#### 4.4.1j Internet Advertisements generally compel the buyer for purchase of products

32.1% of respondents either agree, or strongly agree (9.6%) that internet pressure them to buy something. Meaning that a large percentage of the audience actually believes that advertisements really move their purchasing decisions. 33.0% gives neutral response, means they might see or take such advertisements but they are not forced to buy anything based on it. 25.3% of respondents disagree or strongly disagree, showing that a significant portion does not think that the internet advertisements generally affect their buying behavior.

**Table 4.4.1j Internet Advertisements generally compel the buyer for purchase of products**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 61        | 9.2     |
| Disagree          | 107       | 16.1    |
| Neutral           | 219       | 33.0    |
| Agree             | 213       | 32.1    |
| Strongly Agree    | 64        | 9.6     |
| Total             | 664       | 100.0   |

**Figure 4.4.1j Internet Advertisements generally compel the buyer for purchase of products**



#### **4.4.1k Internet Advertisements lead the buyer to a repeat purchase of the same brand of products**

The statistics shows 25–32.5% of respondents agree (9.3% strongly) that internet induce them to make repeat purchases of the same brand. Indicating that a large part of its audience believes advertisements are good at making them keep buying from the same brand.

34.5% of respondent are neutral which means they might watch such but decide not to comment about its effect on repeat purchase. Moreover, 23.7% of respondents disagree or strongly disagree, which means that a relatively large audience is not so much influenced to buy the same brand again because of internet advertisements.

**Table 4.4.1k Internet Advertisements lead the buyer to a repeat purchase of the same brand of products**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 61        | 9.2     |
| Disagree          | 96        | 14.5    |
| Neutral           | 229       | 34.5    |
| Agree             | 216       | 32.5    |
| Strongly Agree    | 62        | 9.3     |
| Total             | 664       | 100.0   |

**Figure 4.4.1k Internet Advertisements lead the buyer to a repeat purchase of the same brand of products**



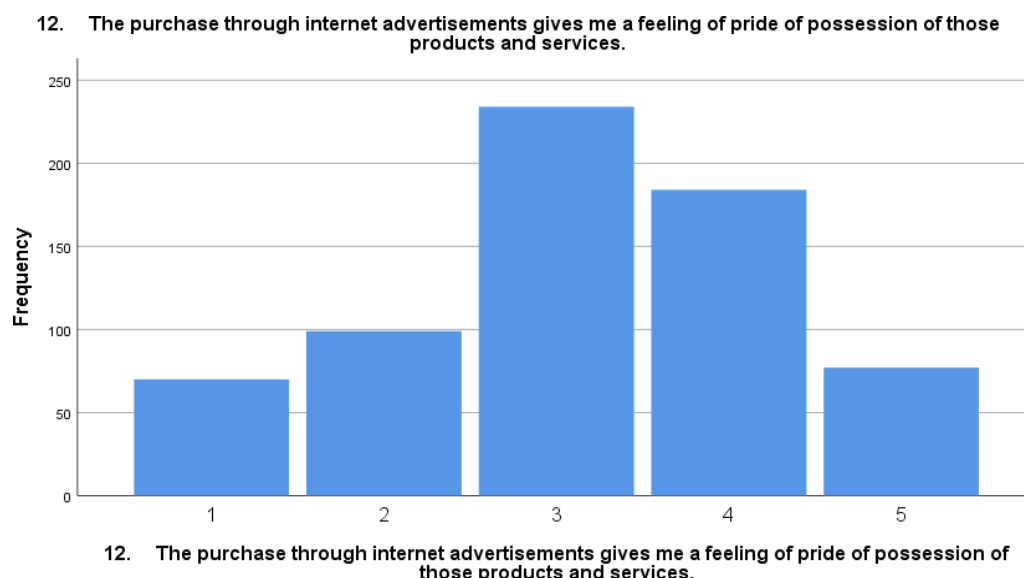
#### **4.4.1 I The purchase through internet advertisements gives the buyer feeling of pride of possession of those products**

The data revealed that 27.7% feel buying via internet advertisements makes them feel proud of their purchases, with 11.6% strongly agreeing. This indicates that a significant part of the audience feels pride associated with their purchases made internet. 35.2% of the respondents are neutral, meaning they neither agree nor disagree that internet advertisements help them become proud of their purchases. Moreover, 25.4% of respondents disagree or strongly disagree with this statement, indicating that a large swath does not associate purchases acquired through the internet advertising with a sense of pride at all.

**Table 4.4.1I The purchase through internet advertisements gives the buyer feeling of pride of possession of those products**

| Category          | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Disagree | 70        | 10.5    |
| Disagree          | 99        | 14.9    |
| Neutral           | 234       | 35.2    |
| Agree             | 184       | 27.7    |
| Strongly Agree    | 77        | 11.6    |
| Total             | 664       | 100.0   |

**Figure 4.4.1I The purchase through internet advertisements gives the buyer feeling of pride of possession of those products**



**Table 4.4.1 Mean and Standard Deviation Score of statements of Product Awareness**

| <b>Statements</b>                                                                                                          | <b>Mean</b> | <b>Std. Deviation</b> |
|----------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. Internet advertisements help to know new product and services."                                                         | 3.70        | 1.014                 |
| 2. Watching Internet advertisements regularly help me to get updates on new models /features of products and services."    | 3.56        | 1.076                 |
| 3. Most of the internet advertisements create interest due to brand ambassadors                                            | 3.42        | 1.032                 |
| 4. Most of the internet advertisements create interest due to the detailed product information.                            | 3.58        | .968                  |
| 5. Most of the internet advertisements create interest due to their creative communication.                                | 3.65        | 1.039                 |
| 6. Internet Advertisements change my perception about products /brands with respect to their utility to me and my family   | 3.40        | .930                  |
| 7. Internet advertisements is successful in convincing me regarding the quality of the products /services.                 | 3.31        | 1.028                 |
| 8. Internet advertisements create a feeling that if I buy them it uplifts my social image                                  | 3.19        | 1.124                 |
| 9. Internet Advertisements prompt me to buy products/ services on high priority or urgency.                                | 3.16        | 1.098                 |
| 10. Internet Advertisements generally compel me for purchase of products/services.                                         | 3.17        | 1.099                 |
| 11. Internet Advertisements leadvertisement me to a repeat purchase of the same brand of products/services                 | 3.18        | 1.086                 |
| 12. The purchase through internet advertisements gives me a feeling of pride of possession of those products and services. | 3.15        | 1.136                 |

The results provide insights into consumer perceptions and the effectiveness of internet advertisements in influencing purchasing behavior. The overall mean scores for the statements range between 3.15 and 3.70, suggesting a generally moderate agreement with the impact of internet advertisements. However, variations in the mean values indicate differences in how different aspects of internet advertising influence adolescent respondents.

The highest-rated statement ( $M = 3.70$ ,  $SD = 1.014$ ) suggests that internet advertisements are helpful in introducing new products and services. This indicates that consumers perceive internet advertisement as a valuable source of information for discovering new offerings in the market. Similarly, the statement that watching internet advertisements regularly helps in getting updates on new models and features ( $M = 3.56$ ,  $SD = 1.076$ ) further supports the idea that internet advertisement serves as an informative tool for product awareness. These findings highlight the awareness and knowledge-building role of internet advertisements.

The role of engagement and creativity in advertisements is also evident in the results. Consumers agreed that most internet advertisement create interest due to their creative communication ( $M = 3.65$ ,  $SD = 1.039$ ) and detailed product information ( $M = 3.58$ ,  $SD = 0.968$ ). This suggests that advertisements that use innovative storytelling, appealing visuals, and detailed descriptions are more effective in capturing consumer attention. However, the use of brand ambassadors to generate interest ( $M = 3.42$ ,  $SD = 1.032$ ) received a slightly lower score, indicating that while celebrity endorsements play a role, they may not be the primary factor in drawing consumer interest.

When it comes to persuasion and influence, the findings show a relatively lower level of agreement. Consumers were neutral about whether internet advertisements change their perception about products and brands ( $M = 3.40$ ,  $SD = 0.930$ ) or convince them about the quality of products and services ( $M = 3.31$ ,  $SD = 1.028$ ). This suggests that while advertisements create awareness and interest, they may not always be successful in altering perceptions or establishing trust in product quality.

Further, the study explored the emotional and social impact of advertisements. The statement that internet advertisement create a feeling that purchasing the advertised product uplifts social image scored  $M = 3.19$  ( $SD = 1.124$ ), indicating that advertisements play a moderate role in influencing social perceptions of ownership.

Similarly, the perception that advertisements compel consumers to purchase a product or create urgency received a mean score of 3.16 - 3.17, suggesting that while some consumers might feel a sense of urgency, internet advertisements are not highly coercive in driving immediate purchase decisions.

The findings on repeat purchases and pride of possession also show moderate agreement. The mean score for internet advertisement leading to repeat purchases of the same brand was  $M = 3.18$  ( $SD = 1.086$ ), and the feeling of pride after purchasing through internet advertisements was rated at  $M = 3.15$  ( $SD = 1.136$ ). This suggests that while internet advertisements contribute to customer retention to some extent, their influence on brand loyalty and emotional attachment is not very strong. Overall, the results indicate that internet advertisements are effective in raising awareness and generating interest through creative communication and detailed product information.

#### **4.4.2 Influence of Internet Advertisement on the respondents through Motivating Factors**

Some of the variables that motivated the respondents to view internet advertisement were surveyed and the following were the means and standard deviated scores:

**Convenience of Viewing:** Respondents have moderate attraction towards internet advertisement as they can view it when they please (Mean = 3.22, Std. Dev. = 1.125). This aspect shows that the ability to be flexible with regard to time is a significant motivator.

**Time-saving:** The internet buying are pursued, because they are efficient in terms of saving time on choosing the right product at the most reasonable price (Mean = 3.32, Std. Dev. = 1.087). This is an indication of the importance attached to the use of advertisements as a time-saving strategy.

**Discounts and Offers:** Internet advertising is seen as something that benefits since the discounts and offers are better (Mean = 3.29, Std. Dev. = 0.986). The financial advantages that are advertised influence the respondents.

**Reviews and Opinions:** It is perceived to have a benefit with the presence of reviews and opinions in advertisements (Mean = 3.29, Std. Dev. = 1.039). This implies that feedbacks and reviews made by users are significant incentives.

**Status Quo:** The propensity towards advertisements is moderate owing to their consistency with a particular status quo (Mean = 3.48, Std. Dev. = 0.979). This is an indicator of wanting uniformity in consumer preferences.

**Greater Product Choices:** Advertisements are more a larger selection of the same price range products (Mean = 3.54, Std. Dev. = 1.088). The number of options available is an excellent incentive.

**Richer Links to More Information:** It is strongly rated on the ability to have deeper links with more information in advertisements (Mean = 3.55, Std. Dev. = 1.042). This aspect demonstrates that the abundance of details is a major attraction.

**Creativity and Appeal:** Advertisements are valued because of their creativity and attractiveness (Mean = 3.39, Std. Dev. = 1.055). The motivational factor is particularly the creative elements.

**New Information:** Internet Advertisements are credited with giving new information that the respondents were not aware of (Mean = 3.09, Std. Dev. = 1.063). This shows that the interest in learning new information using advertisements is moderate.

**Social Influence:** Ad interest is affected by internet advertisement interest of friends (Mean = 3.40, Std. Dev. = 1.102). Social aspects have a role in the motivation of ad engagement.

**Parental Influence:** Parental influence on the ad engagement indicates a moderate level of influence by parents (Mean = 3.38, Std. Dev. = 0.992) that parents influence their children to quickly purchase items on the internet.

**Table 4.4.2 Mean and Standard Deviation Score of statements of Motivating Factors**

| Statements                                                                                                            | Mean | Std. Deviation |
|-----------------------------------------------------------------------------------------------------------------------|------|----------------|
| 1. I am attracted to the advertisements on the internet as I can watch it as per my convenience                       | 3.22 | 1.125          |
| 2. I follow Internet for product selection as it saves time getting information about the right product at best price | 3.32 | 1.087          |
| 3. I find internet advertising better due to better discounts and offers                                              | 3.29 | .986           |
| 4. I find internet advertising better due to reviews and opinions.                                                    | 3.29 | 1.039          |
| 5. I watch internet advertising due to status quo                                                                     | 3.48 | .979           |

|                                                                                                                    |      |       |
|--------------------------------------------------------------------------------------------------------------------|------|-------|
| 6. I watch internet advertisements as they provide wider options for similar products in same price range.         | 3.54 | 1.088 |
| 7. I am impressed with the internet advertisements as it allows me to click into deeper links for further details  | 3.55 | 1.042 |
| 8. I feel internet advertisements are creative and have an appealing factor.                                       | 3.39 | 1.055 |
| 9. I feel internet advertisements can provide information that I didn't know earlier.                              | 3.09 | 1.063 |
| 10. I am interested in internet advertisement as my friends are also interested                                    | 3.40 | 1.102 |
| 11. I am impressed with the internet advertisement as it allows me to click into deeper links for further details" | 3.35 | 1.009 |
| 12. I follow my parents when they buy products through internet media."                                            | 3.38 | .992  |

#### 4.4.3 Whether buying decisions of the respondents are cognitively driven or emotionally driven

**Better Information Search** Respondents believe that the internet help them in comparison to other conventional mediums for better information search (Mean = 4.55, Std. Dev. = 1.094). We define Cognitive Motivation as the efficiency and effectiveness of obtaining information, with a high score showing that one can obtain what they want.

**Better purchase decision:** Internet advertisement are helpful in making more informed purchase decision (Mean = 4.52, Std. Dev. = 1.064). It obviously means higher cognitive impact (advertisement assisting the decision process and choice)

**Creation of Need:** Advertisement create a need for the products while using the internet (Mean = 3.86, Std. Dev. = 1.007). This means that part of the purchasing decisions is made by advertisement based on emotions evoked by need creation.

**Find Better Alternatives:** Advertisement give us better alternatives (Mean = 3.85, Std. Dev. = 1.018), suggesting that emotional factors in the exploration of new

alternatives help shape purchase decisions.

**Consumption Based Information:** Advertisement help consume better products based on information available internet (Mean = 3.99, Std. Dev. = 1.002). This is an emotional reaction to the information that has been presented.

**Social Media Impact:** More engagement and interaction in social media helps to inform better and build closeness with brands (Means range from 3.88 to 3.99, Std. (deviating between 0.978 and 1.008). This means social media advertisement impact buying decisions not just cognitively, but also emotionally.

**Reviews and Recommendations** The impact of reviews and recommendations on social media (Mean = 3.91, Std. Dev. = 0.935) based on both cognitive evaluation and emotional trust of peer opinions.

**Enjoyable experience** Advertisement make the purchase experience enjoyable and engaging (Means between 3.89 to 3.92). These features point out that internet advertisements provoke emotional involvement.

**Table 4.4.3 The mean and standard deviation scores of Whether buying decisions of the respondents are cognitively driven or emotionally driven**

| Statements                                                                                                     | Mean | Std. Deviation |
|----------------------------------------------------------------------------------------------------------------|------|----------------|
| 13. I feel the need for products through internet while using the internet                                     | 3.86 | 1.007          |
| 14. I feel internet assists in better information search than conventional mediums                             | 4.55 | 1.094          |
| 15. I feel internet assists in finding better product alternatives.                                            | 3.85 | 1.018          |
| 16. I feel internet assists in better product purchasing decision                                              | 4.52 | 1.064          |
| 17. I feel internet assists in better product consumption based on internet information.                       | 3.99 | 1.002          |
| 18. I think higher involvement in social media platforms give higher exposure to internet for product purchase | 3.88 | .978           |

|                                                                                                                                        |      |       |
|----------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| 19. I think higher interaction on social media platforms gives better information about products through internet for product purchase | 3.96 | .943  |
| 20. I think higher intimacy with the brand is established on social media platforms through internet for product purchase              | 3.99 | 1.008 |
| 21. I think there is a higher influence of reviews and recommendation on social media platforms through internet for product purchase  | 3.91 | .935  |
| 22. I think internet helps in making the product purchase an enjoyable experience                                                      | 3.91 | .948  |
| 23. I think internet helps in making the product purchase an engaging experience.                                                      | 3.89 | 1.060 |
| 24. I think internet stimulates pleasure while purchasing products.                                                                    | 3.92 | .952  |

#### 4.4.4 The perceived effectiveness of Internet Advertisement on the buying decision

The study evaluated various aspects of the perceived effectiveness of internet advertisement in influencing buying decisions of the adolescent consumers. The results are as follows:

##### **Positive Perceptions:**

**Trustworthiness and Relevance:** Respondents generally find internet to be trustworthy and relevant to the products (Mean = 3.89, Std. Dev. = 1.089). This reflects a moderate level of confidence in the credibility of the advertisements.

**Pleasure and Excitement:** Advertisement are associated with pleasure and excitement in the purchasing process (Mean = 4.57, Std. Dev. = 1.095). This high score indicates that significantly contribute to a positive emotional experience.

**Ease of Understanding Features:** Internet help in understanding product features (Mean = 3.94, Std. Dev. = 1.024). This suggests that advertisement effectively communicate product details.

**Need Fulfillment:** Advertisement are perceived as fulfilling needs (Mean = 4.53, Std. Dev. = 1.128). This high score indicates that play a crucial role in advertisement addressing consumer needs.

**Post-Purchase Services:** Respondents are comfortable with post-purchase services facilitated through internet advertisement (Mean = 4.60, Std. Dev. = 1.114), reflecting satisfaction with the overall purchase experience.

**Time and Energy Savings:** Internet shopping are seen as saving time and energy (Mean = 3.92, Std. Dev. = 1.124). This suggests that advertisements are valued for their efficiency.

#### **Negative Perceptions:**

**Misleading and Confusing:** There is a moderate perception that internet advertisement can be misleading (Mean = 3.30, Std. Dev. = 1.059) and create confusion (Mean = 3.32, Std. Dev. = 0.964). These scores indicate some level of concern about the accuracy and clarity of advertisement.

**Fraudulence and Exaggeration:** Respondents feel that advertisement can sometimes be fraudulent (Mean = 3.28, Std. Dev. = 1.048) or exaggerated (Mean = 3.43, Std. Dev. = 0.980). This highlight concerns about the integrity and truthfulness of internet advertisements.

**Inadequate Information:** There is a perception that advertisement sometimes lack adequate information (Mean = 3.44, Std. Dev. = 1.085) and do not display proper terms and conditions (Mean = 3.44, Std. Dev. = 1.059). This suggests dissatisfaction with the completeness of information provided.

**Emotional Exploitation:** Respondents feel that advertisement may exploit emotions and be overly persuasive (Mean = 3.38, Std. Dev. = 1.042). This reflects concerns about the manipulative nature of some.

#### **Minimal Risks:**

**Virus Risks:** The perception of risk related to virus attacks from clicking on advertisement links is low (Mean = 2.08, Std. Dev. = 1.090), indicating that this concern does not significantly impact overall perceptions of internet advertisements.

Overall, while internet advertisements are generally perceived positively for their ability to enhance the buying experience, provide relevant information, and fulfil

needs, there are notable concerns about their trustworthiness, potential for misinformation, and emotional manipulation.

**Table 4.4.4 The mean and standard deviation scores of statements of the perceived effectiveness of Internet Advertisement on the buying decision**

|                                                                                                                     | Mean | Std. Deviation |
|---------------------------------------------------------------------------------------------------------------------|------|----------------|
| 25. I find internet advertisement trustworthy and relevant to the product.                                          | 3.89 | 1.089          |
| 26. I derive pleasure and excitement while purchasing after watching internet advertisement.                        | 4.57 | 1.095          |
| 27. I find it easy to understand the features of products and services after watching it in internet advertisement. | 3.94 | 1.024          |
| 28. I find internet advertisement need fulfilling.                                                                  | 4.53 | 1.128          |
| 29. I can easily search the alternative products and services through internet advertisement.                       | 3.90 | 1.089          |
| 30. I am comfortable with post purchase services as shown in internet advertisement                                 | 4.60 | 1.114          |
| 31. I am satisfied as time and energy is saved through buying after watching internet advertisement.                | 3.92 | 1.124          |
| 32. I feel sometimes internet advertisement are misleading.                                                         | 3.30 | 1.059          |
| 33. I feel sometimes internet advertisement creates confusion.                                                      | 3.32 | .964           |
| 34. I feel internet advertisement are fraudulent.                                                                   | 3.28 | 1.048          |
| 35. I feel sometimes internet advertisement are exaggerated                                                         | 3.43 | .980           |
| 36. I feel sometimes internet advertisement lack adequate information.                                              | 3.44 | 1.085          |
| 37. I feel sometimes internet advertisement does not display proper terms and conditions.                           | 3.44 | 1.059          |
| 38. I feel sometimes internet advertisement exploits emotions and persuasive in nature.                             | 3.38 | 1.042          |
| 39. I feel internet advertisement led to risks of virus attacks on clicking links.                                  | 2.08 | 1.090          |

## 4.5. INFERENCE STATISTICS

This study is based on the variables product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across gender, age, region, educational level, family occupation and family income with suitable tools and inferred on the results of tests. One way ANOVA and independent sample *t* tests are used to verify the hypothesis stated. In addition, Structural Equation Modelling has been applied to establish the relationship between the aforementioned constructs.

### 4.5.1 Normality Testing:

The results of the normality testing using skewness and kurtosis for the variables under consideration provide insights into the distribution characteristics of each variable.

#### Skewness:

Skewness values for all variables range from -0.19 to +0.87, indicating that all variables are negatively and positively skewed. This means that the distributions of these variables are slightly tilted to the left and right also. The skewness values are relatively close to zero, indicating that the degree of skewness is not substantial. A skewness value within the range of -1 to 1 is generally considered acceptable for a normal distribution.

#### Kurtosis:

Kurtosis values for all variables range from -0.41 to -0.68, indicating that the distributions of these variables have a platykurtic shape. This suggests that the distributions are flatter than a normal distribution, with fewer outliers or extreme values. The kurtosis values are well within the acceptable range of -7 to +7, further supporting the conclusion that the variables do not exhibit extreme deviations from normality.

Overall, the combination of skewness and kurtosis results for all the variables confirms that they are approximately normally distributed. This supports the assumption of normality, which is a key requirement for further statistical analyses.

**Table 4.5.1: Normality Testing**

| Variable                     | Skewness | Kurtosis |
|------------------------------|----------|----------|
| Product Awareness            | -0.151   | -0.411   |
| Motivating Factors           | 0.182    | -0.541   |
| Emotionally Driven Responses | 0.423    | -0.622   |

|                            |        |        |
|----------------------------|--------|--------|
| Cognitive Driven Responses | 0.876  | -0.687 |
| Perceived Effectiveness    | -0.198 | -0.688 |

#### **4.5.2 Analysis of the impact of Internet advertising across two genders in response to Product Awareness, Motivating Factors Emotionally Driven Responses, Cognitive Driven Responses and Perceived Effectiveness.**

##### **Hypothesis 1**

##### **Null Hypothesis (H<sub>0</sub>):**

There are no significant differences in product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across two genders.

##### **Alternative Hypothesis(H<sub>1</sub>):**

There are significant differences in product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across two genders.

The independent samples t-test was used to examine whether there are significant differences between males and females.

##### **Product Awareness (PA):**

Males (Mean = 3.3999, Std. Dev. = 0.75098) and females (Mean = 3.3320, Std. Dev. = 0.60579) show a slight difference in product awareness, with males reporting marginally higher awareness.

Independent Samples Test: The Levene's Test for Equality of Variances shows significant differences in variances ( $F = 12.626$ , Sig. = 0.000). However, the t-test results indicate that the difference in means is not statistically significant ( $t = 1.226$ , Sig. (2-tailed) = 0.220 for equal variances assumed). This suggests that, despite the observed difference, gender does not have a significant impact on product awareness.

##### **Motivating Factors (MF):**

Males (Mean = 3.3934, Std. Dev. = 0.80258) and females (Mean = 3.3005, Std. Dev. = 0.62412) exhibit a similar pattern with males having a slightly higher mean for motivating factors.

Independent Samples Test: The Levene's Test reveals significant differences in variances ( $F = 13.381$ , Sig. = 0.000). However, the t-test results show no significant difference in means ( $t = 1.585$ , Sig. (2-tailed) = 0.114 for equal variances assumed). This implies that motivating factors do not significantly differ by gender.

**Emotionally Driven Responses (EDR):**

Males (Mean = 4.1792, Std. Dev. = 0.52648) report slightly higher emotional driving compared to females (Mean = 4.1172, Std. Dev. = 0.56095).

Independent Samples Test: The Levene's Test indicates significant variances ( $F = 4.137$ , Sig. = 0.042). The t-test shows no significant difference in means ( $t = 1.442$ , Sig. (2-tailed) = 0.150 for equal variances assumed). Therefore, gender does not significantly impact emotional drivers in internet advertising.

**Cognitive Driven Responses (CDR):**

Males (Mean = 3.9474, Std. Dev. = 0.43271) have a higher cognitive drive compared to females (Mean = 3.8856, Std. Dev. = 0.47770).

Independent Samples Test: Levene's Test indicates significant variances ( $F = 5.113$ , Sig. = 0.024). The t-test results ( $t = 1.726$ , Sig. (2-tailed) = 0.085 for equal variances assumed) show a trend towards significance but do not reach the conventional level of statistical significance. This suggests a potential but not significant difference in cognitive drivers by gender.

**Perceived Effectiveness (PE):**

Group Statistics: Males (Mean = 3.8336, Std. Dev. = 0.52118) and females (Mean = 3.7991, Std. Dev. = 0.49106) exhibit similar perceptions of effectiveness with males slightly higher.

Independent Samples Test: The Levene's Test shows no significant difference in variances ( $F = 0.197$ , Sig. = 0.657). The t-test results ( $t = 0.852$ , Sig. (2-tailed) = 0.394 for equal variances assumed) indicate no significant difference in effectiveness perceptions based on gender.

**Table 4.5.2a - Descriptives of hypothesis 1 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across two genders.**

| Group Statistics   |           |     |        |                |                 |
|--------------------|-----------|-----|--------|----------------|-----------------|
|                    | 1.Gender: | N   | Mean   | Std. Deviation | Std. Error Mean |
| Product Awareness  | Male      | 403 | 3.3999 | .75098         | .03741          |
|                    | Female    | 261 | 3.3320 | .60579         | .03750          |
| Motivating Factors | Male      | 403 | 3.3934 | .80258         | .03998          |
|                    | Female    | 261 | 3.3005 | .62412         | .03863          |
| Emotionally Driven | Male      | 403 | 4.1792 | .52648         | .02623          |

|                            |        |     |        |        |        |
|----------------------------|--------|-----|--------|--------|--------|
| Responses                  | Female | 261 | 4.1172 | .56095 | .03472 |
| Cognitive Driven Responses | Male   | 403 | 3.9474 | .43271 | .02155 |
|                            | Female | 261 | 3.8856 | .47770 | .02957 |
| Perceived Effectiveness    | Male   | 403 | 3.8336 | .52118 | .02596 |
|                            | Female | 261 | 3.7991 | .49106 | .03040 |

**Table 4.5.2b- Results of Independent Sample t Test showing impact of Internet advertising across two genders in response to PA, MF, EDR, CDR and PE.**

| Independent Samples Test     |                             |                                         |       |                              |         |                 |
|------------------------------|-----------------------------|-----------------------------------------|-------|------------------------------|---------|-----------------|
|                              |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |         |                 |
|                              |                             | F                                       | Sig.  | t                            | Df      | Sig. (2-tailed) |
| Product_Awareness            | Equal variances assumed     | 12.626                                  | 0.000 | 1.226                        | 662     | 0.220           |
|                              | Equal variances not assumed |                                         |       | 1.283                        | 630.897 | 0.200           |
| Motivating Factors           | Equal variances assumed     | 13.381                                  | 0.000 | 1.585                        | 662     | 0.114           |
|                              | Equal variances not assumed |                                         |       | 1.671                        | 640.200 | 0.095           |
| Emotionally Driven Responses | Equal variances assumed     | 4.137                                   | 0.042 | 1.442                        | 662     | 0.150           |
|                              | Equal variances not assumed |                                         |       | 1.423                        | 529.761 | 0.155           |
| Cognitively Driven Responses | Equal variances assumed     | 5.113                                   | 0.024 | 1.726                        | 662     | 0.085           |
|                              | Equal variances not assumed |                                         |       | 1.690                        | 515.583 | 0.092           |

|                         |                             |       |       |       |         |       |
|-------------------------|-----------------------------|-------|-------|-------|---------|-------|
| Perceived Effectiveness | Equal variances assumed     | 0.197 | 0.657 | 0.852 | 662     | 0.394 |
|                         | Equal variances not assumed |       |       | 0.863 | 578.572 | 0.388 |

#### **4.5.3 Analysis of the impact of Internet advertising across age groups in response to PA, MF, EDR, CDR and PE.**

##### **Hypothesis 2**

##### **Null Hypothesis (H<sub>0</sub>):**

There are no significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different age groups.

##### **Alternative Hypothesis(H<sub>1</sub>):**

There are significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different age groups.

The One-Way ANOVA test was conducted to determine whether age group differences affect various aspects of internet advertisement impact. The results are discussed below for each variable:

##### **Product Awareness:**

Product awareness scores vary across age groups, with the highest mean observed in the 12-14 years age group (Mean = 3.6038, Std. Dev. = 0.69095) and the lowest in the 20-22 years age group (Mean = 3.2867, Std. Dev. = 0.68494).

ANOVA Results: The ANOVA test reveals a significant difference in product awareness across age groups ( $F = 3.205$ , Sig. = 0.013). This suggests that age does have a significant effect on product awareness, with varying levels of awareness among different age groups.

##### **Motivating Factors:**

Scores for motivating factors are highest in the 12-14 years age group (Mean = 3.4281, Std. Dev. = 1.01082) and lowest in the 20-22 years age group (Mean = 3.3328, Std. Dev. = 0.69175).

ANOVA Results: The ANOVA test shows no significant difference in motivating factors across age groups ( $F = 0.594$ , Sig. = 0.667). This indicates that age

does not significantly affect the motivating factors related to internet advertisements.

#### **Emotionally Driven Responses:**

Descriptives: Emotional drivers are reported as highest by the 14-16 years age group (Mean = 4.3034, Std. Dev. = 0.34484) and lowest by the 16-18 years age group (Mean = 4.1544, Std. Dev. = 0.53624).

ANOVA Results: The ANOVA results show no significant difference in emotional drivers across age groups ( $F = 0.823$ , Sig. = 0.511). Thus, emotional responses to internet advertisements do not vary significantly with age.

#### **Cognitive Driven Responses:**

Descriptives: The cognitive drive is reported as highest in the 14-16 years age group (Mean = 4.0738, Std. Dev. = 0.41704) and lowest in the 20-22 years age group (Mean = 3.8937, Std. Dev. = 0.43348).

ANOVA Results: The ANOVA test shows no significant difference in cognitive drivers across age groups ( $F = 1.218$ , Sig. = 0.302). This suggests that cognitive engagement with internet advertisements does not significantly differ by age.

#### **Perceived Effectiveness:**

Descriptives: Perceived effectiveness of internet advertisements is highest in the 14-16 years age group (Mean = 3.9634, Std. Dev. = 0.58588) and lowest in the 20-22 years age group (Mean = 3.7847, Std. Dev. = 0.53668).

ANOVA Results: The ANOVA test indicates no significant difference in effectiveness across age groups ( $F = 0.845$ , Sig. = 0.497). This shows that age does not have a significant impact on how effective respondents perceive internet advertisements to be.

**Table 4.5.3a : Descriptives of hypothesis 2 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across different ages.**

|                           |               | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Std. Error</b> |
|---------------------------|---------------|----------|-------------|-----------------------|-------------------|
| Product Awareness<br>(PA) | 12- 14 Years  | 21       | 3.6038      | 0.69095               | 0.15078           |
|                           | 14 - 16 Years | 29       | 3.5141      | 0.73337               | 0.13618           |
|                           | 16-18 Years   | 171      | 3.4928      | 0.74884               | 0.05727           |

|                                    |               |     |        |         |         |
|------------------------------------|---------------|-----|--------|---------|---------|
|                                    | 18-20 Years   | 314 | 3.3152 | 0.66089 | 0.03730 |
|                                    | 20-22 Years   | 129 | 3.2867 | 0.68494 | 0.06031 |
|                                    | Total         | 664 | 3.3732 | 0.69783 | 0.02708 |
| Motivating Factors (MF)            | 12- 14 Years  | 21  | 3.4281 | 1.01082 | 0.22058 |
|                                    | 14 - 16 Years | 29  | 3.4945 | 1.01723 | 0.18889 |
|                                    | 16-18 Years   | 171 | 3.3061 | 0.74521 | 0.05699 |
|                                    | 18-20 Years   | 314 | 3.3769 | 0.70421 | 0.03974 |
|                                    | 20-22 Years   | 129 | 3.3328 | 0.69175 | 0.06091 |
|                                    | Total         | 664 | 3.3569 | 0.73849 | 0.02866 |
| Emotionally Driven Responses (EDR) | 12- 14 Years  | 21  | 4.2381 | 0.39303 | 0.08577 |
|                                    | 14 - 16 Years | 29  | 4.3034 | 0.34484 | 0.06404 |
|                                    | 16-18 Years   | 171 | 4.1544 | 0.53624 | 0.04101 |
|                                    | 18-20 Years   | 314 | 4.1318 | 0.57627 | 0.03252 |
|                                    | 20-22 Years   | 129 | 4.1643 | 0.51262 | 0.04513 |
|                                    | Total         | 664 | 4.1548 | 0.54072 | 0.02098 |
| Cognitively Driven Responses (CDR) | 12- 14 Years  | 21  | 4.0138 | 0.18129 | 0.03956 |
|                                    | 14 - 16 Years | 29  | 4.0738 | 0.41704 | 0.07744 |
|                                    | 16-18 Years   | 171 | 3.9299 | 0.46778 | 0.03577 |
|                                    | 18-20 Years   | 314 | 3.9115 | 0.46416 | 0.02619 |
|                                    | 20-22 Years   | 129 | 3.8937 | 0.43348 | 0.03817 |
|                                    | Total         | 664 | 3.9231 | 0.45159 | 0.01752 |
| Perceived Effectiveness (PE)       | 12- 14 Years  | 21  | 3.8829 | 0.43878 | 0.09575 |
|                                    | 14 - 16 Years | 29  | 3.9634 | 0.58588 | 0.10880 |
|                                    | 16-18 Years   | 171 | 3.8064 | 0.51712 | 0.03955 |
|                                    | 18-20 Years   | 314 | 3.8246 | 0.49085 | 0.02770 |
|                                    | 20-22 Years   | 129 | 3.7847 | 0.53668 | 0.04725 |
|                                    | Total         | 664 | 3.8201 | 0.50946 | 0.01977 |

**Table 4.5.3b : One-way ANOVA results showing impact of Internet advertising across age groups in response to PA, MF, EDR, CDR and PE.**

| ANOVA                              |                |                |     |             |       |      |
|------------------------------------|----------------|----------------|-----|-------------|-------|------|
|                                    |                | Sum of Squares | df  | Mean Square | F     | Sig. |
| Product Awareness (PA)             | Between Groups | 6.162          | 4   | 1.540       | 3.205 | .013 |
|                                    | Within Groups  | 316.701        | 659 | .481        |       |      |
|                                    | Total          | 322.863        | 663 |             |       |      |
| Motivating Factors (MF)            | Between Groups | 1.298          | 4   | .325        | .594  | .667 |
|                                    | Within Groups  | 360.285        | 659 | .547        |       |      |
|                                    | Total          | 361.583        | 663 |             |       |      |
| Emotionally Driven Responses (EDR) | Between Groups | .964           | 4   | .241        | .823  | .511 |
|                                    | Within Groups  | 192.881        | 659 | .293        |       |      |
|                                    | Total          | 193.845        | 663 |             |       |      |
| Emotionally Driven Responses (EDR) | Between Groups | .993           | 4   | .248        | 1.218 | .302 |
|                                    | Within Groups  | 134.213        | 659 | .204        |       |      |
|                                    | Total          | 135.205        | 663 |             |       |      |
| Perceived Effectiveness (PE)       | Between Groups | .879           | 4   | .220        | .845  | .497 |
|                                    | Within Groups  | 171.203        | 659 | .260        |       |      |
|                                    | Total          | 172.081        | 663 |             |       |      |

#### **4.5.4 Analysis of the impact of Internet advertising across region in response to PA, MF, EDR, CDR and PE.**

##### **Hypothesis 3**

##### **Null Hypothesis (H<sub>0</sub>):**

There are no significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across rural, semi-urban and urban areas.

##### **Alternative Hypothesis(H<sub>1</sub>):**

There are significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across rural, semi-urban and urban areas.

The One-Way ANOVA test was conducted to assess whether geographical location (rural, semi-urban, and urban) significantly impacts various aspects related to

internet advertisements.

The results are discussed below for each variable:

**Product Awareness:**

The mean product awareness scores are highest in rural areas (Mean = 3.4524) and lowest in semi-urban areas (Mean = 3.3195). Urban areas have an intermediate score (Mean = 3.3456).

ANOVA Results: The ANOVA results show an F-value of 1.954 with a significance level of 0.143, which is not statistically significant. This indicates that there are no significant differences in product awareness across the geographical locations.

**Motivating Factors:**

The mean scores for motivating factors are highest in rural areas (Mean = 3.4331) and lowest in urban areas (Mean = 3.3228). Semi-urban areas have a slightly higher score than urban areas (Mean = 3.3245).

ANOVA Results: The ANOVA results yield an F-value of 1.561 with a significance level of 0.211, which is not statistically significant. Thus, the motivating factors do not significantly differ across the geographical locations.

**Emotionally Driven Responses:**

Emotional drivers scores are highest in rural areas (Mean = 4.1783) and lowest in urban areas (Mean = 4.1349), with semi-urban areas having a mean score slightly above urban areas (Mean = 4.1690).

ANOVA Results: The ANOVA yields an F-value of 0.460 with a significance level of 0.632, indicating no significant differences in emotional drivers across the locations.

**Cognitive Driven Responses:**

Cognitive drivers scores are highest in semi-urban areas (Mean = 3.9369) and lowest in rural areas (Mean = 3.9059). Urban areas have an intermediate score (Mean = 3.9283).

ANOVA Results: The ANOVA results show an F-value of 0.230 with a significance level of 0.795, which is not statistically significant. This suggests that cognitive driving factors are similar across the different geographical areas.

**Perceived Effectiveness:**

Perceived effectiveness is highest in rural areas (Mean = 3.8383) and lowest in urban areas (Mean = 3.8101). Semi-urban areas fall in between (Mean = 3.8171).

ANOVA Results: The ANOVA results present an F-value of 0.195 with a significance level of 0.823, indicating no significant differences in perceived effectiveness among the geographical locations.

**Table 4.5.4a-Descriptives of hypothesis 3 product awareness, motivating factors, emotional driven responses, cognitive driven responses, and perceived effectiveness of internet advertisements across different regions.**

|                                    |            | N   | Mean   | Std. Deviation |
|------------------------------------|------------|-----|--------|----------------|
| Product Awareness (PA)             | Rural      | 203 | 3.4524 | .73129         |
|                                    | Semi urban | 129 | 3.3195 | .73183         |
|                                    | Urban      | 332 | 3.3456 | .66046         |
|                                    | Total      | 664 | 3.3732 | .69783         |
| Motivating Factors (MF)            | Rural      | 203 | 3.4331 | .70896         |
|                                    | Semi urban | 129 | 3.3245 | .80948         |
|                                    | Urban      | 332 | 3.3228 | .72604         |
|                                    | Total      | 664 | 3.3569 | .73849         |
| Emotionally Driven Responses (EDR) | Rural      | 203 | 4.1783 | .49863         |
|                                    | Semi urban | 129 | 4.1690 | .51505         |
|                                    | Urban      | 332 | 4.1349 | .57489         |
|                                    | Total      | 664 | 4.1548 | .54072         |
| Cognitively Driven Response (CDR)  | Rural      | 203 | 3.9059 | .42529         |
|                                    | Semi urban | 129 | 3.9369 | .43990         |
|                                    | Urban      | 332 | 3.9283 | .47221         |
|                                    | Total      | 664 | 3.9231 | .45159         |
| Perceived Effectiveness (PE)       | Rural      | 203 | 3.8383 | .50242         |
|                                    | Semi urban | 129 | 3.8171 | .51964         |
|                                    | Urban      | 332 | 3.8101 | .51099         |
|                                    | Total      | 664 | 3.8201 | .50946         |

**Table 4.5.4b: One-way ANOVA showing impact of Internet advertising across regional groups in response to PA, MF, EDR, CDR and PE.**

| ANOVA                                 |                |                |     |             |       |      |
|---------------------------------------|----------------|----------------|-----|-------------|-------|------|
|                                       |                | Sum of Squares | df  | Mean Square | F     | Sig. |
| Product Awareness<br>(PA)             | Between Groups | 1.898          | 2   | .949        | 1.954 | .143 |
|                                       | Within Groups  | 320.965        | 661 | .486        |       |      |
|                                       | Total          | 322.863        | 663 |             |       |      |
| Motivating Factors<br>(MF)            | Between Groups | 1.700          | 2   | .850        | 1.561 | .211 |
|                                       | Within Groups  | 359.884        | 661 | .544        |       |      |
|                                       | Total          | 361.583        | 663 |             |       |      |
| Emotionally Driven<br>Reponses (EDR)  | Between Groups | .269           | 2   | .135        | .460  | .632 |
|                                       | Within Groups  | 193.575        | 661 | .293        |       |      |
|                                       | Total          | 193.845        | 663 |             |       |      |
| Cognitively Driven<br>Responses (CDR) | Between Groups | .094           | 2   | .047        | .230  | .795 |
|                                       | Within Groups  | 135.112        | 661 | .204        |       |      |
|                                       | Total          | 135.205        | 663 |             |       |      |
| Perceived<br>Effectiveness (PE)       | Between Groups | .102           | 2   | .051        | .195  | .823 |
|                                       | Within Groups  | 171.980        | 661 | .260        |       |      |
|                                       | Total          | 172.081        | 663 |             |       |      |

#### **4.5.5 Analysis of the impact of Internet advertising across different educational qualifications in response to PA, MF, EDR, CDR and PE.**

##### **Hypothesis 4**

##### **Null Hypothesis (H<sub>0</sub>):**

There are no significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different educational qualifications.

##### **Alternative Hypothesis(H<sub>1</sub>):**

There are significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different educational qualifications.

The One-Way ANOVA results evaluate whether different educational

qualifications (Class 6-Class 8, Class 8-Class 10, Class 10-Class 12, and First Year - 3rd Year) influence respondents' perceptions and responses to internet advertisements. The results are discussed below for each variable:

**Product Awareness (PA):**

The mean scores for product awareness are highest among respondents in Class 6-Class 8 (Mean = 3.8457) and lowest among those in Class 10-Class 12 (Mean = 3.3272). The other groups fall in between (Class 8-Class 10: Mean = 3.4732; First Year - 3rd Year: Mean = 3.3625).

ANOVA Results: The ANOVA results show an F-value of 2.572 with a significance level of 0.053. This p-value is just above the conventional threshold of 0.05, indicating a trend toward significance but not a definitive significant difference in product awareness across educational qualifications.

**Motivating Factors (MF):**

Motivating factors are highest among respondents in Class 6-Class 8 (Mean = 3.7921) and lowest among those in Class 10-Class 12 (Mean = 3.2467). The mean scores for the other groups are similar (Class 8-Class 10: Mean = 3.3547; First Year - 3rd Year: Mean = 3.3659).

ANOVA Results: The ANOVA results show an F-value of 2.381 with a significance level of 0.068. This p-value suggests a trend towards significance but does not reach the conventional threshold of 0.05, indicating that motivating factors do not differ significantly across educational levels.

**Emotionally Driven Responses (EDR):**

Descriptives: Emotional drive scores are highest among respondents in Class 8-Class 10 (Mean = 4.3412) and lowest among those in First Year - 3rd Year (Mean = 4.1295). The mean scores for the other groups are intermediate (Class 6-Class 8: Mean = 4.1429; Class 10-Class 12: Mean = 4.2268).

ANOVA Results: The ANOVA results yield an F-value of 2.315 with a significance level of 0.075. The p-value is close to 0.05, indicating a trend toward significance but not a definitive significant difference in emotional drivers across educational qualifications.

**Cognitively Driven Responses (CDR):**

Cognitive drive scores are highest among respondents in Class 8-Class 10 (Mean = 4.0506) and lowest among those in First Year - 3rd Year (Mean = 3.8986). The other groups have intermediate scores (Class 6-Class 8: Mean = 4.0000; Class 10-

Class 12: Mean = 3.9986).

ANOVA Results: The ANOVA results show an F-value of 2.467 with a significance level of 0.061. This p-value is just above the conventional threshold, indicating a trend toward significance but not a clear significant difference in cognitive drivers across educational levels.

**Perceived Effectiveness (PE):**

Perceived effectiveness scores are highest among respondents in Class 8-Class 10 (Mean = 3.9374) and lowest among those in First Year - 3rd Year (Mean = 3.8042). The mean scores for the other groups are intermediate (Class 6-Class 8: Mean = 3.8864; Class 10-Class 12: Mean = 3.8540).

ANOVA Results: The ANOVA results show an F-value of 0.990 with a significance level of 0.397, indicating no significant differences in perceived effectiveness across different educational qualifications.

**Table 4.5.5a : Descriptives of impact of Internet advertising across different educational qualifications in response to PA, MF, EDR, CDR and PE.**

|                                    |                      | N   | Mean   | Std. Deviation |
|------------------------------------|----------------------|-----|--------|----------------|
| Product Awareness (PA)             | Class 6- Class 8     | 14  | 3.8457 | .31659         |
|                                    | Class 8-class 10     | 34  | 3.4732 | .79661         |
|                                    | Class 10- class12    | 97  | 3.3272 | .75237         |
|                                    | first year -3rd year | 519 | 3.3625 | .68428         |
|                                    | Total                | 664 | 3.3732 | .69783         |
| Motivating Factors (MF)            | Class 6- Class 8     | 14  | 3.7921 | .48618         |
|                                    | Class 8-class 10     | 34  | 3.3547 | 1.15727        |
|                                    | Class 10- class12    | 97  | 3.2467 | .74573         |
|                                    | first year -3rd year | 519 | 3.3659 | .70445         |
|                                    | Total                | 664 | 3.3569 | .73849         |
| Emotionally Driven Responses (EDR) | Class 6- Class 8     | 14  | 4.1429 | .45356         |
|                                    | Class 8-class 10     | 34  | 4.3412 | .30956         |
|                                    | Class 10- class12    | 97  | 4.2268 | .43458         |
|                                    | first year -3rd year | 519 | 4.1295 | .56926         |
|                                    | Total                | 664 | 4.1548 | .54072         |
| Cognitively Driven Responses (CDR) | Class 6- Class 8     | 14  | 4.0000 | .18745         |

|                              |                      |     |        |        |
|------------------------------|----------------------|-----|--------|--------|
|                              | Class 8-class 10     | 34  | 4.0506 | .37502 |
|                              | Class 10- class12    | 97  | 3.9986 | .33862 |
|                              | first year -3rd year | 519 | 3.8986 | .47647 |
|                              | Total                | 664 | 3.9231 | .45159 |
| Perceived Effectiveness (PE) | Class 6- Class 8     | 14  | 3.8864 | .37924 |
|                              | Class 8-class 10     | 34  | 3.9374 | .59103 |
|                              | Class 10- class12    | 97  | 3.8540 | .45364 |
|                              | first year -3rd year | 519 | 3.8042 | .51644 |
|                              | Total                | 664 | 3.8201 | .50946 |

**Table 4.5.5b : One-way ANOVA showing impact of Internet advertising across different educational qualifications in response to PA, MF, EDR, CDR and PE.**

| ANOVA              |                |                |     |             |       |      |
|--------------------|----------------|----------------|-----|-------------|-------|------|
|                    |                | Sum of Squares | df  | Mean Square | F     | Sig. |
| Product Awareness  | Between Groups | 3.730          | 3   | 1.243       | 2.572 | .053 |
|                    | Within Groups  | 319.133        | 660 | .484        |       |      |
|                    | Total          | 322.863        | 663 |             |       |      |
| Motivating Factors | Between Groups | 3.872          | 3   | 1.291       | 2.381 | .068 |
|                    | Within Groups  | 357.711        | 660 | .542        |       |      |
|                    | Total          | 361.583        | 663 |             |       |      |
| Emotionally Driven | Between Groups | 2.019          | 3   | .673        | 2.315 | .075 |
|                    | Within Groups  | 191.826        | 660 | .291        |       |      |
|                    | Total          | 193.845        | 663 |             |       |      |
| Cognitive Driven   | Between Groups | 1.499          | 3   | .500        | 2.467 | .061 |
|                    | Within Groups  | 133.706        | 660 | .203        |       |      |
|                    | Total          | 135.205        | 663 |             |       |      |
| Effectiveness      | Between Groups | .771           | 3   | .257        | .990  | .397 |
|                    | Within Groups  | 171.310        | 660 | .260        |       |      |
|                    | Total          | 172.081        | 663 |             |       |      |

#### **4.5.6 Analysis of the impact of Internet advertising across two occupations in response to PA, MF, EDR, CDR and PE.**

##### **Hypothesis 5**

##### **Null Hypothesis (H<sub>0</sub>):**

“There are no significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across two occupations.

##### **Alternative Hypothesis(H<sub>1</sub>):**

There are significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across two occupations.

The independent samples t-test was used to examine whether there are significant differences between males and females .

##### **Product Awareness (PA):**

Service workers (M = 3.5169, Std. Dev. =0.65) exhibited a significantly higher level of product awareness than self-employed individuals (M = 3.2859, Std. Dev. =0.71).

Independent Samples Test: The Levene's Test for Equality of Variances shows no significant differences in variances (F = 0.034, Sig. = 0.000). However, the t-test results indicate a statistically significant difference in Product Awareness between the two groups (t(662) = -4.189, p < .001). This suggests that those working in service professions may have greater exposure to information about products, possibly due to structured workplace environments where continuous learning and training are emphasized. In contrast, self-employed individuals may rely more on personal networks and direct experience rather than systematic information sources.

##### **Motivating Factors (MF):**

Self Employed (Mean = 3.27, Std. Dev. = 0.0.71) and service workers (Mean = 3.49, Std. Dev. = 0.77) exhibit a pattern with service workers scoring higher than self-employed individuals

Independent Samples Test: The Levene's Test reveals significant differences in variances (F = 0.863, Sig. = 0.000). Moreover, the t-test results show significant difference in means (t = -3.761, Sig. (2-tailed) = 0.000 for equal variances assumed). This suggests that service employees may be more influenced by external motivators such as career growth, job security, or workplace recognition, whereas self-employed

individuals might rely on intrinsic motivators like independence and entrepreneurial drive. The structured nature of service employment might provide a more defined set of motivators compared to the uncertain and dynamic conditions faced by self-employed individuals

#### **Emotionally Driven Responses (EDR):**

Self Employed (Mean = 4.15, Std. Dev. = 0.54) report similar emotional driving compared to Service workers (Mean = 4.16, Std. Dev. = 0.55).

Independent Samples Test: The Levene's Test indicates no differences ( $F = 0.00$ , Sig. = 0.889). The t-test shows no significant difference in means ( $t(662) = -0.139$ ,  $p = .889$ ) for equal variances assumed). This finding suggests that emotions play a crucial role in influencing behaviors, regardless of employment type. Whether self-employed or in service, individuals are likely to make decisions based on emotional connections, brand loyalty, or personal experiences with a product or service.

#### **Cognitive Driven Responses (CDR):**

Self Employed (Mean = 3.91, Std. Dev. = 0.47) have a slight lower cognitive drive compared to Service workers (Mean = 3.94, Std. Dev. = 0.43).

Independent Samples Test: Levene's Test indicates slight variances ( $F = 2.728$ , Sig. = 0.362). The t-test results show Cognitive Driven factors ( $t(662) = -0.912$ ,  $p = .362$ ) and therefore statistically no significant difference was found between the groups for equal variances assumed. This suggests that rational, logical decision-making is equally prevalent among self-employed individuals and service workers. Both groups may rely on cognitive evaluations, such as cost-benefit analysis or performance assessments, before making choices, reinforcing the idea that rational thinking is not necessarily influenced by employment type.

#### **Perceived Effectiveness (PE):**

Service workers (Mean = 3.87, Std. Dev. = 0.53) scored slightly higher than self-employed (Mean = 3.79, Std. Dev. = 0.49) exhibiting that service professionals may perceive their actions as slightly more effective, possibly due to structured roles and defined responsibilities in their workplaces.

Independent Samples Test: The Levene's Test shows no significant difference in variances ( $F = 0.389$ , Sig. = 0.055). The t-test results ( $t(662) = -1.920$ ,  $p = 0.055$ ) for equal variances assumed indicate a borderline but no significant difference in effectiveness perceptions based on occupation. However, since the p-value (0.055) is

just above the 0.05 threshold, the difference is not strong enough to be considered statistically significant.

**Table 4.5.6a Descriptives of the impact of Internet advertising across two occupations in response to PA, MF, EDR, CDR and PE.**

| Family occupation  |               | N   | Mean | Std. Deviation | Std. Error Mean |
|--------------------|---------------|-----|------|----------------|-----------------|
| Product Awareness  | Self Employed | 413 | 3.29 | 0.71           | 0.04            |
|                    | Service       | 251 | 3.52 | 0.65           | 0.04            |
| Motivating Factors | Self Employed | 413 | 3.27 | 0.71           | 0.03            |
|                    | Service       | 251 | 3.49 | 0.77           | 0.05            |
| Emotionally Driven | Self Employed | 413 | 4.15 | 0.54           | 0.03            |
|                    | Service       | 251 | 4.16 | 0.55           | 0.03            |
| Cognitive Driven   | Self Employed | 413 | 3.91 | 0.47           | 0.02            |
|                    | Service       | 251 | 3.94 | 0.43           | 0.03            |
| Effectiveness      | Self Employed | 413 | 3.79 | 0.49           | 0.02            |
|                    | Service       | 251 | 3.87 | 0.53           | 0.03            |

**Table 4.5.6b: Independent sample t Test showing impact of Internet advertising across two occupations in response to PA, MF, EDR, CDR and PE.**

|                    |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |         |                 |
|--------------------|-----------------------------|-----------------------------------------|-------|------------------------------|---------|-----------------|
|                    |                             | F                                       | Sig.  | t                            | df      | Sig. (2-tailed) |
| Product Awareness  | Equal variances assumed     | 0.034                                   | 0.854 | -4.189                       | 662     | 0.000           |
|                    | Equal variances not assumed |                                         |       | -4.281                       | 564.381 | 0.000           |
| Motivating Factors | Equal variances assumed     | 0.863                                   | 0.353 | -3.761                       | 662     | 0.000           |
|                    | Equal variances not assumed |                                         |       | -3.682                       | 492.602 | 0.000           |

|                    |                             |       |       |        |         |       |
|--------------------|-----------------------------|-------|-------|--------|---------|-------|
| Emotionally Driven | Equal variances assumed     | 0.000 | 0.992 | -0.139 | 662     | 0.889 |
|                    | Equal variances not assumed |       |       | -0.139 | 521.573 | 0.890 |
| Cognitive Driven   | Equal variances assumed     | 2.728 | 0.099 | -0.912 | 662     | 0.362 |
|                    | Equal variances not assumed |       |       | -0.932 | 564.885 | 0.351 |
| Effectiveness      | Equal variances assumed     | 0.389 | 0.533 | -1.920 | 662     | 0.055 |
|                    | Equal variances not assumed |       |       | -1.883 | 496.081 | 0.060 |

#### 4.5.7 Analysis of the impact of Internet advertising across different income levels in response to PA, MF, EDR, CDR and PE.

##### Hypothesis 7

##### Null Hypothesis (H<sub>0</sub>):

There are no significant differences<sup>1</sup> in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different income levels.

##### Alternative Hypothesis(H<sub>1</sub>):

There are significant differences in product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements across different income levels.

The one-way ANOVA results below analyse how income brackets—divided into "Up to INR 200,000", "INR 200,000- INR 500,000", and "INR 500,000 and above"—affect responses to internet advertisements.

##### Product Awareness:

Individuals in the "Up to INR 200,000" bracket have a mean score of 3.3604, those in the "INR 200,000- INR 500,000" bracket have a higher mean score of 3.4262, while those in the "INR 500,000 and above" bracket have a mean score of 3.3477.

ANOVA Results: The ANOVA shows an F-value of 0.614 with a significance level of 0.541. This result indicates that there are no significant differences in product awareness among the different income brackets. All income groups have similar levels of product awareness.

**Motivating Factors:**

The mean scores for motivating factors are 3.3222 for the "Up to INR 200,000" bracket, 3.3835 for the "INR 200,000- INR 500,000" bracket, and 3.4123 for the "INR 500,000 and above" bracket.

ANOVA Results: The ANOVA reveals an F-value of 0.915 with a significance level of 0.401. This indicates no significant differences in motivating factors across the different income brackets. The motivating factors related to internet advertisements are relatively consistent across income levels.

**Emotionally Driven Responses:**

For emotional drivers, the mean scores are 4.1279 for the "Up to INR 200,000" bracket, 4.2013 for the "INR 200,000- INR 500,000" bracket, and 4.1703 for the "INR 500,000 and above" bracket.

ANOVA Results: The ANOVA results show an F-value of 1.086 with a significance level of 0.338. This suggests that there are no significant differences in emotional drivers across income brackets. The emotional impact of internet advertisements is similar among all income groups.

**Cognitively Driven Responses:**

The mean scores for cognitive drivers are 3.8922 for the "Up to INR 200,000" bracket, 3.9637 for the "INR 200,000- INR 500,000" bracket, and 3.9547 for the "INR 500,000 and above" bracket.

ANOVA Results: The ANOVA yields an F-value of 1.843 with a significance level of 0.159. This indicates no significant differences in cognitive drivers between the income brackets. All income groups show similar levels of cognitive engagement with internet advertisements.

**Perceived Effectiveness:**

For perceived effectiveness, the mean scores are 3.8059 for the "Up to INR 200,000" bracket, 3.8163 for the "INR 200,000- INR 500,000" bracket, and 3.8582 for the "INR 500,000 and above" bracket.

ANOVA Results: The ANOVA results show an F-value of 0.557 with a significance level of 0.573. This indicates no significant differences in the perceived

effectiveness of internet advertisements across different income brackets. All income groups perceive the effectiveness of internet advertisements similarly.

**Table 4.5.7a Descriptives of the impact of Internet advertising across different income levels in response to PA, MF, EDR, CDR and PE.**

|                              |                          | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|------------------------------|--------------------------|----------|-------------|-----------------------|
| Product Awareness            | Up to INR 200000/-       | 358      | 3.3604      | .70640                |
|                              | INR 200000- INR 500000/- | 158      | 3.4262      | .59878                |
|                              | INR 500000/- and above   | 148      | 3.3477      | .77297                |
|                              | Total                    | 664      | 3.3732      | .69783                |
| Motivating Factors           | Upto INR 200000/-        | 358      | 3.3222      | .72991                |
|                              | INR 200000- INR 500000/- | 158      | 3.3835      | .66405                |
|                              | INR 500000/- and above   | 148      | 3.4123      | .82954                |
|                              | Total                    | 664      | 3.3569      | .73849                |
| Emotionally Driven Responses | Upto INR 200000/-        | 358      | 4.1279      | .57943                |
|                              | INR 200000- INR 500000/- | 158      | 4.2013      | .45118                |
|                              | INR 500000/- and above   | 148      | 4.1703      | .53062                |
|                              | Total                    | 664      | 4.1548      | .54072                |
| Cognitive Driven Responses   | Upto INR 200000/-        | 358      | 3.8922      | .49025                |
|                              | INR 200000- INR 500000/- | 158      | 3.9637      | .39308                |
|                              | INR 500000/- and above   | 148      | 3.9547      | .40736                |
|                              | Total                    | 664      | 3.9231      | .45159                |
| Perceived Effectiveness      | Upto INR 200000/-        | 358      | 3.8059      | .52689                |
|                              | INR 200000- INR 500000/- | 158      | 3.8163      | .45319                |
|                              | INR 500000/- and above   | 148      | 3.8582      | .52451                |
|                              | Total                    | 664      | 3.8201      | .50946                |

**Table 4.5.7b showing ANOVA Test of the impact of Internet advertising across different income levels in response to PA, MF, EDR, CDR and PE.**

| ANOVA              |                |                |     |             |       |      |
|--------------------|----------------|----------------|-----|-------------|-------|------|
|                    |                | Sum of Squares | df  | Mean Square | F     | Sig. |
| Product Awareness  | Between Groups | .599           | 2   | .300        | .614  | .541 |
|                    | Within Groups  | 322.264        | 661 | .488        |       |      |
|                    | Total          | 322.863        | 663 |             |       |      |
| Motivating Factors | Between Groups | .998           | 2   | .499        | .915  | .401 |
|                    | Within Groups  | 360.585        | 661 | .546        |       |      |
|                    | Total          | 361.583        | 663 |             |       |      |
| Emotionally Driven | Between Groups | .635           | 2   | .317        | 1.086 | .338 |
|                    | Within Groups  | 193.210        | 661 | .292        |       |      |
|                    | Total          | 193.845        | 663 |             |       |      |
| Cognitive Driven   | Between Groups | .750           | 2   | .375        | 1.843 | .159 |
|                    | Within Groups  | 134.456        | 661 | .203        |       |      |
|                    | Total          | 135.205        | 663 |             |       |      |
| Effectiveness      | Between Groups | .289           | 2   | .145        | .557  | .573 |
|                    | Within Groups  | 171.792        | 661 | .260        |       |      |
|                    | Total          | 172.081        | 663 |             |       |      |

#### **4.5.8 Analysis of the impact of Internet advertising across two age groups (below 18 years and above 18 years) in response to PA, MF, EDR, CDR and PE.**

##### **Hypothesis 8**

##### **Null Hypothesis (H<sub>0</sub>):**

There is no significant difference between the two age groups (below 18 years and above 18 years) in their perceptions about product awareness, motivating factors,

emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements.

**Alternative Hypothesis(H<sub>1</sub>):**

There is a significant difference between the two age groups (below 18 years and above 18 years) in their perceptions about product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness of internet advertisements.

The independent samples t-test was conducted to examine whether there is a statistically significant difference in perceptions of internet advertising between respondents aged 18 years and below and those above 18 years across five key variables — Product Awareness, Motivating Factors, Emotionally Driven Responses, Cognitive Driven Responses, and Effectiveness.

The results indicate that the Levene's Test for Equality of Variances was first examined to determine whether the assumption of equal variances was met. For all variables except Motivating Factors (Sig. = 0.000) and Product Awareness (Sig. = 0.049), the assumption of equal variances was satisfied ( $p > 0.05$ ). Accordingly, the appropriate t-values were interpreted from the corresponding rows in the t-test output.

The findings reveal that only one variable — Product Awareness — shows a statistically significant difference between the two age groups ( $t = -3.497$ ,  $df = 662$ ,  $p = 0.001 < 0.05$ ). This suggests that the mean score of Product Awareness is significantly higher among respondents aged above 18 years ( $M = 3.5062$ ,  $SD = 0.73907$ ) compared to those aged 18 years and below ( $M = 3.3069$ ,  $SD = 0.66733$ ). This indicates that older respondents are likely to have greater awareness and familiarity with internet advertisements, possibly due to higher purchasing power, greater online exposure, and more frequent digital interactions.

For the remaining variables-Motivating Factors ( $p = 0.722$ ), Emotionally Driven ( $p = 0.362$ ), Cognitive Driven ( $p = 0.176$ ), and Effectiveness ( $p = 0.612$ ) — the results show no statistically significant differences between the two age groups. This implies that both younger and older respondents perceive the motivational appeal, emotional influence, cognitive engagement, and overall effectiveness of internet advertising in a relatively similar manner.

Overall, the t-test results suggest partial acceptance of the null hypothesis. Age does not significantly influence most dimensions of internet advertising effectiveness except for Product Awareness. Thus, while older individuals appear more conscious

and informed about online advertisements, both groups exhibit comparable perceptions in terms of how motivating, engaging, and effective these advertisements are in influencing their attitudes and decisions.

#### **4.6 RELIABILITY AND VALIDITY OF THE MODEL**

The results from the (SEM) analysis provide insights into the reliability and validity of the constructs being measured. Key indicators include Cronbach's alpha, composite reliability (rho\_a and rho\_c), and the average variance extracted (AVE) for each construct.

##### **4.6.1 Cronbach's alpha and Average variance extracted (AVE) of the major constructs**

###### **Product Awareness (PA)**

The construct "PA" demonstrates a Cronbach's alpha of 0.917, indicating excellent internal consistency. Composite reliability values, rho\_a (0.922) and rho\_c (0.93), are high, confirming the reliability of the construct. The AVE of 0.531, though just above the acceptable threshold, suggests that while the construct is valid, it captures a slightly lower proportion of variance from its indicators.

###### **Motivating Factors (MF)**

The "Motivating Factors" construct shows a Cronbach's alpha of 0.923, reflecting excellent internal consistency. The composite reliability values, rho\_a (0.939) and rho\_c (0.934), are very high, underscoring the construct's reliability. However, the AVE of 0.543, while above the minimum threshold of 0.5, is relatively lower compared to the other constructs, suggesting that while the indicators are sufficiently correlated, there might be room for improvement in capturing the variance.

###### **Cognitively Driven Responses (CDR)**

The construct "Cognitively Driven responses" exhibits a Cronbach's alpha of 0.906, indicating excellent internal consistency. Both composite reliability measures, rho\_a (0.907) and rho\_c (0.926), are well above the acceptable threshold of 0.7, further supporting the reliability of the construct. The AVE of 0.643 suggests that a substantial portion of the variance is captured by the construct, indicating good convergent validity.

###### **Emotionally Driven Responses (EDR)**

For the "Emotionally Driven Responses" construct, Cronbach's alpha is 0.836, demonstrating strong internal consistency. The composite reliability values, rho\_a

(0.862) and rho\_c (0.884), exceed the recommended threshold, confirming the construct's reliability. An AVE of 0.607 indicates that more than half of the variance in the indicators is captured by the construct, signifying acceptable convergent validity.

#### **Perceived Effectiveness**

"Perceived Effectiveness" has a Cronbach's alpha of 0.942, showing exceptional internal consistency. The composite reliability measures, rho\_a (0.949) and rho\_c (0.949), are among the highest in this analysis, indicating excellent reliability. An AVE of 0.556, while not as high as other reliability measures, is still above the threshold, supporting the construct's convergent validity.

The SEM model results indicate that all constructs exhibit good to excellent reliability and acceptable convergent validity. Cronbach's alpha values across constructs are high, suggesting strong internal consistency. The composite reliability values for rho\_a and rho\_c further validate the reliability of the constructs. Although the AVE values are generally acceptable, there is a slight indication that some constructs, such as "Key Factors" and "PA," might benefit from further refinement to enhance their ability to capture the variance in their indicators. Overall, the results support the robustness and validity of the constructs within the model, providing a solid foundation for further analysis and interpretation.

**Table 4.6.1a: Cronbach's alpha and Average variance extracted (AVE) table**

|                              | <b>Cronbach's alpha</b> | <b>Composite reliability (rho_a)</b> | <b>Composite reliability (rho_c)</b> | <b>Average variance extracted (AVE)</b> |
|------------------------------|-------------------------|--------------------------------------|--------------------------------------|-----------------------------------------|
| Product Awareness            | 0.917                   | 0.922                                | 0.93                                 | 0.531                                   |
| Motivating Factors           | 0.923                   | 0.939                                | 0.934                                | 0.543                                   |
| Cognitive Driven Responses   | 0.906                   | 0.907                                | 0.926                                | 0.643                                   |
| Emotionally Driven Responses | 0.836                   | 0.862                                | 0.884                                | 0.607                                   |
| Perceived Effectiveness      | 0.942                   | 0.949                                | 0.949                                | 0.556                                   |

#### **4.6.1 b Fornell-Larcker Criterion for Discriminant Validity**

The results from the Structural Equation Modelling (SEM) analysis provide a

detailed view of the relationships and validity among the constructs: Product Awareness (PA), Motivating Factors (MF), Cognitive Driven Responses (CDR), Emotionally Driven Responses (EDR) and Perceived Effectiveness (PE). The square roots of the Average Variance Extracted (AVE) values, which are listed on the diagonal of the correlation matrix, serve as indicators of discriminant validity, suggesting that each construct is sufficiently distinct from the others.

Starting with the Cognitive Driven Responses construct, the square root of its AVE is 0.802, indicating that it captures a substantial portion of variance from its indicators. Its correlations with other constructs are moderate to low, with the highest being 0.455 with Emotionally Driven Responses. This moderate correlation suggests some overlap between the constructs, likely due to the intertwined nature of cognitive and emotional processes in decision-making, but the strong AVE indicates that Cognitive Driven Responses remains a distinct construct.

Emotionally Driven Responses also shows a robust AVE with a square root value of 0.779. Its correlations with other constructs, such as Cognitive Driven responses (0.455), Motivating Factors (0.164), Product Awareness (0.142), and Perceived Effectiveness (0.275), are all lower than the square root of its AVE. This confirms the discriminant validity of the Emotionally Driven construct, demonstrating that it is a separate entity despite some moderate correlations that reflect the complex interplay between emotional and cognitive influences.

The Motivating Factors construct has a square root of AVE of 0.737, which is somewhat lower than the other constructs but still above the acceptable threshold of 0.7. It has a notable correlation with Product Awareness (0.668), reflecting a significant relationship between these two constructs. Despite this strong correlation, the Motivating Factors construct maintains discriminant validity, as evidenced by its AVE being higher than the correlation values with other constructs.

Product Awareness, has a square root of AVE of 0.729. Its highest correlation is with Motivating Factors (0.668), suggesting a close relationship, likely because product awareness is often influenced by motivating factors identified in the research. However, the Product Awareness construct still meets the Fornell-Larcker criterion for discriminant validity, with all other correlations being lower than the square root of its AVE.

Lastly, Perceived Effectiveness shows a square root of AVE of 0.745. Its correlations with other constructs are relatively low, the highest being 0.287 with

Cognitive Driven. This indicates that Perceived Effectiveness is a distinct construct, with its AVE comfortably exceeding the correlations with other constructs, further supporting its discriminant validity.

The SEM analysis demonstrates that all constructs exhibit strong internal consistency and reliability. The square roots of the AVEs being higher than the inter-construct correlations confirm the discriminant validity of each construct, indicating that they are well-defined and distinct from one another. This robust discriminant validity supports the overall soundness of the SEM model, ensuring that the constructs accurately represent their intended theoretical concepts.

**Table 4.6.1b: Fornell-Larcker Criterion for Discriminant Validity**

|                              | <b>Cognitive Driven</b> | <b>Emotionally Driven</b> | <b>Key Factors</b> | <b>PA</b> | <b>Perceived Effectiveness</b> |
|------------------------------|-------------------------|---------------------------|--------------------|-----------|--------------------------------|
| Cognitive Driven Responses   | 0.802                   |                           |                    |           |                                |
| Emotionally Driven Responses | 0.455                   | 0.779                     |                    |           |                                |
| Motivating Factors           | 0.215                   | 0.164                     | 0.737              |           |                                |
| Product Awareness            | 0.17                    | 0.142                     | 0.668              | 0.729     |                                |
| Perceived Effectiveness      | 0.287                   | 0.275                     | 0.106              | 0.085     | 0.745                          |

#### **4.6.1 c The Heterotrait-Monotrait ratio (HTMT)**

The Heterotrait-Monotrait ratio (HTMT) values provided offer an additional perspective on the discriminant validity between the constructs in the SEM model. The HTMT is a more stringent criterion than the Fornell-Larcker criterion for assessing discriminant validity, with values below 0.85 generally considered acceptable, and values below 0.90 acceptable in more lenient contexts.

The HTMT value for the relationship between Emotionally Driven and Cognitive Driven is 0.447, which is well below the 0.85 threshold. This indicates strong discriminant validity between these two constructs, suggesting that while they may be related, they are distinct in what they measure.

The HTMT values for Motivating Factors with Cognitive Driven Responses and Emotionally Driven Responses are 0.22 and 0.189, respectively. These low values

indicate excellent discriminant validity, reinforcing that Motivating Factors is a separate construct from both Cognitive Driven Responses and Emotionally Driven responses.

For the relationship between Product Awareness and Cognitive Driven responses, the HTMT value is 0.179, and for Product Awareness and Emotionally Driven Responses, it is 0.161. These values are very low, suggesting that Product Awareness is distinctly different from both Cognitive Driven Responses and Emotionally Driven Responses constructs.

The HTMT value between Product Awareness and Motivating Factors is 0.412. While this is higher than the previous pairs, it is still well below the 0.85 threshold, indicating that despite some degree of overlap, these constructs maintain discriminant validity.

The HTMT values for Perceived Effectiveness with Cognitive Driven and Emotionally Driven are 0.432 and 0.412, respectively. These values are relatively higher compared to other pairs but still comfortably below the 0.85 threshold, affirming good discriminant validity.

The lowest HTMT values are observed between Perceived Effectiveness and Motivating Factors (0.113) and between Perceived Effectiveness and PA (0.086). These very low values highlight the distinct nature of Perceived Effectiveness from both Key Factors and PA, underscoring strong discriminant validity.

The HTMT analysis further confirms the discriminant validity among the constructs in the SEM model. All HTMT values are well below the acceptable threshold of 0.85, indicating that each construct is distinct and measures different aspects of the theoretical model. This robustness in discriminant validity supports the reliability of the constructs and the overall integrity of the SEM model, ensuring that the constructs are not only theoretically but also empirically distinct. This strong discriminant validity enhances the credibility of the model's findings and supports its use in further research and practical applications.

**Table 4.6.1c: Heterotrait-Monotrait Ratio Table**

|                                                                | <b>Heterotrait-monotrait ratio<br/>(HTMT)</b> |
|----------------------------------------------------------------|-----------------------------------------------|
| Emotionally Driven Responses <-> Cognitive<br>Driven Responses | 0.447                                         |

|                                                |       |
|------------------------------------------------|-------|
| Motivating Factors <-> Cognitive Driven        | 0.22  |
| Motivating Factors <-> Emotionally Driven      | 0.189 |
| Product Awareness <-> Cognitive Driven         | 0.179 |
| Product Awareness <-> Emotionally Driven       | 0.161 |
| Product Awareness <-> Motivating Factors       | 0.412 |
| Perceived Effectiveness <-> Cognitive Driven   | 0.432 |
| Perceived Effectiveness <-> Emotionally Driven | 0.412 |
| Perceived Effectiveness <-> Motivating Factors | 0.113 |
| Perceived Effectiveness <-> Product Awareness  | 0.086 |

#### 4.7 ESTIMATED STRUCTURAL EQUATION MODEL

##### Hypothesis 1

###### Null Hypothesis(H<sub>0</sub>):

There is a positive relationship between Cognitive Driven Responses and Perceived Effectiveness

###### Alternative Hypothesis(H<sub>1</sub>):

There is no relationship between Cognitive Driven Responses and Perceived Effectiveness

The hypothesis that Cognitive Driven positively affects Perceived Effectiveness is strongly supported by the data. The original sample (O) value of 0.47 indicates a significant positive relationship between these two variables. The sample mean (M) is also 0.47, showing consistency in the results. With a standard deviation (STDEV) of 0.058 and a T-statistic of 8.139, the effect is statistically significant (P-value = 0.000). This high T-statistic suggests a robust effect size, and the very low P-value confirms that the relationship is not due to random chance. Thus, we can conclude that as cognitive-driven behaviors increase, perceived effectiveness also increases significantly.

##### Hypothesis 2

###### Null Hypothesis(H<sub>0</sub>):

There is a positive relationship between Emotionally Driven and Perceived Effectiveness.

**Alternative Hypothesis(H<sub>1</sub>):**

There is no relationship between Emotionally Driven and Perceived Effectiveness.

The hypothesis that Emotionally Driven positively influences Perceived Effectiveness is also supported by the data. The original sample (O) value is 0.421, indicating a significant positive relationship. The sample mean (M) is 0.422, which shows stability in the findings. The standard deviation (STDEV) is 0.054, and the T-statistic is 7.738, indicating a strong effect (P-value = 0.000). This significant T-statistic, coupled with the low P-value, suggests that emotionally driven actions positively and significantly impact perceived effectiveness. Therefore, an increase in emotionally driven behaviours correlates with an increase in perceived effectiveness.

**Hypothesis 3****Null Hypothesis (H<sub>0</sub>):**

There is a positive relationship between Motivating Factors and Cognitive Driven Responses.

**Alternative Hypothesis (H<sub>1</sub>):**

There is no relationship between Motivating Factors and Cognitive Driven Responses.

The hypothesis that Motivating Factors positively affect Cognitive Driven Responses is confirmed by the data. The original sample (O) value of 0.183 and the sample mean (M) of 0.184 indicate a consistent positive relationship. The standard deviation (STDEV) is 0.046, and the T-statistic is 3.954, which is statistically significant (P-value = 0.000). This indicates that key factors significantly contribute to cognitive-driven behaviours. The strong T-statistic further emphasizes the reliability of this positive relationship, supporting the notion that key factors play a crucial role in enhancing cognitive-driven actions.

**Hypothesis 4****Null Hypothesis (H<sub>0</sub>):**

There is a positive relationship between Motivating Factors and Emotionally Driven Responses.

**Alternative Hypothesis (H<sub>1</sub>):**

There is no relationship between Motivating Factors and Emotionally Driven Responses.

The hypothesis that Motivating Factors positively influence Emotionally Driven Responses is validated by the data. The original sample (O) value is 0.126, and the sample mean (M) is 0.126, showing consistency. With a standard deviation (STDEV) of 0.052 and a T-statistic of 2.418, the relationship is statistically significant (P-value = 0.016). This indicates that key factors significantly contribute to cognitive-driven responses. The strong T-statistic further emphasizes the reliability of this positive relationship, supporting the notion that key factors play a crucial role in enhancing cognitive-driven actions.

## **Hypothesis 5**

### **Null hypothesis (H<sub>0</sub>)**

There is a positive relationship between Product Awareness and Cognitive Driven Responses.

### **Alternative Hypothesis (H<sub>1</sub>):**

There is no relationship between Product Awareness and Cognitive Driven Responses.

The hypothesis that PA positively affects Cognitive Driven is not supported by the data. The original sample (O) value is 0.048, with a sample mean (M) of 0.058. The standard deviation (STDEV) is 0.041, and the T-statistic is 1.168, which is not statistically significant (P-value = 0.243). This indicates that there is no significant relationship between PA and cognitive-driven behaviours. The high P-value and low T-statistic suggest that PA does not play a significant role in influencing cognitive-driven actions.

## **Hypothesis 6**

### **Null Hypothesis (H<sub>0</sub>)**

There is a positive relationship between Product Awareness and Emotionally Driven behaviours.

### **Alternative Hypothesis (H<sub>1</sub>):**

There is no relationship between Product Awareness and Emotionally Driven Behaviour.

The hypothesis that PA positively influences Emotionally Driven behaviours is supported by the data. The original sample (O) value is 0.105, with a sample mean (M) of 0.105, indicating consistency. The standard deviation (STDEV) is 0.045, and

the T-statistic is 2.333, which is statistically significant (P-value = 0.019). This significant T-statistic and low P-value suggest that personal accomplishment does have a positive impact on emotionally driven responses. Therefore, an increase in Product Awareness is associated with an increase in emotionally driven actions, though the effect size is relatively moderate.

**Table 4.7a : Table showing p values of the hypothesis of estimated structural equation model**

|                                                            | <b>Original<br/>sample<br/>(O)</b> | <b>Sample<br/>mean<br/>(M)</b> | <b>Standard<br/>deviation<br/>(STDEV)</b> | <b>T statistics<br/>(O/STDEV)</b> | <b>P values</b> |
|------------------------------------------------------------|------------------------------------|--------------------------------|-------------------------------------------|-----------------------------------|-----------------|
| Cognitive Driven Responses -><br>Perceived Effectiveness   | 0.47                               | 0.47                           | 0.058                                     | 8.139                             | 0.000           |
| Emotionally Driven Responses -><br>Perceived Effectiveness | 0.421                              | 0.422                          | 0.054                                     | 7.738                             | 0.000           |
| Motivating Factors -> Cognitive<br>Driven Responses        | 0.183                              | 0.184                          | 0.046                                     | 3.954                             | 0.000           |
| Motivating Factors -> Emotionally<br>Driven responses      | 0.126                              | 0.126                          | 0.052                                     | 2.418                             | 0.016           |
| Product Awareness -> Cognitive<br>Driven Responses         | 0.048                              | 0.058                          | 0.041                                     | 1.168                             | 0.243           |
| Product Awareness -><br>Emotionally Driven Responses       | 0.105                              | 0.105                          | 0.045                                     | 2.333                             | 0.019           |

## **4.8 PREDICTIVE ABILITY OF THE MODEL**

### **4.8.1 R-square values**

#### **Cognitive Driven Responses**

The R-square value for Cognitive Driven Responses is 0.047, with an adjusted R-square of 0.044. These values indicate that only about 4.7% of the variance in Cognitive Driven responses can be explained by the predictors included in the model. The adjusted R-square, which accounts for the number of predictors relative to the number of data points, slightly reduces this to 4.4%. This low R-square value suggests that the model does not capture many of the factors that influence cognitive-driven responses, indicating that other significant predictors might be missing or that

cognitive-driven behaviours are influenced by a wide array of factors not included in this analysis.

### **Emotionally Driven Responses**

The R-square value for Emotionally Driven is 0.429, with an adjusted R-square of 0.426. These values indicate that approximately 42.9% of the variance in Emotionally Driven responses is explained by the predictors in the model. The high R-square value suggests a strong relationship between the predictors and emotionally driven responses. The small difference between the R-square and the adjusted R-square (0.429 vs. 0.426) indicates that the model is robust and not overly complex, effectively capturing the main factors that influence emotionally driven responses. This substantial explanatory power highlights the importance of the included predictors in understanding emotionally driven responses.

### **Perceived Effectiveness**

The R-square value for Perceived Effectiveness is 0.695, with an adjusted R-square of 0.694. These values indicate that approximately 69.5% of the variance in Perceived Effectiveness can be explained by the predictors in the model. This high R-square value suggests that the model is very effective in capturing the factors that influence perceived effectiveness. The minimal difference between the R-square and the adjusted R-square (0.695 vs. 0.694) demonstrates that the model is well-specified, with little indication of overfitting. The predictors included in the model account for a significant portion of the variation in perceived effectiveness, making the model highly reliable for understanding this construct.

The R-square values across the constructs highlight varying levels of explanatory power within the model. Cognitive Driven responses have a very low R-square, suggesting that additional factors need to be considered to better understand this construct. In contrast, Emotionally Driven responses and Perceived Effectiveness have much higher R-square values, indicating that the model effectively captures the main predictors for these constructs. The adjusted R-square values, which are close to the R-square values, suggest that the model is well-balanced without excessive complexity. This overall analysis underscores the robustness of the model in explaining emotionally driven responses and perceived effectiveness, while pointing to potential improvements in capturing cognitive-driven responses.

**Table 4.8.1-Table showing R<sup>2</sup> values for the predictive ability of the model.**

|                              | R-square | R-square adjusted |
|------------------------------|----------|-------------------|
| Cognitive Driven responses   | 0.047    | 0.044             |
| Emotionally Driven Responses | 0.429    | 0.426             |
| Perceived Effectiveness      | 0.695    | 0.694             |

#### **4.8.2 Calculation of f-square values**

##### **Cognitive Driven Responses -> Perceived Effectiveness**

The f-square value for the relationship between Cognitive Driven Responses and Perceived Effectiveness is 0.312. This indicates a medium to large effect size according to Cohen's guidelines, which suggest that values around 0.02, 0.15, and 0.35 correspond to small, medium, and large effects, respectively. An f-square of 0.312 implies that Cognitive Driven responses have a substantial impact on Perceived Effectiveness. This supports the earlier finding of a strong positive relationship between these variables and highlights the significant role that cognitive-driven responses play in enhancing perceived effectiveness.

##### **Emotionally Driven Responses -> Perceived Effectiveness**

The f-square value for the relationship between Emotionally Driven and Perceived Effectiveness is 0.425, indicating a large effect size. This suggests that Emotionally Driven responses have a very strong influence on Perceived Effectiveness, even more so than Cognitive Driven responses. The large effect size confirms the significant role of emotional factors in shaping perceived effectiveness, underscoring the importance of addressing emotional aspects in contexts where perceived effectiveness is a critical outcome.

##### **Motivating Factors -> Cognitive Driven Responses**

The f-square value for the relationship between Motivating Factors and Cognitive Driven is 0.019, which denotes a small effect size. This implies that while Motivating Factors do have a statistically significant impact on Cognitive Driven Responses, the magnitude of this effect is relatively modest. The small effect size suggests that there are likely other significant predictors of cognitive-driven responses

not captured by Motivating Factors alone, highlighting the complexity of factors that influence cognitive-driven actions.

### **Motivating Factors -> Emotionally Driven Responses**

The f-square value for the relationship between Motivating Factors and Emotionally Driven is 0.239, indicating a medium to large effect size. This suggests that Motivating Factors have a considerable impact on Emotionally Driven Responses, contributing significantly to the variance in this construct. The medium to large effect size highlights the importance of motivating factors in driving emotionally driven responses, confirming their critical role in influencing emotional aspects.

### **Product Awareness -> Cognitive Driven Responses**

The f-square value for the relationship between Product Awareness and Cognitive Driven Responses is 0.001, which indicates a negligible effect size. This supports the earlier finding that<sup>1</sup> the relationship between Product Awareness and Cognitive Driven Response is not statistically significant. The negligible effect size suggests that product awareness does not meaningfully influence cognitive-driven responses, implying that other factors are more critical in driving cognitive actions.

### **Product Awareness -> Emotionally Driven Responses**

The f-square value for the relationship between Product Awareness and Emotionally Driven Responses is 0.112, which denotes a small to medium effect size. This suggests that while the impact of Product Awareness on Emotionally Driven responses is statistically significant, it is relatively modest in magnitude. The small to medium effect size indicates that product awareness does have some influence on emotionally driven responses but other factors likely play a more dominant role.

The f-square values provide insights into the effect sizes of the relationships<sup>1</sup> between the constructs. Emotionally Driven responses have a particularly strong impact on Perceived Effectiveness, followed by Cognitive Driven responses. Motivating Factors significantly influence Emotionally Driven responses but have a smaller effect on Cognitive Driven responses. Product Awareness shows a negligible effect on Cognitive Driven responses and a modest effect on Emotionally Driven responses. These findings highlight the varying degrees of influence that different predictors have on cognitive and emotional driven responses and perceived effectiveness, underscoring the importance of considering both cognitive and emotional factors in comprehensive models of perceived effectiveness.

**Table 4.8.2-Table showing  $f^2$  values for the predictive ability of the model.**

|                                                         | f-square |
|---------------------------------------------------------|----------|
| Cognitive Driven Responses -> Perceived Effectiveness   | 0.312    |
| Emotionally Driven Responses -> Perceived Effectiveness | 0.425    |
| Motivating Factors -> Cognitive Driven Responses        | 0.019    |
| Motivating Factors -> Emotionally Driven Responses      | 0.239    |
| Product Awareness -> Cognitive Driven Responses         | 0.001    |
| Product Awareness -> Emotionally Driven Responses       | 0.112    |

### **4.8.3 Predictive Relevance: $Q^2_{\text{predict}}$**

The  $Q^2_{\text{predict}}$  results indicate that the structural model demonstrates substantial out-of-sample predictive relevance for all three endogenous constructs. All  $Q^2_{\text{predict}}$  values are not only positive but also exceed commonly accepted thresholds for moderate to strong predictive power in PLS-SEM, confirming that the model performs well in predicting new or unseen observations.

For Cognitive Driven Responses, the  $Q^2_{\text{predict}}$  value of 0.38 reflects strong predictive relevance. Values above 0.35 are generally interpreted as indicating high predictive accuracy, suggesting that the exogenous constructs in the model explain a considerable portion of variance in cognitive-driven outcomes. This result implies that the predictors are theoretically well-aligned and empirically effective in capturing the cognitive mechanisms underlying the construct.

The Emotionally Driven Responses construct reports a  $Q^2_{\text{predict}}$  value of 0.32, which indicates moderate to strong predictive relevance. This suggests that the model has a solid capability to predict emotionally driven responses beyond a naïve benchmark. Although slightly lower than the cognitive construct, the value still reflects meaningful predictive performance, which is notable given the complex and latent nature of emotional processes in behavioral research.

Similarly, Perceived Effectiveness shows a  $Q^2_{\text{predict}}$  value of 0.31, indicating moderate predictive relevance. This result confirms that the model is capable of generating reasonably accurate predictions for perceived effectiveness in an out-of-sample context. The magnitude of the value suggests that the construct is well specified and that its antecedents collectively contribute to reliable prediction.

**Table 4.8.3-Table showing Q<sup>2</sup>\_predict values**

|                              | Q <sup>2</sup> predict |
|------------------------------|------------------------|
| Cognitive Driven Responses   | 0.38                   |
| Emotionally Driven Responses | 0.32                   |
| Perceived Effectiveness      | 0.31                   |

#### **4.8.4 Model Fit:**

—The model fit indices indicate that both the saturated model and the estimated model demonstrate an overall acceptable to good model fit. The closeness of the values across models suggests that the inclusion of the structural paths does not materially distort the relationships observed in the measurement model.

The Standardized Root Mean Square Residual (SRMR) values for the saturated model (0.071) and the estimated model (0.072) are both below the commonly accepted threshold of 0.08. This indicates that the discrepancies between the observed correlations and the model-implied correlations are minimal. Importantly, the SRMR value remains stable after estimation of the structural model, suggesting that the hypothesized causal relationships are consistent with the empirical data.

The discrepancy measures, d\_ULS and d\_G, also show only a slight increase from the saturated model to the estimated model. The d\_ULS value increases from 8.801 to 9.525, while d\_G increases marginally from 4.589 to 4.697. These small increments indicate that the distance between the empirical and model-implied correlation matrices remains low, implying that the structural constraints imposed by the estimated model do not substantially degrade model fit.

The Chi-square statistic increases from 3,397.221 in the saturated model to 4,172.846 in the estimated model. Although this rise reflects the additional constraints introduced by the structural model, it is important to note that Chi-square is sensitive to sample size and is not emphasized as a primary fit criterion in PLS-SEM. Consequently, the observed increase does not undermine the overall adequacy of the model, particularly when considered alongside the favorable SRMR and discrepancy measures.

Finally, the Normed Fit Index (NFI) values for both models exceed the recommended threshold of 0.90, with values of 0.904 for the saturated model and

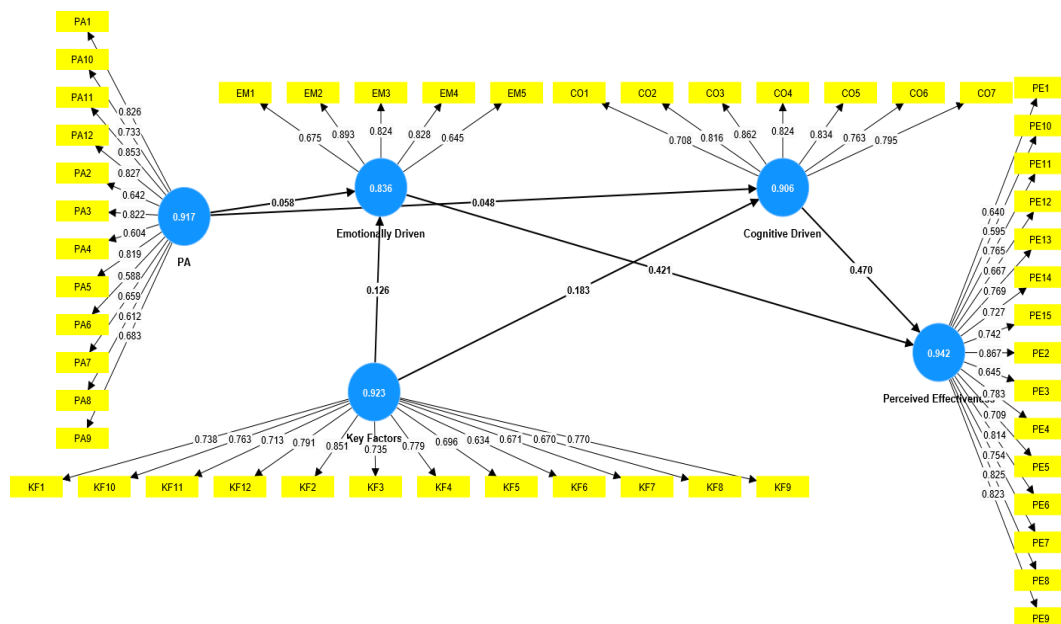
0.907 for the estimated model. This indicates strong incremental fit relative to a null model and suggests that the proposed model explains the observed data substantially better than a baseline model with no relationships.

Overall, the Smart PLS fit indices collectively indicate that the measurement and structural models are well specified and empirically supported. The minimal differences between the saturated and estimated models confirm that the hypothesized structural relationships are theoretically sound and statistically consistent with the observed data, thereby supporting the adequacy<sup>1</sup> and robustness of the proposed SEM framework.

**Table 4.8.4 Model Fit values**

| Values     | Saturated model | Estimated model |
|------------|-----------------|-----------------|
| SRMR       | 0.071           | 0.072           |
| duos       | 8.801           | 9.525           |
| d_G        | 4.589           | 4.697           |
| Chi-square | 3397.221        | 4172.846        |
| NFI        | 0.904           | 0.907           |

**Figure 4.8.4b-The Estimated SEM Model**



# **CHAPTER-5**

## **CONCLUSION**

### **5.1 INTRODUCTION**

The research study reaches its conclusion through this final unit. The entire research results are presented in this chapter according to an organized structure. The chapter presents the main research results together with their explanations which were obtained through the research. The chapter presents three essential elements which include future research directions and managerial implications together with the thesis conclusion.

### **5.2 MAJOR FINDINGS OF THE STUDY**

#### **5.2.1 Demographics:**

##### **a. Gender Distribution:**

The study's sample consisted of 664 respondents, with a majority being male (60.7%) and 39.3% female.

##### **b. Age Distribution:**

The age distribution of respondents shows that 47.3% of respondents belong to the 18-20 years age group which serves as the largest group that probably possesses financial independence. The next largest group consists of 16-18 years and 20-22 years who make up 25.8% and 19.4% respectively. The two younger age groups 12-14 years and 14-16 years show minimal representation because their purchasing ability and internet advertising interaction abilities remain below those of older adolescents and young adults.

##### **c. Regional Distribution:**

The study found that most respondents came from urban areas which accounted for 50 percent of the sample. The high percentage of urban respondents shows that people in these areas have better access to the internet and they experience more exposure to digital ads. The number of rural and semi-urban respondents dropped yet their presence became more significant because digital technology expanded into those areas.

##### **d. Educational Background:**

Most respondents were in their first to third years of higher education (78.2%) signifying a mature audience with significant autonomy and purchasing power. The

population from Class 10 to Class 12 accounts for a smaller percentage of the total study sample at 14.6% while the study included even fewer participants from lower educational levels. The distribution of this research shows that college students require internet advertising because they spend more time online while purchasing products.

**e. Family Occupation:**

A majority of respondents came from self-employed families (62.2%), indicating a potential for entrepreneurial perspectives in purchasing decisions. The remaining respondents belonged to service-oriented families (37.8%) which lead them to buy products through their commitment to dependable performance and high-quality standards. The research method separates two groups which reveal how socioeconomic elements affect teenagers' behavior towards digital advertising.

**f. Family Income:**

The income distribution shows that the largest group falls under "Upto INR 200000/-" (53.9%), indicating budget-conscious behaviour. The study found that 23.8% of respondents belonged to the "INR 200000- INR 500000/-" income group while 22.3% of respondents belonged to the "INR 500000/- and above" income group. Understanding these income brackets helps advertisers create advertising strategies that match different financial capabilities and spending habits of their audience.

### **5.2.2 Internet Usage and Interaction:**

**a. Daily Internet Usage:**

Respondents access the internet according to their needs which accounts for 34.2% of their usage patterns. Internet users who spend "1-3 hours" (27.4%) and "3-6 hours" (20.2%) show actual usage patterns, while users who spend "More than 6 hours" (14.2%) show extensive online activity. The current patterns of distribution determine the frequency at which adolescents meet internet advertisements and their response to these ads.

**b. Purposes for Internet Use:**

Most respondents use the internet for "All of the above" purposes (77.3%), including shopping, social media, and browsing. The various online activities demonstrated by users show that advertisements must function in multiple settings while delivering relevant content. The user base dedicated to "Social Media" usage (10.4%) and "Simple Browsing" (6.8%) demonstrates distinct online behavior which content creators can use to develop specialized material.

**c. Awareness of Internet Advertising:**

Internet advertising pervaded with all the respondents (100 percent) acknowledging having met it. There are 55.7% who are "Moderately aware," 23.5% are quite well aware and 20.8% are not quite aware. The distribution shows that there are different degrees of engagement with advertising content, indicating that more fine-tuned strategies are required to cater to the dissimilar degrees of awareness.

**d. Interaction with Advertisements:**

A large number of the respondents will either disregard the advertisement (58.1%), or they will watch the advertisement but with minimal or no attention (33.3%). Seldom 8.6% are the ones who actually "Go through the entire advertisement. It implies that the advertisers should develop more interactive and less obtrusive advertisements to attract attention and increase the rates of interaction.

**e. Focus on Advertisements:**

Most of the respondents are interested in the type of Advertisement that addresses the products/services I wish to buy (66.1%), which means that the relevance to the existing purchasing intentions is imperative. The rest 33.9 percent target ads concerning products/services that they are interested in, which implies that this group can also be involved in creation of interesting and informative content.

**f. Online Purchasing Behavior Distribution**

The online purchasing behavior analysis indicates that there are some segments of the respondents, according to the frequency of online shopping. Only a few, 9.0 percent, said they always purchase products online which represents a high degree of involvement in e-commerce. This segment is most sensitive to web-based advertisements and thus they are the best target in digital marketing strategy to make a repeat purchase. Conversely, a stable trend of purchasing items online is demonstrated in 32.8% of respondents who purchase online products on an ongoing basis, i.e., Frequently. This segment engages with internet advertisements on a regular basis and this is a potential avenue that advertisers can utilize to keep in the view of consumers and affect their decision to purchase what they need by offering relevant and personalized advertisements.

The biggest group (51.4 percent of the sample) purchases the products online "Rarely." It implies that there is less prevalence of e-commerce, which may be explained by either preference to shop in stores or fear of online shopping. In order to communicate with this audience, advertisers might be forced to prioritize

development of trust and showing the benefits of online shopping via convincing advertisement messages. Finally, there was a minor portion of 6.8% stating that they "Never" purchase online products and this could be explained by their preferences or the obstacles to online shopping. Such advertisers may require to consider other methods, including offline marketing options, as a way of considering their individual causes of not using e-commerce.

**g. Appreciation of Internet-Based Advertising Distribution**

The survey of appreciation of internet-based advertisement indicates that the effect on the shopping decisions of the respondents has different degrees of influence.

The biggest category of 45.3% said that they like internet-based advertising Sometimes, which means that online advertising can be useful or applicable sometimes. This points to the fact that the effect of advertisements is there but it might be dependent on the context or individual requirements. A significant 20.9% of the respondents like to see advertisements "Often," which suggests that they are more inclined to realize the usefulness of such therapies in finding new products and offers.

On the other hand, 17.8 percent of the respondents love adverts "Rarely," which means that they do not ignore advertisements but the influence of the advertisement on their buying behavior is minimal. The lesser proportion, 7.1% place a high value on internet-based advertising as it is used by them, very often, to make shopping decisions. This demographic probably is one that depends more on ads to discover products and make a choice. Lastly, the number of individuals that do not acknowledge internet-based advertisement at all is 8.9 percent which means that no online advertisements make much sense to them. In this case, the advertisers might be forced to change their tactics or seek other ways of targeting this segment to be effective.

**h. Preferred Products for Online Purchase**

The survey revealed that there are a number of product categories that are preferred to be purchased online by the respondents. Electronic Gadgets and Accessories is the highest in number with 55.12% of the respondents and this has shown that such items are in high demand in the online market. The second rank is Apparels and Accessories with 41.11 indicating a lot of interest in online shopping of fashion. Household Appliances have received a significant preference of 33.43 ions of all the respondents who have indicated their interest in buying the larger home items online.

There is also significant online purchasing interest in Educational Skill Courses and Groceries Products with 31.02 and 28.92 of the respondents choosing these categories respectively. Other groups like Any Other, Education Application Software, Career Guidance and Tourism have differing interests with less distinct tastes. The last is Financial Products which is the least preferred and it means the least involvement in online financial services. Advertisers are advised to market their tactics to suit the most popular types of products and cater to different interests in other segments.

**i. Influential Advertising Platforms Distribution**

The survey findings indicate how efficient the various advertising platforms are. The most influential are Direct Websites or Apps, which 61.14 percent of the respondents prefer to use, and it means that advertisements on corresponding websites or apps are quite effective. Social Media Platforms also hold great importance as 57.08% of respondents considered them influential, thus the importance of interesting content on the social media environment.

The Keyword Linking and Pop-up Advertising are not so influential, and 14.16% and 13.55% of the respondents chose these sources, respectively. It implies that as long as the keyword linking does not decrease to a certain degree, pop-up advertisements are not as effective in attracting the user attention and making a purchase. To make the most out of advertising, the advertisers might have to focus on more entertaining and less interruptive approaches.

**j. Preferred Platforms of Internet Advertisements for Various Products**

The choice of the advertising media depends on the type of product. In case of grocery items, Direct Websites or Apps are the best option and 111 out of 192 respondents selected this alternative. On the same note, Direct Websites or Apps are preferred in Household Appliances and Apparels and Accessories. Electronic Gadgets and Accessories respondents prefer Direct Websites or Apps, and there are 204 people who chose this option.

In the case of educational application software and educational skill courses, the Direct Websites or Apps, as well as the Social Media Platforms, compete closely, which is typical of the effectiveness of the two channels. Social Media Platforms, Keyword Linking, and Direct Websites or Apps have equal popularity in the tourism advertisements, and a multi-channel approach might be the most effective. Career Guidance and Financial Products are also inclined towards Direct Websites or Apps

and as second choice, Social Media Platforms.

### **5.2.3 Impact of Internet Advertisements in developing Product Awareness**

#### **a. New product discovery**

The study shows that 38.4 percent of respondents and 23 percent of respondents who strongly agreed with the statement found internet advertisements beneficial for discovering new products and services. The study found that people have different opinions about how effective advertisements are because many respondents chose to stay neutral or disagree with the statements.

#### **b. Updates on new products**

The research shows that 36.4 percent of participants used online advertisements to learn about new models and features while 19.4 percent of participants used online advertisements to learn about new models and features. The research shows that 30.7 percent of participants hold neutral views about advertisement value for product discovery while 13.4 percent of participants find advertisements useless. The study shows that respondents use online advertisements to learn about products but they experience different levels of effectiveness from these ads.

#### **c. Influence of Brand Ambassadors**

The survey indicates that brand ambassadors play a significant role in generating interest through internet advertisements. The research found that 35.4% of respondents and 14.5% of respondents agreed that brand ambassadors successfully captured their attention and created interest. This pattern shows that a significant part of the audience thinks brand ambassadors help improve their advertisement interaction. The 32.7% of respondents who stay neutral about their opinion on brand ambassadors' effectiveness show that their opinion changes about brand ambassadors. The research found that 17.5% of participants disagreed or strongly disagreed with the statement, which shows that this group does not consider brand ambassadors to be an effective advertising tool.

#### **d. Impact of Detailed Product Information**

The internet advertisements which include detailed product information, according to their clients, produce strong effects which work to establish customer interest. The study shows that complete product information serves as the main factor which attracts consumer interest. The 31.8% neutral response indicates that people have no specific opinion about how detailed information affects their understanding

of things. The 10.7% group which disagrees with the statement demonstrates that not all people find detailed product descriptions to be interesting.

**e. Role of Creative Communication**

Creative communication in internet advertisements is highly valued by 41.6% of respondents who agree, and 20.3% who strongly agree that it effectively sparks their interest. The research demonstrates that innovative and engaging advertising materials serve as the primary method to generate audience interest. The study results show that 25.3% of participants maintained a neutral stance while they assessed how creativity affects their perception of creativity from the study. The research shows that 12.8% of participants who disagreed with the statement showed that creative communication does not create attraction for them.

**f. Perception of Product Utility**

The survey shows that 34.2% of respondents and 11.3% of respondents who strongly agree that internet advertisements change their perception of a products or brand's utility. This shows that advertisements shape how people perceive product usefulness for themselves and their family members. The 41.6% neutral response shows that people have no strong beliefs or effects about the situation. The 13.0% who disagree and strongly disagree with the statement demonstrate that some people doubt the ability of advertisements to change their perception of product value.

**g. Effectiveness of Internet Advertisements in Conveying Product Quality**

A significant portion of respondents, 36.3% agree, and 10.2% strongly agree that internet advertisements effectively communicate the quality of products and services. The results show that people find advertisements to be successful when they show the quality of products. The public shows mixed opinions about advertising effectiveness because 34.0% of people remain neutral about their assessment. The results show that 19.5% of people who viewed advertisements did not find them convincing when it came to showing product or service quality.

**h. Social Image Enhancement**

The research study shows that 35.2 percent of participants showed no preference between two different options because they wanted to assess how internet advertisements affected their social standing. The group shows a smaller segment because 22.9 percent of people in the group either disagree or strongly disagree that advertisements create social image changes. The study demonstrates that although some respondents believe advertisements improve their social image, a large number

of people find this particular aspect unappealing.

**i. Urgency Induced by Internet Advertisements**

The survey indicates that 31.2 and 9.5 percent of the surveyed individuals concur and strongly agree that internet advertisements bring about a sense of urgency in their buying decision. This implies that ads can be successfully used to induce direct action. Nevertheless, 34.9 percent are neutral and 24.4 are disagree or strongly disagree meaning that there are diverse effects of advertisement on urgency.

**j. Influence of Internet Advertisements compelling to purchase**

Although there are respondents who are motivated by the sense of urgency, there are those who do not strongly feel the impact. About 32.1 and 9.6 percent of the people interviewed concur and strongly agree that internet advertisements make them buy. This indicates that a significant segment of the audience is convinced by adverts in the course of making purchasing choices. However, 33.0% remain neutral, and 25.3% disagree or strongly disagree indicating that not everyone is compelled to buy items through advertisements.

**k. Encouraging Repeat Purchases**

According to the survey, there is agreement among the respondents on the fact that internet advertisement promotes repeat purchase of the same brand among 32.5 percent and strongly agree among 9.3 percent of the respondents. This demonstrates the fact that ads have the potential of creating loyalty towards a brand on the part of certain consumers. But 34.5 percent of them are neutral, and 23.7 percent disagree or strongly disagree, which indicates that the advertisement does not have an effect on repeat purchase behaviour across the board.

**l. Sense of Pride in Purchases**

A portion of the audience, 27.7% agree, and 11.6% strongly agree that buying through internet advertisements gives them a sense of pride in their acquisitions. The research shows that advertisements create positive effects because they increase customers' perceived worth of their purchased items. The study found that 35.2% of participants showed no opinion about advertisements while 25.4% of participants rejected advertisement effects on their purchasing pride.

**5.2.4 Motivating Factors inducing respondents to watch internet advertising**

The survey revealed several key factors motivating respondents to watch internet advertisements.

**a. Wide Variety of Products**

Advertisements which present multiple product options to consumers showed the highest mean score because product variety serves as an effective motivational factor for customers.

**b. Detailed information**

The research participants show high value for the ability to access specific details through deeper link access. The ability to click into deeper links for additional details in advertisements is highly valued. The factor demonstrates that detailed information serves as a major attraction to users.

**c. Reviews and Opinions**

Advertisers gain an advantage through the inclusion of customer reviews and testimonials. User feedback together with user evaluations constitutes vital factors that drive user behavior according to the evidence presented.

**d. Status Quo:** The public shows a moderate preference for advertisements because they help maintain existing social order. This represents a consumer need for reliable product selection.

**e. Deeper Links for More Information** Provision of links in ads to additional details on the second click is a serious issue from the very start and should be perceived as a matter of minor importance.

**f. Creativity and Appeal** People who browse the internet value online advertisements because they demonstrate artistic creativity and create visually appealing content. The creative components of a project serve as the main driver which pushes people to work on their tasks.

**g. New Information** Internet advertisements display information which respondents had no prior knowledge about. The results show that participants who watched advertisements showed only a small interest to learn new information.

**h. Social Influence** When one female group member makes a contribution, other members may feel obliged to make their own contributions.

**i. Parental Influence** The study results indicate that parents show moderate control over their children's online shopping behavior because children tend to imitate their parents' buying patterns.

**j. Convenience and time efficiency**

The advertisements enable viewers to watch at their preferred times, which helps people make product choices faster, so both convenience and time efficiency

establish their important value.

**k. Financial incentives**

Along with the creativeness and attractiveness of advertisements, financial incentives, including conveniently watching, benefits in saving time, appealing discounts, creative content, and the inclusion of in-depth information is a significant factor likely to influence the respondents to watch online advertisements. Social factors and parental influence occur too, but they have a moderate effect in comparison to other factors.

**5.2.5 The Drivers behind the Buying Decisions -Emotional or Cognitive**

On the kind of buying decision, the survey shows that cognitive drivers prevail. Internet advertisements are well rated by the respondents as they are very efficient to find information and help making a purchase decision. Such cognitive focus is demonstrated by the fact that the scores on the advertisements that help to improve information search and product evaluation are high.

**5.2.6 The Perceived Effectiveness leading to Purchase Decision**

Nonetheless, emotional motivators are also involved and adverts develop wants and add pleasure and interest to the buying process. Internet advertisements are also perceived to be generally effective with high scores of pleasure and excitement, need fulfilment and post purchase services. Although these are positive, there are fears that advertisements might be misleading, confusing or exaggerated. These unpleasant views raise some disgruntlement towards the truthfulness and accuracy of advertisements. In the analysis of gender differences, the survey indicates that the differences that are present between males and females are small and they are not statistically significant. Males complain of relatively higher product awareness, motivating factors and cognitive drive than females, however these differences are not of conventional level of statistical significance. Comprehensively, the perception of effectiveness and emotion drivers in internet advertisement is similar across both sexes.

**5.2.6 Findings from SEM Model:**

The SEM analysis is informative in terms of how the constructs in the model are related. First, the analysis proves the existence of strong positive correlation between Cognitive Driven behaviours and Perceived Effectiveness. The large T-statistic of 8.139 as well as the extremely small P-value of 0.000 would show that the effect of cognitive-motivated actions on the perception of effectiveness is significant.

The f-square value of 0.312 indicates that the relationship is of medium to large effect which makes the role of cognitive processes in increasing perceived effectiveness very important.

On the same note, Emotionally Driven behaviours and Perceived Effectiveness are strongly positively correlated. The strong influence is shown by the high T-statistic of 7.738 and the P-value of 0.000 with the f-square value of 0.425 indicating a huge effect. This finding indicates that employee behaviours that are dependent on emotions are even more influential on perceived effectiveness in comparison to behaviours based on cognition, and the importance of emotional aspects to influence perceptions of effectiveness is paramount.

The effects of Key Factors on the Cognitive Driven behaviours are also important with an original sample value of 0.183 and a T-statistic of 3.954. The f-square value of 0.019 is however, small. This implies that although key factors do have a role to play in influencing the behaviours that are cognitive in nature, the role played by them is relatively small, which indicates that there is the likelihood that other factors may have a greater role in influencing cognitive actions.

Regarding Key Factors that affect Emotionally Driven behaviours, the values are positive with an original sample value of 0.126 and a T-statistic of 2.418. The f-square value of 0.239 implies that it is between medium and large in terms of the effect, and therefore, key factors play a significant role in influencing behaviour that is driven by emotions.

In respect to the role played by product awareness and buying stages, the analysis indicates that the two constructs touch the Cognitive Driven behaviours rather shallowly. The effect size of awareness and buying stages is also insignificant with an f-square of 0.001 and a T-statistic of 1.168, which means that they have no significant impact on cognitive-driven behaviours. This observation indicates that there are other factors that are more significant in influencing cognitive actions.

Conversely, the impact of product awareness and buying stages on Emotionally Driven behaviours is also statistically significant yet low. The f-square value of 0.112 and T-statistic of 2.333 indicate that the effect is quite low, in comparison to other predictors. It means that the influence of product awareness and buying stages on emotionally-oriented behaviours is not that great.

### **5.2.7 Major Findings from One-Way ANOVA**

#### **a. Age Groups:**

##### **Product Awareness:**

The One-Way ANOVA results show that product awareness varies among different age groups because of statistically significant findings ( $F = 3.205$ ,  $p = 0.013$ ). The 12-14 years age group exhibits the highest mean score (3.6038), while the 20-22 years age group shows the lowest (3.2867). The results show that product awareness increases with younger age groups while product awareness decreases with older age groups.

##### **Motivating Factors:**

No substantial variations were observed in motivational elements between different age groups. The 12-14 years group reported the highest mean score 3.4281 but the differences in motivating factors between age groups are not statistically significant.

##### **Emotionally Driven Responses:**

Emotional drivers do not show any significant differences across different age groups ( $F = 0.823$ ,  $p = 0.511$ ). The age group of 14 to 16 years shows the highest average score which reaches 4.3034 yet this difference between age groups does not show any considerable changes in their emotional reactions toward advertisements

##### **Cognitive Driven Responses:**

The study found that cognitive drivers remain consistent across different age groups because the statistical testing revealed an F value of 1.218 and a p value of 0.302. The 14-16 years age group scores highest (4.0738), with no significant variation found between age groups.

##### **Perceived Effectiveness:**

The effectiveness of internet advertisements remains constant across different age groups according to research findings. The 14-16 years age group reports the highest mean score (3.9634), but the differences are not statistically significant.

#### **b. Geographical Location:**

##### **Product Awareness:**

The ANOVA results indicate that product awareness shows no significant differences between rural areas and semi-urban areas and urban areas ( $F = 1.954$ ,  $p = 0.143$ ). Rural areas achieve the highest mean score of 3.4524 yet this result does not show any actual differences in product awareness across different geographic areas.

**Motivating Factors:**

The research results show no notable differences in motivation factors between different geographic areas ( $F = 1.561$ ,  $p = 0.211$ ). The rural areas show their highest average score of 3.4331 which demonstrates that the same motivation factors continue to exist across different regions.

**Emotionally Driven Responses:**

The ANOVA indicates no significant differences in emotional drivers by geographical location ( $F = 0.460$ ,  $p = 0.632$ ). Rural areas have the highest mean score (4.1783), but the variation is not significant.

**Cognitive Driven Responses:**

Cognitive drivers do not show significant variation across different geographical areas ( $F = 0.230$ ,  $p = 0.795$ ). Semi-urban areas score the highest (3.9369), but this difference is not statistically significant.

**Perceived Effectiveness:**

Perceived effectiveness of internet advertisements is consistent across rural, semi-urban, and urban areas ( $F = 0.195$ ,  $p = 0.823$ ). Rural areas have the highest mean score (3.8383), but there are no significant differences in effectiveness by location.

**c. Educational Qualifications:****Product Awareness:**

A trend towards significance was observed in product awareness across educational qualifications ( $F = 2.572$ ,  $p = 0.053$ ). The highest mean score is reported among respondents in Class 6-Class 8 (3.8457), with a decreasing trend in higher educational levels.

**Motivating Factors:**

Motivating factors show a trend towards significance ( $F = 2.381$ ,  $p = 0.068$ ). The highest mean score is observed in Class 6-Class 8 (3.7921), but the differences are not statistically significant.

**Emotionally Driven Responses:**

Emotional drivers also exhibit a trend towards significance ( $F = 2.315$ ,  $p = 0.075$ ). The highest mean score is in Class 8-Class 10 (4.3412), indicating possible differences by educational qualifications.

**Cognitive Driven Responses:**

A trend towards significance is seen in cognitive drivers ( $F = 2.467$ ,  $p = 0.061$ ). The highest mean score is in Class 8-Class 10 (4.0506), with a decreasing

trend in other educational levels.

**Perceived Effectiveness:**

No significant differences are found in perceived effectiveness across educational qualifications ( $F = 0.990$ ,  $p = 0.397$ ). The mean scores remain consistent across different educational levels.

**d. Income Brackets:**

**Product Awareness:**

There are no significant differences in product awareness across income brackets ( $F = 0.614$ ,  $p = 0.541$ ). Mean scores are similar across income levels, with no significant variation in awareness.

**Motivating Factors:**

Motivating factors do not significantly differ across income brackets ( $F = 0.915$ ,  $p = 0.401$ ). Scores remain consistent across the different income levels.

**Emotionally Driven Responses:**

The ANOVA for emotional drivers indicates no significant differences across income brackets ( $F = 0.740$ ,  $p = 0.477$ ). Mean scores are similar, showing no substantial variation in emotional responses.

**Cognitive Driven Responses:**

No significant differences are found in cognitive drivers across income brackets ( $F = 1.317$ ,  $p = 0.268$ ). Scores are comparable across income levels.

**Perceived Effectiveness:**

The study results show that perceived effectiveness stays the same across different income brackets because the statistical test showed no significant difference ( $F = 0.587$ ,  $p = 0.556$ ). The mean scores show similar results across various income groups.

**5.2.8 Major findings from independent sample t test**

**a. Occupation**

**Product Awareness**

The t test result shows that, there is statistically significant difference in the Product Awareness of the two groups ( $t(662) = -4.189$ ,  $p = .001$ ) which can be attributed to the fact that the working conditions in the two service professions might expose people to greater exposure to product information, which is reinforced by continuous learning and training (structured working conditions). Self-employed workers, in turn, might be more dependent on personal networks and personal

experience instead of systematic information.

### **Motivating Factors**

T-test findings indicate that there is significant difference in means ( $t = -3.761$ , Sig. (2-tailed) = 0.000 assuming equal variances). It implies that employees in service industry can be more susceptible to extrinsic factors like career development, job security, or workplace recognition, and self-employed people may be more inclined towards intrinsic factors like self-sufficiency and entrepreneurship. Service employment may also offer a better established range of motivators than the unsure and dynamic situations of people who are self-employed.

### **Emotionally Driven Responses**

The t-test shows no significant difference in means ( $t(662) = -0.139$ ,  $p = .889$ ) for equal variances assumed). This finding suggests that emotions play a crucial role in influencing behaviors, regardless of employment type. Whether self-employed or in service, individuals are likely to make decisions based on emotional connections, brand loyalty, or personal experiences with a product or service.

### **Cognitively Driven Factors**

The t-test results show Cognitive Driven factors ( $t(662) = -0.912$ ,  $p = .362$ ) and therefore statistically no significant difference was found between the groups for equal variances assumed. This suggests that rational, logical decision-making is equally prevalent among self-employed individuals and service workers. Both groups may rely on cognitive evaluations, such as cost-benefit analysis or performance assessments, before making choices, reinforcing the idea that rational thinking is not necessarily influenced by employment type.

### **Perceived Effectiveness**

The t-test results ( $t(662) = -1.920$ ,  $p = 0.055$ ) for equal variances assumed indicate a borderline but no significant difference in perceived effectiveness and occupation. It exhibit that service professionals may perceive their actions as slightly more effective, possibly due to structured roles and defined responsibilities in their workplaces.

### **b. Gender**

#### **Product Awareness**

The t-test results indicate that the difference in means is not statistically significant ( $t = 1.226$ , Sig. (2-tailed) = 0.220 for equal variances assumed). This suggests that, despite the observed difference, gender does not have a significant

impact on product awareness.

### **Motivating Factors**

The study establishes that male participants show higher academic motivation with a mean score of 3.3934 and a standard deviation of 0.80258 while female participants show lower motivation with a mean score of 3.3005 and a standard deviation of 0.62412.

The Independent Samples Test shows Levene's Test results which demonstrate significant variance differences because of the found values  $F$  equals 13.381 and  $Sig$  equals 0.000.. However, the  $t$ -test results show no significant difference in means ( $t = 1.585$ ,  $Sig.$  (2-tailed) = 0.114 for equal variances assumed). This implies that motivating factors do not significantly differ by gender.

### **Emotionally Driven Responses (EDR):**

Males (Mean = 4.1792, Std. Dev. = 0.52648) report slightly higher emotional driving compared to females (Mean = 4.1172, Std. Dev. = 0.56095).

Independent Samples Test: The Levene's Test indicates significant variances ( $F = 4.137$ ,  $Sig. = 0.042$ ). The  $t$ -test shows no significant difference in means ( $t = 1.442$ ,  $Sig.$  (2-tailed) = 0.150 for equal variances assumed). Therefore, gender does not significantly impact emotional drivers in internet advertising.

### **Cognitive Driven Responses (CDR):**

Males (Mean = 3.9474, Std. Dev. = 0.43271) have a higher cognitive drive compared to females (Mean = 3.8856, Std. Dev. = 0.47770).

Independent Samples Test: Levene's Test indicates significant variances ( $F = 5.113$ ,  $Sig. = 0.024$ ). The  $t$ -test results ( $t = 1.726$ ,  $Sig.$  (2-tailed) = 0.085 for equal variances assumed) show a trend towards significance but do not reach the conventional level of statistical significance. This suggests a potential but not significant difference in cognitive drivers by gender.

### **Perceived Effectiveness (PE):**

Group Statistics: Males (Mean = 3.8336, Std. Dev. = 0.52118) and females (Mean = 3.7991, Std. Dev. = 0.49106) exhibit similar perceptions of effectiveness with males slightly higher.

The  $t$ -test results ( $t = 0.852$ ,  $Sig.$  (2-tailed) = 0.394 for equal variances assumed) indicate no significant difference in effectiveness perceptions based on gender.

### **5.3 ACHIEVEMENTS WITH RESPECT TO OBJECTIVES**

The study substantially achieved its stated objective of explaining how internet advertising influences adolescent buying-related responses through the interconnected roles of product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness. In addition, the analysis clarified where demographic differences were meaningful and where adolescent responses appeared relatively stable across groups. Table 5.3 summarizes the alignment between the research objectives and the principal achievements of the study.

#### **5.3.1 Contribution Back to Existing Theories**

The study contributes back to behavioural theory by empirically separating two organism-level pathways—cognitive and emotional processing—and showing that both independently shape perceived advertising effectiveness. This result extends a simple technology-acceptance account: ease, utility and social influence may explain why adolescents use digital media, but the effectiveness of advertising within those media depends on how messages are internally processed.

The findings also refine SOR theory in the adolescent internet-advertising context. The stimulus does not lead directly and uniformly to response. Motivating factors guide attention, while cognitive and emotional states operate as distinct mediating mechanisms. The model further shows that product awareness is not equivalent to elaboration: awareness significantly relates to emotional response but does not by itself produce cognitive evaluation. This distinction adds boundary conditions to the assumption that greater exposure or awareness necessarily creates more rational consideration.

For the Elaboration Likelihood Model, the simultaneous significance of cognitive and emotional pathways indicates that central and cue-based persuasion coexist in adolescent digital environments. For Uses and Gratifications Theory, the effects of motivating factors demonstrate that users attend to advertisements selectively according to expected information, convenience, economic or entertainment value. For Social Learning Theory, the findings concerning socially visible and emotionally attractive advertising support the role of observed models and symbolic rewards. For the Consumer Decision Process Model, the insignificant awareness-to-cognition path shows that movement from need recognition or awareness to evaluation is conditional rather than automatic.

### **5.3.2 Distinctive Contributions to the Body of Knowledge**

Conceptual contribution: The thesis integrates product awareness, motivating factors, emotional processing, cognitive processing and perceived effectiveness within one behavioural sequence. Earlier studies frequently examined isolated variables, specific platforms or purchase intention alone. The present model distinguishes antecedent conditions from internal processing and outcome appraisal, thereby offering a more structured account of adolescent response to internet advertising.

Methodological contribution: The study combines demographic comparison with PLS-SEM in a sample of 664 respondents and evaluates reliability, convergent validity, discriminant validity, structural paths, effect sizes, explanatory power, predictive relevance and model fit. The use of both Fornell-Larcker and HTMT criteria provides stronger evidence of construct distinctness than reliance on internal consistency alone.

Contextual contribution: The evidence comes from twelve districts of South Punjab and includes middle-school, high-school and first-year undergraduate respondents. This extends a literature that is disproportionately metropolitan, adult-focused or platform-specific and demonstrates how adolescent advertising response operates in a mixed semi-urban and rural Indian context.

Practical contribution: The model identifies cognitive and emotional processing—not exposure alone—as the principal direct predictors of perceived effectiveness. It therefore directs advertising managers towards relevant information, credible comparison and responsible creative engagement, while warning that product awareness by itself is insufficient to generate careful evaluation.

### **5.3.3 Ethical Implications for Advertising Managers and Policymakers**

Adolescents are digitally skilled but remain developmentally impressionable. The same mechanisms that make advertising effective—personalisation, social proof, urgency, aspiration and emotional arousal—can also exploit limited experience and incomplete recognition of persuasive intent. Ethical advertising to adolescents should therefore be clearly identifiable as commercial communication, avoid disguised endorsements and dark patterns, and refrain from artificial scarcity, misleading claims or pressure-based prompts.

Advertising managers should use age-appropriate language, substantiate product claims, disclose paid influencer relationships prominently, limit behavioural profiling, and provide meaningful privacy choices. Emotional appeals should not

exploit insecurity, body image, peer exclusion or fear of missing out. Product information, total cost, recurring-payment terms, material limitations and return conditions should be presented clearly enough to support cognitive evaluation.

Policymakers and platforms should strengthen age-assurance and child-sensitive privacy rules, restrict profiling based on sensitive or inferred characteristics, require accessible advertisement labels, and establish complaint and redress mechanisms suitable for minors and parents. Digital-literacy programmes in schools should teach adolescents to distinguish organic content from paid persuasion, verify claims, recognise manipulative interface design and understand how recommendation systems shape exposure.

#### **5.3.4 Major Limitations of the Study**

The study is cross-sectional; consequently, the structural paths indicate association and theoretically ordered influence but do not establish temporal causation. Convenience sampling limits population representativeness and may exclude adolescents who are outside formal education or have limited digital access. The geographical focus on South Punjab restricts direct generalisation to other Indian regions and cultural settings.

The data are self-reported and may be affected by recall error, social desirability and common-method variance. The study measures perceived effectiveness and buying-related response rather than verified purchase transactions. Internet advertising was examined as a broad category, although search advertising, influencer content, short video, display advertising and in-app promotion may operate differently. The model also omits potentially relevant variables such as parental mediation, peer norms, digital literacy, product involvement, perceived risk, privacy concern, household decision authority and actual purchasing power.

The wide developmental span from middle school to first-year undergraduate education may conceal age-specific differences in persuasion knowledge and autonomy. Although reliability and validity were satisfactory for the full sample, formal measurement-invariance testing across age, gender and educational groups would be required before interpreting small group differences as differences in the latent constructs themselves.

#### **5.3.5 How the Study Would Be Redesigned**

If the study were repeated, a longitudinal, stratified multistage design would be adopted. Districts and rural-urban locations would form primary strata, followed

by random selection of institutions and respondents within narrower age bands. A panel design would measure exposure, internal processing and subsequent purchasing behaviour at different time points, allowing stronger temporal inference and analysis of developmental change.

The revised design would combine survey measures with behavioural evidence such as controlled advertisement exposure, attention or click measures, purchase simulations and, where ethically and legally permissible, consent-based platform-use records. Separate models would be estimated for major advertising formats and product categories. Measurement invariance would be tested before demographic comparisons, and indirect effects would be examined explicitly to determine whether cognitive and emotional processing mediate the influence of awareness and motivation on effectiveness and purchase response.

The questionnaire would also include persuasion knowledge, parental mediation, peer influence, product involvement, digital literacy, privacy concern and perceived manipulation. Qualitative interviews with adolescents, parents, educators and advertising practitioners would be added to explain why particular statistical relationships arise and to strengthen the ethical and contextual interpretation of the quantitative findings.

**Table 5.3- Objectives of this research study and the achievements of each objective**

| Objectives                                           | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prevalence of Internet Usage among Adolescents       | The majority of respondents use the internet "as and when required" (34.2%), indicating a needs-based approach. Those using the internet for "1-3 hours" (27.4%) and "3-6 hours" (20.2%) show consistent engagement, while heavy users of "More than 6 hours" (14.2%) demonstrate extensive online presence. The distribution of variables and their percentage affects how frequently young people or adolescents come in contact with and interact with internet advertisements. |
| Prevalence of online buying behaviour of Adolescents | Most respondents from the survey have noted that they use the internet for "All of the above" purposes (77.3%). This includes shopping and social media and browsing for new products. The data demonstrates that consumers show multiple ways of using the                                                                                                                                                                                                                        |

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|                                                                                                                    | <p>internet. The study reveals that advertisements must develop flexible advertising solutions which deliver relevant content based on the requirements of consumers. All respondents (100%) have reported awareness of internet advertising which demonstrates its widespread existence throughout society. Among the respondents, 55.7% are "Moderately aware," 23.5% are "Quite well aware," and 20.8% are "Not quite aware." The distribution of percentages shows that different levels of advertising content engagement require companies to develop specific strategies which match distinct consumer awareness levels. The assessment of online purchasing behaviour reveals a distinct segment among respondents as per their frequency of online purchased. Only a small minority, 9.0% of respondents reported that they "Always" buy products online which shows strong customer interest in purchasing through e-commerce.</p> |
| <p>To analyse the motivating factors which persuade adolescents towards watching internet advertisements.</p>      | <p>The survey has noted several key factors that motivate respondents to watch internet advertisements. As per the results, the highest mean score was gained for the wide range of product options presented through the ads, becoming the most influential factor. Detailed information from websites and social media groups can go through deeper links, making a very good impression on the respondents' purchase decisions. In fact, convenience and time efficiency also ranked high in the survey responses, as ads can allow flexible timing and enhance the speed of product selection. Discounts and offers, financial incentives also contribute highly to ad engagement and prompt users to watch them, alongside the creativity and appeal of the advertisements.</p>                                                                                                                                                         |
| <p>To understand whether the buying decisions of the respondents are cognitively driven or emotionally driven.</p> | <p>A cognitive emphasis is reflected through the high scores for internet ads, helping in better information search and product evaluation capacity. However, emotional drivers can also play a major role, with advertisements purposefully creating needs and enhancing the enjoyment of the purchasing experience for consumers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To diagnose the level of perceived effectiveness of Internet advertisements.</p>                                                 | <p>In regards of perceived effectiveness of internet ads, they are generally viewed positively, along with their high scores for pleasure and excitement, need fulfilment, and post-purchase services to increase engagement. Despite these positive aspects, there are negative concerns about the potential for ads as they can sometimes be misleading, confusing, and even exaggerated. Such negative perceptions highlight dissatisfaction with the accuracy and honesty of advertisements, often guised as persuasive marketing.</p>                                                                                                                                                                                                                                                                                                                                                                   |
| <p>To understand how product awareness is developed through the influence of Internet advertisements.</p>                           | <p>As regards the role of product awareness and buying stages, the analysis reveals these constructs to have an insignificant impact on Cognitive Driven behaviours. Indeed, it is noted that the effect size, as revealed by an F-statistic of 0.001 with a T-statistic of 1.168, is negligible, implying that there is no meaningful effect of awareness and buying stages on cognitive-driven behaviours. On the contrary, the effect of product awareness and buying stages on Emotionally Driven behaviours is statistically significant but at a moderate intensity. The f-square value of 0.112 with a T-statistic of 2.333 signifies that the influence is relatively small in magnitude as compared to other predictors. The implication drawn herein is that while product awareness and buying stages have an influence on emotionally driven behaviours, this influence has a limited scope.</p> |
| <p>To analyse the orientation of the adolescents towards Internet advertisements as they transit from secondary to high school.</p> | <p>The results have shown no statistically significant differences between the two age groups and demographics. This suggests that both younger and older respondents perceive motivational appeal, emotional influence, cognitive engagement, and overall effectiveness of internet advertising in a similar way. The study results also show that the older respondents are likely to have better awareness and familiarity with internet advertisements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>To develop and validate a structural equation model explaining the impact of</p>                                                 | <p>The SEM model results indicate that all constructs exhibit good to excellent reliability and acceptable convergent validity. There exists a small to medium effect size between both Cognitive</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internet advertising on adolescents' buying behavior. | Driven behaviors and Emotionally Driven behaviors and product awareness. Secondly, the analysis proves the existence of strong positive correlation between both Cognitive Driven behaviors and Emotionally Driven behaviors and Perceived Effectiveness are strongly positively correlated. Overall, the Smart PLS fit indices collectively indicate that the measurement and structural models are well specified and empirically supported. The minimal differences between the saturated and estimated models confirm that the hypothesized structural relationships are theoretically sound and statistically consistent with the observed data, thereby supporting the adequacy and robustness of the proposed SEM framework. |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 5.4 RECOMMENDATIONS

To engage adolescent audiences more effectively, advertisers should prioritise relevant, informative, and non-intrusive content rather than relying on disruptive formats. Since many respondents reported skipping or only partially attending to advertisements, creative strategy should emphasise immediacy of relevance, clarity of message, and close alignment with platform context.

Because direct websites/apps and social media platforms emerged as more influential channels, practitioners should strengthen their presence on these media while reassessing less effective formats such as generic pop-ups. Platform selection should be guided by product category, user intent, credibility of the medium, and the level of trust associated with the advertising environment.

At the same time, strategies aimed at adolescents must remain ethically grounded. Transparency, responsible targeting, age-sensitive communication, and restraint in the use of manipulative emotional appeals are essential when advertising to impressionable users.

#### 5.5 FUTURE SCOPE OF THE STUDY

Future research may build on this work in several important directions:

**Longitudinal studies** could examine how responses to internet advertising evolve as adolescents move through later stages of education and consumer independence.

**Comparative studies** across regions and states could test whether the present findings generalise beyond South Punjab and whether urban-rural differences persist under other social and infrastructural conditions.

**Research on emerging formats** such as influencer-led campaigns, AI-driven personalisation, augmented reality, and short-video commerce could extend the model to newer forms of digital persuasion.

**Finer behavioural segmentation** may help identify clusters of adolescents who respond differently to informative, emotional, convenience-based, or socially endorsed advertising.

**Future studies** should also examine the roles of user experience, platform trust, privacy concerns, and perceived manipulation in shaping adolescents' reactions to internet advertising.

**Psychographic profiling** could complement demographic analysis by revealing how values, lifestyles, and self-concepts mediate the influence of internet advertising.

**Influencer marketing** deserves particular attention because it blurs the boundary between peer communication and paid persuasion, which may be especially consequential for adolescent audiences.

**Cross-cultural and socioeconomic comparisons** would further clarify how context conditions the effectiveness of digital advertising.

Finally, future research should continue to foreground ethical issues, including privacy, data security, transparency, and the protection of vulnerable young users in algorithmically targeted advertising environments.

## **5.6 CONCLUSION**

The study demonstrates that internet advertising is deeply embedded in the everyday digital lives of adolescents and that its influence operates through multiple behavioural pathways rather than through simple exposure alone. Product-related information, creative presentation, relevance, and selected social cues all contribute to awareness formation and shape how young consumers interpret online promotional messages.

At the same time, the findings indicate that adolescents are not passive recipients of digital advertising. Many respondents reported skipping, filtering, or selectively attending to advertisements, which suggests that effectiveness depends heavily on contextual relevance, platform fit, credibility, and the ability of a message

to connect quickly with user interests and decision contexts.

Overall, the thesis shows that product awareness, motivating factors, emotional drivers, cognitive drivers, and perceived effectiveness together provide a useful framework for understanding adolescent buying behaviour in online environments. By offering empirical evidence from South Punjab and testing these relationships within a structured model, the study contributes to the growing literature on digital advertising and provides a basis for more responsible, evidence-based engagement with adolescent consumers.

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## List of all publications arising from the thesis

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <p>Majumdar Arpita, Almoula Trupti S. (2025). The New Age of Advertising: Evaluating Social Media's Effectiveness in Engaging Young Female Consumers. <i>European Economic Letters (EEL)</i>, 15(2), 2478–2492. <a href="https://doi.org/10.52783/eel.v15i2.3096">https://doi.org/10.52783/eel.v15i2.3096</a></p> <p>(ABDC -C category)</p>                                                                                                                                                                                   |
| <b>2</b> | <p>Majumdar Arpita, Almoula Trupti S. (2025) Analyzing the Influence of Social Media Endorsements on Adolescent Purchase Intentions. <i>Journal of Marketing &amp; Social Research</i> vol. 2, no. 10, 2025, pp. 184–197. <a href="https://jmsr-online.com/article/analyzing-the-influence-of-social-media-endorsements-on-adolescent-purchase-intentions-475/">https://jmsr-online.com/article/analyzing-the-influence-of-social-media-endorsements-on-adolescent-purchase-intentions-475/</a></p> <p>(ABDC -C category)</p> |
| <b>3</b> | <p>Majumdar Arpita, Almoula Trupti S (2025) Why Engaging Advertisements Do Not Always Persuade: Evidence from Adolescent Digital Markets. <i>MSW Management Journal</i>, 35(2), 2360-2373. <a href="https://doi.org/10.7492/096n3j08">https://doi.org/10.7492/096n3j08</a></p> <p>(Scopus Indexed)</p>                                                                                                                                                                                                                        |

## Appendix Questionnaire

Dear Respondents

I humbly seek your support to fill up this questionnaire for my Ph.D. study on **Role of Internet Advertising on the Buying Behaviour of the Adolescents**. The information and responses provided by you will be kept strictly confidential and used for academic purposes only.

### Part A . Demographic Profile

1. **Name of the respondent (optional):** .....
  2. **Gender:** ☐ Male ☐ Female
  3. **Age (years):** ☐ 12-15 ☐ 16-19 ☐ 19-21
  4. **Region:** ☐ Urban ☐ Semi-urban ☐ Rural
  5. **Education:** ☐ Grade 6 - Grade 8 ☐ Grade 9 - Grade 11  
☐ Grade 12 – Graduation(1<sup>st</sup> year)
  6. **Family Occupation:** ☐ Self Employed ☐ Service
  7. **Family Income (in INR / Month):** ☐ up to 25,000 ☐ 25001 to 50,000  
☐ 50001 and above
  8. **frequently do you use the internet in a day?**  
☐ less than 1 hr ☐ 1hr - 3 hrs ☐ 4 hrs - 6hrs ☐ Morethan 6hrs  
☐ As and when required
  9. **Which devices do you use to access internet?**  
☐ Smartphone ☐ Laptop ☐ Tablet ☐ Desktop
  10. **For what all purposes do you use the internet?**  
☐ Browsing information ☐ Shopping ☐ Use of social media  
☐ Others
- If Others, please specify \_\_\_\_
11. **Are you aware of the internet advertising?** ☐ Yes ☐ No
  12. **If yes how much are you aware?**  
☐ Not quite aware ☐ Moderately aware ☐ Quite well aware

13. **While surfing the internet do you**

☐

Go through the entire advertisement.

☐

Let the advertisement run but pay little or no attention.

☐

Skip the advertisement.

14. **Which advertisements do you focus on?**

☐

Advertisements that cater to the products/services those I am inquisitive about

☐

Advertisements that cater to the products/services that I intend to purchase

15. **Do you buy products online?**

☐

never

☐

rarely

☐

frequently

☐

always

16. **How much do you appreciate the contribution of internet-based advertising on your shopping?**

☐

Very Often

☐

Often

☐

Sometimes

☐

Rarely

☐

Never

17. **Which products do you prefer to buy through online platform?**

**Rank your preferences on a scale of 1- 5, 1 being the most preferred and 5 being the least preferred.**

| Product category                  | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|---|---|
| Grocery product                   |   |   |   |   |   |
| Household appliances              |   |   |   |   |   |
| Apparels and accessories          |   |   |   |   |   |
| Electronic gadget and accessories |   |   |   |   |   |
| Education application software    |   |   |   |   |   |
| Tourism                           |   |   |   |   |   |

|                                  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|
| <b>Career guidance</b>           |  |  |  |  |  |
| <b>Educational skill courses</b> |  |  |  |  |  |
| <b>Financial Products</b>        |  |  |  |  |  |
| <b>Any other</b>                 |  |  |  |  |  |

18. Which type of internet advertisement platform influences you more to buy products? Rank your preferences on a scale of 1- 5, 1 being the most preferred and 5 being the least preferred.

|                                        |          |          |          |          |          |
|----------------------------------------|----------|----------|----------|----------|----------|
| <b>Internet Advertisement Platform</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Social Media Platforms</b>          |          |          |          |          |          |
| <b>Keyword linking</b>                 |          |          |          |          |          |
| <b>Direct websites or apps</b>         |          |          |          |          |          |
| <b>Pop-up advertising</b>              |          |          |          |          |          |

19. For the different products you purchase which type of platform of internet advertisement you prefer? (You can tick only one which you mostly prefer)

| <b>Product category</b>        | <b>SocialMedia Platforms</b> | <b>Keyword linking</b> | <b>Commercial sites</b> | <b>Pop-up advertising</b> |
|--------------------------------|------------------------------|------------------------|-------------------------|---------------------------|
| <b>Grocery product</b>         |                              |                        |                         |                           |
| <b>Household appliances</b>    |                              |                        |                         |                           |
| <b>Apparelsand accessories</b> |                              |                        |                         |                           |

|                                          |  |  |  |  |
|------------------------------------------|--|--|--|--|
| <b>Electronic gadget and accessories</b> |  |  |  |  |
| <b>Education application software</b>    |  |  |  |  |
| <b>Tourism</b>                           |  |  |  |  |
| <b>Career guidance</b>                   |  |  |  |  |
| <b>Educational skill courses</b>         |  |  |  |  |
| <b>Financial Products</b>                |  |  |  |  |
| <b>Any other</b>                         |  |  |  |  |

20. This question is based on five-point scale (1-5) to understand how you become aware of the product through the influence of Internet advertisements. Please indicate the degree to which you agree to the statements given below based on your experience (1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree and 5=Strongly agree).

| <b>Statement</b>                                                                         | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| IA helps me to know new products and services                                            |          |          |          |          |          |
| Watching IA regularly help me to get update on new modes/features of P/S                 |          |          |          |          |          |
| Most of the IA creates interest due to brand ambassadors                                 |          |          |          |          |          |
| Most of IA create interest due to detailed product information                           |          |          |          |          |          |
| Most of IA create interest due to creative communication.                                |          |          |          |          |          |
| IA change my perception about products with respect to their utility to me and my family |          |          |          |          |          |

|                                                                     |  |  |  |  |  |
|---------------------------------------------------------------------|--|--|--|--|--|
| IA is successful in convincing me regarding the quality of products |  |  |  |  |  |
| IA create a feeling that if I buy them uplifts my social image      |  |  |  |  |  |
| IA prompt me to buy P/S on high priority/urgency                    |  |  |  |  |  |
| IA compels for purchase of products                                 |  |  |  |  |  |
| IA leads to repeat purchase                                         |  |  |  |  |  |
| Purchase through IA leads to a pride of possession                  |  |  |  |  |  |

21. This question is based on five-point scale (1-5) to find out the preferences, factors that induce you towards internet advertising. Please indicate the degree to which you agree to the statements given below based on your experience (1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree and 5=Strongly agree).

| Statement                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>A. Key factors motivating the respondents towards watching the internet advertisements</b>                                      |   |   |   |   |   |
| I am attracted to the advertisements on the internet as I can watch it as per my convenience.                                      |   |   |   |   |   |
| I follow internet advertisements for product selection as it saves time getting information about the right product at best price. |   |   |   |   |   |
| I find internet advertising better due to better discounts and offers.                                                             |   |   |   |   |   |
| I find internet advertising better due to reviews and opinions.                                                                    |   |   |   |   |   |

|                                                                                                        |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| I watch internet advertising due to status quo                                                         |  |  |  |  |  |
| I watch internet advertisements as they provide wider options for similar products in same price range |  |  |  |  |  |
| I am impressed with the internet ad as it allows me to click into deeper links for further details     |  |  |  |  |  |
| I feel internet ads are creative and have an appealing factor                                          |  |  |  |  |  |
| I feel internet ads can provide information that I didn't know earlier                                 |  |  |  |  |  |
| I am interested in internet advertisement as my friends are also interested                            |  |  |  |  |  |
| I follow my parents when they buy products through internet media                                      |  |  |  |  |  |

**B. Whether buying decisions of the respondents are cognitively driven or emotionally driven.**

|                                                                                               |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------|--|--|--|--|--|
| I feel the need for products through internet advertisement while using the internet          |  |  |  |  |  |
| I feel internet advertisements assists in better information search than conventional mediums |  |  |  |  |  |
| I feel internet advertisements assists in finding better product alternatives                 |  |  |  |  |  |
| I feel internet advertisements assists in better product purchasing decision                  |  |  |  |  |  |
| I feel internet advertisements assists                                                        |  |  |  |  |  |

|                                                                                                                                                   |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| in better product consumption based on online information                                                                                         |  |  |  |  |  |
| I think higher involvement in social media platforms give higher exposure to internet advertisements for product purchase                         |  |  |  |  |  |
| I think higher interaction on social media platforms gives better information about products through internet advertisements for product purchase |  |  |  |  |  |
| I think there is a higher influence of reviews and recommendation on social media platforms through internet advertisements for product purchase  |  |  |  |  |  |
| I think internet advertisements helps in making the product purchase an enjoyable experience                                                      |  |  |  |  |  |
| I think internet advertisements helps in making the product purchase an engaging experience                                                       |  |  |  |  |  |
| I think internet advertisements stimulates pleasure while purchasing products                                                                     |  |  |  |  |  |
| <b>B. The perceived effectiveness of Internet Advertisement on the buying decision</b>                                                            |  |  |  |  |  |
| I find internet advertisement trustworthy and relevant to the product                                                                             |  |  |  |  |  |
| I derive pleasure and excitement while purchasing after watching internet advertisements                                                          |  |  |  |  |  |

|                                                                    |  |  |  |  |  |
|--------------------------------------------------------------------|--|--|--|--|--|
| I find it easy to understand the features of products and services |  |  |  |  |  |
| I find internet advertisement need fulfilling                      |  |  |  |  |  |

|                                                                                       |  |  |  |  |  |
|---------------------------------------------------------------------------------------|--|--|--|--|--|
| I can easily search the alternative products and services                             |  |  |  |  |  |
| I am comfortable with post purchase services                                          |  |  |  |  |  |
| I am satisfied as time and energy is saved                                            |  |  |  |  |  |
| I feel sometimes internet advertisements are misleading                               |  |  |  |  |  |
| I feel sometimes internet advertisements creates confusion                            |  |  |  |  |  |
| I feel internet advertisements are fraudulent                                         |  |  |  |  |  |
| I feel sometimes internet advertisements are exaggerated                              |  |  |  |  |  |
| I feel sometimes internet advertisements lack adequate information                    |  |  |  |  |  |
| I feel sometimes internet advertisements does not display proper terms and conditions |  |  |  |  |  |
| I feel sometimes internet advertisements exploits emotions and persuasive in nature   |  |  |  |  |  |
| I feel internet advertisements leads to risks of virus attacks on clicking links      |  |  |  |  |  |