

**An investigation into the Generation X sub-culture in
three South African metropolitan areas:
their values and attitudes with regard to
work, family, and marketing**

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Dissertation submitted in compliance with the requirements for the
Masters Degree in Technology in the Department of Marketing
and the Natal Technikon.

*I, Belinda Aiston, declare that the work represented in this dissertation represents my own
work and findings, and no-one else's:_____*

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7/12/2000

Dedications

I would like to thank the following people for the help that they gave me during the two years it took to complete this study:

- Roger Mason for his patience and advice as my supervisor.
- To PJ for listening and for your love and support
- To my family and friends for their support during this stressful time.
- Linda Oosthuizen for editing.
- To God for answering my prayers and allowing me to finish this task.
- To the Marketing department for their endless assistance
- Thank you Mrs Jack

Acknowledgements

The financial and resource assistance of the Natal Technikon towards this research study is acknowledged, and was appreciated at all steps of the research study.

The financial assistance of the National Research Foundation (NRF) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the National Research Foundation.

ABSTRACT

The term Generation X has generated a lot of interest and controversy around the world, particularly in America. Yet many people have been using the term without having a clear understanding of who Generation X is. Although there are numerous articles to be found on the American Generation X, very little research has been done in South Africa on this particular topic. The confusion that surrounds generational theory highlights the need for marketers to conduct more research on this particular area.

The following study was conducted within the South African marketplace, in three major metropolitan areas, using quantitative research methods. The sample for the study consisted of three hundred respondents between the ages of 18 to 34. The respondents were selected using quota and judgement sampling. Respondents had to complete a five page questionnaire, with an interviewer present to aid in completion.

The main objective of the research was to determine whether Generation X exists in South Africa, and if Generation X does exist, to what extent the South African Generation X differs from their American counterparts, in terms of their values and attitudes towards marketing, family and work.

The results of the research revealed that there were some significant differences between the American and South African groups. There were also key differences between the various social classes, race groups and age groups. This means that marketers in South Africa cannot simply apply the entire theory of the American Generation X to the South African youth market. It is important that marketers in different industries conduct more industry specific research studies to determine how these differences will affect the consumer behaviour of the South African Generation X.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND TO GENERATION X

In order to remain in business, marketers have to keep up with their markets and their markets' changing needs. According to Feldwick and Bonnal (1995:1), continued brand success requires continual innovation. Thus, companies are continually driven to identify new marketing segments, and then target them with the relevant marketing mixes. Marketers have, over the last decade, noticed the emergence of a new market to take the place of the aging 'Babyboomers' (born between 1943 and 1960), and have chosen to label this new market 'Generation X' (born between 1961 and 1981). But who are they, and how are they likely to respond to a company's marketing efforts?

The term 'Generation X' was made popular by the 1991 novel entitled "Generation X", written by Douglas Coupland. Many writers agree that in America, the term 'Generation X' represents the group of young people that fall into the 18-34 year old age category (The 13th Generation, 1998; Guhxe, 1994; Ritchie, 1995; Levine, 1994). According to Guhxe (1994:1), Generation X come predominantly from the middle or upper class. John (1991:1) supports this belief.

Generation X as a group has been called a number of names: The Thirteenth Generation (Strauss and Howe, 1997), Slackers (Hornblower, 1997), Twentysomethings (Gleckman, 1997), Babybusters (Nagel, 1998), Xers (Ritchie, 1995), and the MTV Generation (Sunday Finance, 1998). The various nicknames for this group give a good indication of the confusion that surrounds Generation X, and who they really are. Today, many business people are acknowledging that their first impressions of this group were distorted. Jordan (1995:1) claims that the term 'Generation X' is a convenient label used by popular media in an attempt to classify people of his age into an easily definable group. John (1991:1) argues that the time has come to review the stereotyping of Generation X.

Generation X have so far rejected rules and regulations, and as a result refuse to be classified as part of a group, preferring to be seen as individuals rather than a mindless mass. They also tend to be less brand loyal and less accepting of marketing strategies. The reason for this is that they are more educated than previous generations have been, particularly with regard to marketing. According to Fitzpatrick (1997:1), further evidence suggests that Generation X are returning to the same values which were held by their grandparents, and later rejected by their parents. It appears that the reasons for this are rooted in their experiences as 'latch-key children' and their growing up in single parent households.

Schiffman and Kanuk (1997:453) describe Generation X as an age sub-culture: "a distinct cultural group that exists as an identifiable segment within a larger, more complex society". Generation X is segmented firstly by their age, and then according to other psychographic variables. The motive behind this dissertation is to determine what comprises the psychographic variables (attitudes and values) of the South African youth who fit into the Generation X age category.

1.2. RESEARCH PROBLEM

Young people represent the future buyers for expensive items, and are the managers and leaders of tomorrow, yet so many companies are applying the theory of generation segmentation to the South African market. The real problem in South Africa is that there is insufficient evidence available at present to justify applying the American Generation X philosophy to the South African market that is essentially unique. At the foundation of all marketing activities has been the important philosophy of understanding the company's market(s) in as much detail as possible. This could involve determining some of the broad values and attitudes of the South African Generation X. This is important because these values and attitudes are likely to have a strong influence on their outlook on life and their consumption habits.

It is more relevant to look at the multi-faceted experiences of individuals within a group, rather than relying on observations as many companies have done. This is because observations often only scratch the surface of people's buying behaviour and can be misleading. It is the intention of this dissertation to use the term 'Generation X' only as a starting point for careful investigation. It is hoped that by the conclusion of this dissertation, a more meaningful and acceptable method of classifying young people will be devised in order to help marketers segment the market more accurately, rather than relying on demographics alone.

1.3. OBJECTIVES

1.3.1. MAIN OBJECTIVE: To clarify the application of the Generation X sub-culture to the South African youth population.

1.3.2. SUB-OBJECTIVE 1: To compare the values and attitudes towards marketing, family, and work of members of Generation X between the ages of 18-34, in three South African metropolitan areas, with those held by Generation X in America.

1.3.3. SUB-OBJECTIVE 2: To determine whether different races in three South African metropolitan areas, between the ages of 18-34 have different values and attitudes with regards to work, family and marketing.

1.3.4. SUB-OBJECTIVE 3: To investigate the application of the term Generation X to the upper/middle class of South Africans between the ages of 18-34 in three metropolitan areas.

1.3.5. SUB-OBJECTIVE 4: To investigate differences in values and attitudes regarding work, family and marketing between older and younger Generation X members in three metropolitan areas.

1.4. HYPOTHESES

1.4.1. HYPOTHESIS 1: It is hypothesized that the values and attitudes of the South African Generation X in three metropolitan areas, with regards to marketing, family and work, are different from those of the American Generation X.

1.4.2. HYPOTHESIS 2: The values and attitudes, with regards to marketing, family and work, held by people in this age category within three metropolitan areas, will differ according to race.

1.4.3. HYPOTHESIS 3: The values and attitudes, with regards to family, marketing and work, held by people in this age category that belong to the upper social class will differ from those in the middle social class, within three metropolitan areas.

1.4.4. HYPOTHESIS 4: The values and attitudes about marketing, family and work, held by people between the ages of 18-26, within three metropolitan areas, will differ from those held by people in the 27-34 age category.

1.5. RESEARCH METHODOLOGY

The following research methodology was used in order to obtain answers to the above hypotheses:

- questionnaires were designed in order to obtain descriptive data.
- a single cross-sectional design was used.
- the sample size consisted of three hundred respondents – one hundred respondents from each metropolitan area.
- the study was based on categorical variables that were measured on nominal or interval scales.
- non-probability sampling, in the form of quota and judgement sampling, was used in order to obtain the desired sample.
- the data was analysed using frequencies, t-tests, chi-square tests, cross-tabulations and analysis of variance tests.

1.6. DELIMITATIONS AND LIMITATIONS

1.6.1. DELIMITATIONS

The following delimitations are applicable to the study:

- The study was limited to people in the middle and upper class. The reason for this is that Generation X have been classified as being in the middle / upper social class (John, 1991; Guhxe, 1994).

- The study was limited to urban areas, in particular Durban, Cape Town and Gauteng (Johannesburg/ Pretoria). The reason for choosing metropolitan areas is the fact that Generation X applies to the middle / upper class (John, 1991:1). As the rural parts of South Africa tend to be poorer and have less access to technology, they are less likely to exhibit the characteristics of Generation X. Conger (1998B: 4) states that Generation X are the first generation who are computer literate. The majority of rural children have not had access to electricity until recently.
- These delimitations have been applied due to limited financial and human resources, as well as time constraints.

1.6.2. LIMITATIONS

The following limitations apply to the study:

- Because a sample of the population was used, there was a chance of sample error occurring.
- The use of non-probability sampling methods, such as Quota, Convenience, and Judgement sampling, may yield good estimates of the population characteristics, but they do not allow for objective evaluation of sampling results.

1.7. OUTLINE OF THE STUDY

The report on this study is made up of five chapters, in addition to this introductory chapter. These chapters cover the following areas:

1.7.1. CHAPTER 2: LITERATURE REVIEW

The literature review gives an overview of generational theory, and the background to marketing and segmentation philosophies. It then goes on to examine the values and attitudes of the American Generation X members with regards to marketing, work and family. Finally, it concludes with a background to the South African youth market.

1.7.2. CHAPTER 3: RESEARCH METHODOLOGY

The research methodology chapter shows how the research has been collected and gathered. It provides insight into the sampling method(s) used, the questionnaire, and various other techniques used to analyse the results. It also contains a review of the validity and reliability of the research investigation, indicating areas where errors might have occurred.

1.7.3. CHAPTER 4: ANALYSIS AND RESULTS

The purpose of this chapter is to present the statistical analyses of the data obtained through the questionnaires. The data has been processed into meaningful results that the reader is able to interpret and understand. The analysis shows whether Generation X exists in South Africa and if so, amongst which groups. Univariate and bivariate analyses were conducted.

1.7.4. CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the dissertation contains the conclusions that are drawn from the findings in Chapter four. It also contains the various recommendations that should be undertaken if the research were to be conducted again.

1.8. IMPORTANCE OF THE STUDY

"If we do not learn from the past, we are doomed to repeat it"

- Thomas (1998: 1)

A generation is based on common experience. In order to understand how generations come to differ from each other, marketers need to understand how each generation has been shaped by the events in their environment that occur during their lifetime, particularly when they are growing up (Here's the 441 on Generation X, 1996:1).

Given the changes that have occurred in the last ten years in South Africa, the emerging youth market is experiencing a very different life compared to young South African people in the past. It is therefore important for marketers to understand what the values and attitudes of this segment are, as they represent an important market. According to Stipp (1996:1), the key question is whether a group has important common characteristics that are not simply a result of their age.

This is the basic reason that this study was conducted - to determine if marketers are correct in assuming that Generation X exists in South Africa, in terms of both demographic features, for example age, as well as in terms of psychographic variables, or whether South African marketers are taking the easy way out, and 'latching onto' something that is essentially unique to the American market. If this is true, they run the risk of alienating this market in the same way that the American marketing and advertising industry have done. Adam Morgan, in Hornblower (1997:3), believes that Babyboomers in the media and marketing world in America were desperate to explain a generation they did not understand, and so defined Generation X based on their observations. He says that this "may be the biggest mistake in American marketing history."

As a result of companies ignoring Generation X, no-one is really certain how likely they are to respond to marketing strategies, or how they make decisions. South African marketers need to avoid making this same mistake. It is only through greater knowledge and understanding of their target market that marketers can hope to direct their efforts in the most effective way. It is the intention of this study to determine if the South African youth market have the same attitudes and values as the "Xers" in America have.

The South African advertising industry has been quick to grasp the 'Generation X' label used in the American market, and to start applying its logic to their communications. No-one has stopped to consider the social background of young people in America, and how it differs from the South African market. According to an article in Advertising Age ("The Buzz", 1998:10), few people realise that these social conditions could be unique to America. The article goes on to explain that it stretches the imagination to believe that young people of the same age, living in affluent South African suburbs with servants, and whose mothers are at home, have the same values as American youth.

In a world of increased competition, and reduced time spans in which to make decisions, it is essential that marketers understand their markets. The mistakes incurred by the American marketing industry highlights this. This study is important from the perspective of determining the values and attitudes of the emerging South African market before 'jumping onto the bandwagon', and risking alienating an entire market on which the future profits of many companies depend.

LITERATURE REVIEW

2.1. INTRODUCTION

“Human life is a continuous thread which each of us explains to his own pattern, rich and complex in meaning. Edgar Friendenberg”

(Campbell and Kean, 1997:216)

In a world of declining brand loyalty, accelerated change, and increased criticism directed towards marketers, it is becoming imperative that a company makes no mistakes, particularly with regard to their marketing strategies. Understanding customers has never been so important. This is one of the reasons for choosing to study in more detail who Generation X really are. Since the introduction of the term ‘Generation X’, there has been a large amount of controversy as to who comprises Generation X, and what they are like. Many researchers have become more interested in criticising each other, rather than focussing on the one area that will provide greater insight into this market - the area of market research.

However, before focussing on a specific generation, it is necessary to review how generations are defined, and in what way this helps marketers to make sense of their markets. It is also necessary to identify the importance of marketing, and how segmentation can also be used as an aid in defining generations.

2.2. DEFINING GENERATIONS

"Among democratic nations, each generation is a new people -

Alexis de Tocquerville" (Strauss and Howe, 1997:1)

As marketers, it is important to avoid making assumptions based on flimsy evidence or observations alone. This means that marketers need to define their market(s) in as much detail as possible, given the circumstances and the environment within which the company operates. This section deals with the various techniques that marketers use in order to define generations, and then examines the advantages and disadvantages of classifying people into generations.

By classifying groups of people who were born during a certain time, and as a result have experienced many of the same life events, it is often possible for marketers to make certain generalisations about a particular generation. Strauss and Howe, (in Ritchie 1995:16) define a generation as "a cohort group whose length approximates the span of a phase of life, and whose boundaries are fixed by peer personalities".

Strauss and Howe, as quoted in Ritchie (1995:16), set the length of each generation at approximately twenty-two years, with adjustments made for historical circumstances such as wars. Each generation, as a result, shares with its peers a common history, which helps to define the world for them in such a way that they understand who they are. This does not mean that everyone within a generation behaves in the same way. However, even those that behave differently will admit that certain patterns of behaviour are more dominant within their particular generation. A generation therefore exists through common experiences.

Conger (1998a: 2) confirms this when he states that in order to understand differences that exist between generations, marketers must see each generation as connected to the various social and historical events that have shaped that generation's feelings about institutions, authority, family and work. It is thus important that generations be defined in terms of their particular environment and experiences. As a result, generations are labelled in an attempt to capture the spirit of an era. "Man generalises in order to make life easier", says Levitt (1969:55). If it were not possible for man to generalise, then every generation would have to learn, from the beginning, and by themselves, how to survive and progress. This would have prevented man from achieving what he has thus far.

According to Tanker (1998:3), knowledge of generational perspectives is the key to capturing and keeping market share. She believes that generationally determined lifestyles and values exercise more of an influence on consumer behaviour than other commonly accepted demographic variables, like income. Understanding the lifestyles and values of each generation can mean the difference between the success, or failure of a marketing strategy.

However, many authors for example Marconi (1996:1); Nagel (1998: 2); Brinkley (1994:1) warn of the dangers inherent in making generalisations. The phrases 'Babyboomers' (people born between 1943 and 1960), and 'Generation X' (people born between 1961 and 1981) may look good in the headlines, but can result in marketers missing their target, especially if they focus on a market that is too broad, and as a result, risk alienating their customers. There are always exceptions to the rule, and thus, no generalisation fully encompasses an entire consumer segment, especially when marketers use only one variable such as age, to segment their market. In marketing, such generalisations can be expensive mistakes.

Swindall (1997:1) believes that it is not accurate to compare generations, as it is rather like comparing apples and oranges. There is no doubt, he says, that Generation X and Babyboomers are different, because the world that Generation X are growing up in is a different place to the one experienced by the Babyboomers.

Lucas (1998:1) agrees, and then concludes by saying that marketers need to ask how much impact these different attitudes have on each generation's purchase behaviour. Stipp (1996:1) believes that Generation X is a useful concept, but only as a starting point for careful investigation. Marketers need to determine if Generation X have important common characteristics which are not simply a result of their age. Because we live in a world of change and new environments, decisions need to be made quickly and under conditions of great uncertainty. Marketers need to learn from the past in order to succeed in the future, says Levitt (1969:63). However, not all of the guidelines of the past fit the future. Marketers need to determine what knowledge is applicable, and what is not.

Worldwide, marketers are trying to understand this generation that has been labelled "X". Nagel (1998:1) believes that Generation X is the most misunderstood generation that America has seen. The problem, says John (1991:2), is that literature on Generation X has been observational, rather than analytical. For this reason, she says, the literature does not apply to most people. This indicates the need for further research on this topic.

The warnings from the above authors are clear - while generalisations are necessary to make sense of the world, marketers have to use them cautiously. Business people must realise that generalisations are only useful if used as a base on which to build up their knowledge of the market. This shows the importance of the next two sections, which outline what marketing is, and the importance of segmentation.

2.3. MARKETING

Without customers, there can be no business. In today's world of increasing choice and product availability, consumers are expecting more from the companies with which they do business. This makes marketing an even more vital business tool. This section begins by tracing the evolution of marketing, and what makes up the marketing concept. Finally, it concludes by stating the reasons why marketing is such an important philosophy in today's corporate world. It is important to understand how marketing and segmentation have evolved, in order to understand where the theory of Generation X fits into the greater scheme of things. Without a solid understanding of marketing and segmentation, businesses cannot correctly identify who their target market is, and how their consumers make decisions in the marketplace.

Several decades ago, sales driven companies dominated the business arena. These companies focussed on changing the customer's mind to fit the product. This meant that companies first made the product, and then tried to obtain buyers for that product. As technology improved and competition increased, this method became less effective. In the 1990's, successful companies became more market driven - these companies expressed a willingness to change their products in order to fit their customers' wants and needs. This style of business is oriented towards creating, rather than controlling a market (McKenna, 1991:67).

More recently companies have started to develop the concept of relationship marketing, says McKenna (1991:67). Marketing here is concerned with more than just making a sale, it requires a more long term commitment both on the part of the company, and on the part of the customer involved. The responsibility for marketing differs depending on the company and its particular management structure. It is management's responsibility to ensure that every aspect of the business is focussed on delivering value to the customer within the competitive environment in which the firm operates.

A business should be defined by the customer, and the company's ongoing relationship with these customers can form part of the company's valuable asset base. It is marketing's role to be an expert with regard to the company's customers, and then keep the rest of the company informed of these customers, and their wants and needs, says Webster (1992:1).

The implementation of a market driven strategy requires skill in designing, managing and controlling strategic relationships with all relevant parties. Customer focus, segmentation, positioning and target marketing, when used in conjunction with Information Technology (IT), will be what make a company successful in today's competitive world.

A market orientation is important as it directs the organisation's focus firstly on collecting information about the customer's needs, as well as its competitors' capabilities, and then using this information to create superior customer value. This can only be achieved, say Slater and Narver (1995: 63), when market orientation is complemented by an entrepreneurial spirit, and the right organisational climate. A market driven organisation should be able to anticipate any developing needs that are emerging within their particular market. They should then have the skills and resources to respond with the appropriate products and services.

According to Kohli and Jaworski (1990:1), the cornerstone of marketing is the marketing concept. There are three core issues that make up this concept. The first issue is the necessity for a company to have a customer orientation or focus. This means developing a set of beliefs that put the customer's interests first within the company.

The second issue is the need for co-ordinated marketing. Here, marketing is not just the responsibility of a few people within the organisation. Everyone in the organisation should be made to recognise the importance of understanding the company's customers, and should then contribute towards delivering customer value and satisfaction. These two issues should then be directed at achieving the third issue - that of the company achieving a profit or some other performance objective (Kohli and Jaworski, 1990:1).

The 1990's belong to the customer, says McKenna (1991:65), and so marketing will define the way in which a company does business. Technology is transforming the number and type of choices available to consumers, and these choices are transforming the marketplace. This has led to the development of knowledge and experience based marketing. This means that companies can offer more variety to customers, even going so far as to allow each individual to design the programme that will yield the product or service that is exactly right for them.

With so many choices available to their customers, many companies are facing the end of traditional brand loyalty with regard to their company, as well as their brands. The real solution to their problem is not more marketing, but rather better marketing.

This involves finding ways to incorporate customers into the company. It involves not only creating relationships between the company and its customers, but also sustaining them. Marketing is thus the responsibility of the entire company. The whole organisation needs to be flexible and sensitive to their customers' needs.

In conclusion, the days are over where companies can be only sales driven, and still stay in business. Such companies cannot hope to succeed in a world where consumers are becoming more demanding, and where consumers have so many choices as to where to spend their limited resources. Marketers have to turn to their customers to find out what it is they want, and then develop strategies based on these findings. Marketing is no longer a matter of choice for companies, it is a necessity if they are to survive well into this century. Marketing research is one of the essential tools that companies have at their disposal to enable them to keep in touch with their changing markets.

2.4. SEGMENTATION

In a world where barriers are being broken down by technological advances, such as the Internet, and other communication tools, and where companies are facing competition on an international scale, businesses can no longer afford to ignore the demands of their customers. In order for a company to understand their target markets more effectively, it is important that they determine who their customers are, and what specific needs they have.

In most markets, research has found that there are customers whose needs are not being met by products that have mass market appeal. One of the tools that enable marketers to develop a better sense of their markets, is through the segmentation process. Market segmentation also helps to identify the differences and similarities that exist between customers.

Segmentation, according to Barnet (1969:152), refers to the idea that the consumer market is made up of sub-groups, each with their own wants and needs. Typically, members of each sub-group are identified by one or more characteristics, such as demographic or socio-cultural variables. Market segmentation is truly shown when a product appeals strongly to some people within a market, and not to others.

Barnet (1969:153) then goes on to examine the idea of product segmentation. Where market segmentation concentrates on differences among people who make up markets, product segmentation concentrates on differences among products that comprise markets. In other words, products that compete with each other. Product segmentation requires three things, says Barnet (1969). Firstly, learning how customers differentiate products and brands that they see as making up a market.

Secondly, building descriptions of possible new products from varying combinations of new and old characteristics, and then evaluating consumer preferences from these descriptions over current brands. Thirdly, selecting new product descriptions that have the desired level of preference. The one limitation of this method is that it does not look at understanding the consumer.

Every successful company is built on superior strengths, and sustainable competitive advantages. None is more important than the ability to sense changes in the market. Failure to listen to customers, and then focus on their needs, results in decreasing service levels, limited product lines, and uniform product designs. "Customers provide the information, managers provide the insight," says Gouillard and Sturdivant (1994:11). Reynolds (1965:107) quotes Smith as saying that market segmentation is identified as: "merchandising to a heterogeneous market by emphasising the precision with which a firm's products can satisfy the requirements of one or more distinguishable market segment(s)".

The key to market segmentation is that of matching two key issues - customers' preferences and product characteristics. One problem with this is that in reality customers do not necessarily fit neatly into preference slots. A consumer, rather than being brand loyal, is more likely to select from a range of acceptable brands, according to Reynolds (1965:110).

Schwartz, quoted in Reynolds (1965:107), made the observation that from a single unit, the mass market has split into a series of markets, each with homogeneous wants and needs. Once these segments have been identified, marketers can then improve their marketing efforts by more closely appealing to the needs of each sub-group by designing products aimed at specific segments within their particular markets. This will then enable the company to achieve greater profits than would otherwise have been possible.

Marketers must define their markets in as much detail as possible. Barnet (1969:153) claims that the most popular methods such as demographic and socio-cultural variables are often not good predictors of brand preference, but are useful in predicting sales potential. Thus, marketers should not use demographic variables alone, as they only help to locate a market, but should also try to determine consumer lifestyles and habits as well.

In order for segmentation to be a useful tool for marketers, it should have a proven relationship with a market's consumer behaviour. Marketers need to keep in mind that unless they understand their customers, and are able to predict how these consumers are likely to react to a company's marketing strategy, they are unlikely to be successful. This is the reason for the study of Generation X in South Africa - to help gain insight into their values and attitudes towards their family, work and marketing.

2.5. GENERATIONS IN AMERICA

In order to understand the context in which Generation X fits, as well as for background purposes, it is important to review Generational Theory which deals with other generations that have existed and still exist in America. There are thirteen American generations that have been recognised by Strauss and Howe (1997:1). These two authors are at the forefront of research with regards to generational theory. There is also one other generation that has been commented on in this section – “the fourteenth generation.” The different generations have been classified according to key historical events during the course of American history. Often the distinction is not so neat in real life but it does provide a guideline for marketing strategies.

Schiffman and Kanuk (1997) describe the generations about to be discussed as age sub-cultures. A sub-culture is defined by Schiffman and Kanuk (1997:453) as: “a distinct cultural group that exists as an identifiable segment within a larger, more complex society.” These sub-cultures must be big enough to warrant an understanding of each generation's members, as well as how this membership influences their consumption decisions. Although there are fourteen generations in America, it was felt that the generations beginning from the start of the twentieth century to the present time, are the most relevant in terms of this dissertation.

2.5.1. THE G.I. GENERATION (1901 - 1924)

The date 1900 is the obvious starting date for this generation, as it was the turn of the century and the start of a new era. The end date of 1924 was set because it falls in the height of the "roaring twenties", a time of economic boom in America (Codrington, 1997:2). The GI Generation were the first generation in the 20th century. This generation launched America into an expansive era of global power and influence. They grew up in a time where the sharpest rise in schooling was recorded in American history.

These were the first girl guides and boy scouts. According to Strauss and Howe (1997:4), no generation has matched the GI's in terms of gaining and keeping political power. However, over time, their hold on political power has been weakened due to disasters like Vietnam and the Watergate affair. The effect of war can still be seen in their attitudes and actions. This applies both to the GI's and the next generation known as the Silent Generation. The difference between these two generations is that the GI Generation were considered to be heroes, whereas the Silent Generation grew up in their shadow. According to Missouliau (1999:3), the GI Generation respected self-sacrifice, rather than self-indulgence.

2.5.2. THE SILENT GENERATION (1925 - 1942)

This generation missed much of the economic boom as a result of living through a Depression and a devastating world war. The cut - off date also coincided with the lowest birthrate per decade in this century, according to Codrington (1997:2). The Silent Generation were caught in the middle between the GI Generation - who believed firstly in loyalty to their country and government, and the Babyboomers - who were protesting against the government and their actions. As a result, they became mediators in this conflict, and were nicknamed the 'Silent Generation' (Strauss and Howe, 1997:5).

This generation is largely made up of people who lived through the Great Depression. As a result of these hardships, they were taught to value employment, as well as to obey their employers without question. This was further entrenched in them due to the fact that most of their parents had military backgrounds due to the World Wars. At a young age, they were taught not to talk back or question their 'betters', says Conger (1998a: 2). The Silent Generation, according to Missouliau (1999:2), were the youngest marrying generation in history. They also experienced the biggest increase in income of any generation. Later on in life they have been influenced more by the Boomers, in that they came to view work as a way to achieve self-fulfilment.

2.5.3. THE MATURES (1901 - 1942)

The Matures, according to Missoulain (1999: 1), are made up of a combination of the GI Generation, and the Silent Generation. The reason for grouping the two generations together is that the Silent Generation followed the GI Generation in many ways. The Matures are the ones who defined the traditional family lifestyle. They had rigid gender roles that most members of these two generations conformed to. As these generations were coming out of a depression, they often took whatever employment was available. Living through this depression, as well as two World Wars, meant that they learnt to value hard work and conformity.

This combining of generations illustrates the important reality that each generation is not only influenced by previous generations, but that they are also influenced by generations that follow. According to Strauss and Howe (1997:2), "History creates generations, and generations create history." Each time a younger generation replaces an older generation, the life cycle as a whole changes into something different. A generation gap existed between the GI Generation and the Boomers. As a result of this gap, the Silents were caught in the middle. This is the reason for them resorting to peaceful resolution rather than war.

2.5.4. THE BABYBOOMER GENERATION (1943 - 1960)

The reason for the name 'Babyboomers', is that this generation were part of the large growth in the population comprising of children who were born after World War II. Boomers were raised on scandals such as Watergate, and disasters such as Vietnam. As a result, say Strauss and Howe (1997:1), they were exposed to the vulnerability of a powerful nation. Boomers benefited from a comfortable middle class provided by their parents in which they were free to experiment.

In 1969, Levitt (53) wrote that marriages and babies were being postponed which resulted in a lengthening in the period between marriage and parenthood. It also meant greater access to a broader job market for the Boomers. This is because a childless couple can move more easily, and are available for more distant job opportunities, than a couple with children.

This movement away from a solid family structure base also lead to a weakening of the family structure. Young couples, said Levitt (1969:53), were encouraged to maintain their career mobility for as long as possible. The result was a lifestyle completely different to that of young couples in the period after World War II. Missoulain (1999:4) agreed many years later, by saying that Boomers chose to delay marriage and children in order to further their careers. They view work as the logical way to achieve self-fulfilment.

There was also a big growth in college attendance amongst Boomers. There were three reasons for this. Firstly, due to the number of people competing for jobs, those who obtained higher qualifications were given preference. As result, there was a shift in views about what defined career success away from an individual's ability, to an individual's formal knowledge or education. Finally, society became more willing to allow itself to become taxed beyond previous levels in order to provide themselves with higher levels of education at a lower cost. This meant that the Boomers were the most educated, and sophisticated generation ever in America, said Levitt (1969:54).

The Matures, having lived through tough times, sought the stability of a home of their own in a familiar place. Their children, the Boomers, sought the opposite. They wanted freedom, and broke away from tradition. As a result of their living during a more prosperous time, Boomers were filled with idealism, and protesting became their way of correcting injustices. Now, says Tanker (1998:1), Boomers are more focussed on family than previous generations have been. At the same time, they often resent the time and effort that children require. According to Saurage - Altenloh (2000:2), Boomers are known for changing every institution they encounter, from education in their youth, to the workplace in their later years.

Marketers have made use of this desire to break away from tradition when marketing to Boomers. Those companies targeting Boomers, says Tanker (1998:1), often have to tread a fine line between giving them enough information to make decisions, and providing them with too much information to add to their stressed and information overloaded lives. Boomers are most likely to seek advice from someone who already owns the product, so slice-of-life advertising is likely to be effective for this generation. Also, according to Saurage - Altenloh (2000:2), sales of creams, cosmetics and surgery are escalating as Boomers try to combat the signs of aging.

2.5.5. THE AMERICAN GENERATION X (1961 - 1981)

According to Codrington (1997:10), the reason for 1961 being the beginning of Generation X is that it was during this time that birth control pills were first introduced, and thus the baby boom ended. Generation X has been segmented firstly by age, as have the other generations, and then according to their psychographic or lifestyle variables. This is because their distinct lifestyles qualify them for consideration as a sub-cultural group.

As Boomers enter middle age, marketers are being forced to acknowledge Generation X, especially as their spending power increases. Generation X is the first generation to find flaws in the American Dream : where each generation does better than those past. According to Littlefield (2000:2), the American Dream still exists, but a larger price is being paid for it. Generation X want change that is simpler, and as a result will not be found protesting in the streets like the Boomers did. They are likely to proceed cautiously.

Fried (1997:3) believes that Generation X is too much in the midst of things at the moment, to be able to define themselves properly. Marketers must, however, never make the mistake of thinking that Generation X is the same as the Boomers, even when they look the same. The companies who have made that mistake are realising that outward appearances can be very deceptive.

2.5.5.1. GENERATION NEXT

Rhode (1997:30) breaks down the tail end of Generation X, stating that the reason for this is that there are subtle differences between older and younger Xers. He describes this group as Generation Next. Because these differences are so subtle, Rhode warns, they can be easily overlooked by marketers.

Generation Next represent a huge potential market for companies that can attract and keep their attention. The problem is that they do not trust traditional advertising and marketing tools the way that the Boomers do. As a result, they are challenging marketers to find new ways of reaching them. Generation Next do not like being told what is acceptable, and what is not. As a result of information overload, they are beginning to distance themselves from marketing messages. According to Rhode (1997:33), marketers need to forget about using traditional communication methods, and go beyond the conventional boundaries of marketing.

2.5.6. THE BOOMER - XER GAP

According to an article entitled "Faq on X" (1998:3), misunderstandings between generations are typically referred to as a gap, which is often heightened by technological changes, age differences and a desire to rebel. Many of the trends started by the Boomers have become more pronounced with Generation X. A new generation gap is emerging between Boomers and Generation X. This is illustrated in the following statements: Oscar Wilde, as quoted in Ritchie (1995:vii), summed up young people's inability to express and define themselves when he said that "youth is wasted on the young". His attitude is reflected in the attitude that the Boomers hold toward Generation X.

DJ Hard Harry, in the movie "Pump up the Volume", says it differently: Young people "....have teachers, parents, television and movies telling (them) what to do - the terrible secret is that being young is sometimes less fun than being dead" (Campbell and Kean, 1997:236). Today's young people are increasingly finding themselves having to improvise in order to survive, and as a result are turning to actions rather than empty words and promises to solve their problems.

According to Strauss and Howe (1997:9), Generation X has become a symbol of America's loss of direction and decline in the eyes of the Boomers. The usual response from Generation X to this attitude, has been to keep their heads down and their thoughts to themselves. Strauss and Howe (1997) believe that the emerging conflict between Boomers and Generation X defined the 90's decade.

Marketers need to keep in mind, says Stepp (1996:5), the fact that for young people, "Culture is religion, ideology and politics mixed into one". As a result, they take it very seriously. He agrees with Strauss and Howe when he says that a generation gap separates the old and young into different worlds where they appear to be speaking conflicting languages. Ritchie (1995:11) also raises the issue, when she states that there is a growing inability between the two groups to communicate. As a result, no-one is yet certain where the Boomer - Xer gap is heading. Ritchie (1995) warns though that marketers should not under-estimate this gap.

2.5.7. THE MILLENNIAL GENERATION (1982 - 2002)

Light (1998:13) says that just when marketers were beginning to develop clearer insights as to who makes up Generation X, a new survey reveals the next generation whom he calls 'Generation 2001'. This consists of young people who will be the first college graduates of the new millennium. The results of this survey, according to Light (1998), show a generation that is cautious and aware of the challenges facing them in the new century. They also appear optimistic about the future.

According to Saurage - Altenloh (2000:3), 27% of this generation have only one parent, and 23% live in poverty. They reject any attempt to sell a product to one gender only, and to them shopping is a fun experience. According to Missoulain (1999: 2), they are a far more diverse group ethnically, economically, and socially than the Boomers. Education is seen by them to be very important, and many of the Millennials spend the better part of their day in an educational environment.

In response to the survey, Light (1998:14) reports that Millennials ranked money and prestige as being fifth and sixth on their list of career priorities. Highest on the list are: having committed co-workers, work that helps others, work that requires creativity, and having responsibilities.

These are different from the responses made by the Boomers in 1964, as reported in Schein (1964:68). The Boomers' top ranking career priorities were: advancement opportunities, prestige, having responsibilities, opportunities for using education, challenge and finally, opportunities for creativity. Less important were: a secure future, freedom from supervision, and the opportunity to help others.

Millennials, according to Light (1998:14), are attracted to companies with cultures that stress teamwork and shared responsibility. This is because the individual approach has been replaced by team learning. They are also aware of the problem facing many people trying to balance work with family. Most Millennials believe that a two-income household will be necessary in order for them to reach their financial goals. At the same time, however, they are also hoping to get at least three weeks leave a year. The one potential danger that exists with the Millennials, says Missoulain (1999:1), is that because they were protected as children, there is a chance, that while they are more willing than Generation X to obey those in authority, they might at the same time be less likely to think for themselves.

Thomas (1998:1) believes that the future lies with Generation 2001. Sooner or later, he says, they are going to have to deal with important issues such as teenage crime and drug abuse. He states that similarities exist between the Millennials and Generation X, in that they are both cynical and sophisticated, especially with regards to marketing and communication. They are also both community aware. The one difference is that they appear to be less concerned about the future than Generation X.

Market analysts, according to Stapinski (1999:1), are predicting a values shift with this generation. This includes a return to tradition. Nickles, as quoted in Stapinski (1999:2), predicts a growth in teen marriages and bigger families. In Nickles' latest survey, 82% felt that motherhood was the most important job in the world. It will still be a while before marketers can be sure as to what motivates this group as a whole, but in the mean time, watching this generation develop will be interesting as the world moves into the new millennium.

2.5.8. SUMMARY OF AMERICAN GENERATIONS

Marketers need to understand and analyse generations, past, present and future, from the perspective of members of the generation being analysed. It is important to understand the environment in which each generation's members came of age, and more specifically, how this is going to have an impact on that generation's consumer behaviour. Without this insight, marketers will not be able to develop relevant marketing and communication strategies. In today's business arena, marketers that have added knowledge will be the ones who will remain business leaders well into the twenty-first century.

2.6. GENERATION X

2.6.1. LABELS AND AGE DEFINITIONS

There is a large amount of literature surrounding the thirteenth generation of America. The first area that is covered by most of the literature, is the multitude of labels given to this group of young people that has recently captured marketers' attention. There are also many arguments as to which of these labels is the most correct. This section reviews these differences in opinion, and then ends with a conclusion as to which of these terms will be used for the remainder of the study.

According to Campbell and Kean (1997:217), the concept of youth is difficult to define as it covers many social differences, and is perceived in such a variety of ways, depending on the individual view. Youth, they believe, is a "splendid crossroad where the past meets the future in a jumble of personal anxieties and an urgent need for social self-definition." The label 'Generation X' originated in America, and has since spread to other countries, one of those being South Africa. The term was introduced after a 1991 novel entitled "Generation X" written by Douglas Coupland. Many American writers agree that the term represents the group of people in America, who were born between 1961 and 1981 (The 13th Generation, 1998; Guxxe, 1994; Levine, 1994).

In Willard (1997:2), Coupland explains the book:

"The book's title came not from Billy Idol's band, as many have thought, but rather from a sociological book on American class structure entitled "Class" by Paul Fussell. In the final chapter, Fussell named an "X" category of people who wanted to hop off the merry-go-round of status, money, and social climbing that so often frames modern existence."

He believes that a "demographic pornography" is what most people resented about the 'X' explosion.

Missouliau (1999:2) agrees by saying that while the term was made popular by Coupland's book, the term was around before Generation X existed. He claims that Billy Idol named his band after Fussell's book. Then in 1992, after the film "Malcolm X" was released, the "X" name stuck.

Guhxe (1994:1) claims that the term 'Generation X' originated as a media creation in order to identify Americans born between 1963 and 1978. Nagel (1998:1) states that, when six so-called experts on Generation X were asked to define who Generation X are, definitions ranged from their being born between 1961 and 1981, and being born between 1965 and 1976. How this generation is defined, with regards to date of birth, has important implications in terms of their size.

When defined as being born between 1965 and 1976, they appear to be smaller than the Boomers. As a result, many authors predicted that there would be little competition for jobs, and that the number of people going to college would start to decrease. However, when defined as being born between 1961 and 1981, Generation X would then be the largest generation ever in America, and so the opposite would be true (Ortner, 1998:2; Ritchie, 1995:16).

Generation X have also been called a number of different names such as Babybusters (Nagel, 1998:1); the 13th Generation (Strauss and Howe, 1997:1); Xers (Ritchie, 1995:21); the MTV Generation (Sunday Finance, 1998:9); and Slackers (Anderson, 1996:1). The first definition, Babybusters, was taken from the boom / bust opposition in economics. They were considered to be the 'Babybusters' that followed the 'Babyboomers' (Ortner, 1998:2). The numerous nicknames for this generation are a good indication of the confusion that surrounds Generation X, and who they are. Today, business people are acknowledging that their first views on Generation X were wrong.

A number of authors, for example Cipriano (1997:1); Hoffman (1996:1); and Lantz (1998:2), believe that the term 'Generation X' conveys the impression of a generation that is lost and undefined. They believe that members of this generation have been branded by a meaningless letter of the alphabet. They claim that it took little imagination on the part of the Boomers, and implies a bunch of mindless people that have no personality. To label them in this way is insulting, they believe, and does not accurately reflect who they are, and what they believe.

Other authors (Jordan, 1995:4; Brinkley, 1994:1) believe that 'Generation X' is a convenient term, used by the media to classify its members into an easily definable group, in order to convince themselves that they really understand what Generation X is about. These authors believe that the media has created, and sustained many of the 'slacker' myths. However, businesses around the world are now realising that many of these myths are grossly inaccurate.

The popular view about labels and generalisations is that they cause stereotyping that obscures the distinctions that make people individuals. Brinkley (1994:1) and Willard (1997:1) believe that when looking at a label, it is important to ask who is doing the labelling. This can be seen by the way that the classification of Generation X changes depending on which group is in charge of Generation X's image.

Thompson (1997:1) believes that Boomers think that Generation X can only be explained as some inferior version of their own past and their accomplishments, resulting in a distorted view of who Generation X are. This is a fatal mistake for marketers to make. Ortner (1998:12) states that every Xer she has spoken to, has hated the 'slacker' label, as they felt that the problems they were facing were not of their own making. Adkins (1995:1) says it all in the title of his article "Don't call me Generation X, call me a child of the eighties". In summary, while there may be disagreements over how to label this generation, one thing is certain, their importance as a market is continuing to grow, and they can no longer be ignored or cast aside.

Although no clear term has been agreed upon to describe this group, the most popular terms are 'Generation X' or 'Xers'. So for the purposes of this dissertation, these two terms will be used in order to avoid confusion. Also, because a number of authors (Ritchie, 1995; Brinkley, 1994; The 13th Generation, 1998; Guhxe, 1994; Levine, 1994; Strauss and Howe, 1997) agree that the American Generation X falls into the group of people born between 1961 and 1981, this age definition in terms of the American Generation X definition has been chosen.

2.6.2. GENERATION X: FACT OR FICTION?

This section reviews how the literature on who Generation X are, has changed. It also reviews the mistakes and generalisations that American authors have made with regard to this generation. It looks at the question of whether Generation X is truly different from the Boomers, and if so, in what way are they different?

Ritchie (1995:16) states that during 1993 and 1994, most articles written about Generation X stressed their limited prospects. In late 1994, the content of articles changed, and some even went as far as to claim that Generation X no longer existed. She believes that the reason that Generation X has been overlooked, is that the Boomers are used to being the centre of attention, and so are not ready to be replaced by a generation that so clearly rejects many of their core values and attitudes. Ritchie (1995) believes that when marketers tell a market "I know better than you what you want and need" - this is their first step towards extinction.

Because customer satisfaction is at the heart of all marketing activities, it is important for marketers to understand their customers, and any changes that are taking place in the market. These changes could have a potentially big impact on the success of a company's marketing strategy.

Many marketers are discovering this when trying to market to Generation X, and are acknowledging that their first impressions were off the mark. However, these acknowledgements may be coming too late, particularly as they were so quick to call this generation a group of slackers. As Hornblower (1997:2) says, it may already be "the biggest mistake in American marketing history". Morin (1997:1) views things differently when claiming that marketers need to forget the 'hype', because Generation X are not really that different from the Boomers. He agrees with Ritchie (1995), by saying that Generation X does not exist in the way that media has described them.

According to a survey conducted by Ladd, and quoted in Morin (1997:1), young people are no less or more optimistic than other generations have been. There are differences between Boomers and Xers, he goes on to say, but these differences have nothing to do with a sense of displacement. Overall, he believes, they are very much like everyone else, except that they are younger. He concludes with a warning to all marketers: "beware of generation myths".

Guhxe (1994:1) believes that Generation X is a generation that could develop in the future as a result of all the media propaganda. He believes that if young people are told how to behave, then they will start to behave that way, and therefore Generation X will be manufactured. He says that it is twice as likely for Generation X to be created, if parents believe what is being said about their children, and then allow their children to act that way.

This argument, however, ignores the confusion surrounding Generation X, and also ignores the fact that there are no agreements on who Generation X really are. Zill and Robinson (1997:1) state that generalisations about any generation are bound to be incorrect, as too is the view that there is nothing different about Generation X. Their economic situation and future outlooks are different, as are their education patterns.

Zill and Robinson (1997) believe that marketers must also realise that although Generation X have the greatest number of members attending college, this does not necessarily mean that they are the most educated generation, as not all of them achieve their goals. Generation X is said to have different values and attitudes from those of previous generations, although there are similarities between Xers and their grandparents, says Willard (1997:1). Both have had to deal with economic decline, both have had to work harder in order to get anywhere, and both were left with the idea that the future is out of their control. These commonalities have lead to a similar outlook with regard to life.

2.6.3. BACKGROUND TO GENERATION X

This section examines the world that Generation X has experienced in terms of technology, and other general social aspects such as the increase in crime. These environmental issues are important elements in developing an understanding of Generation X, as they form the basis of who Generation X is, and have also helped develop Generation X's values and attitudes.

Thompson (1997:2) states that because Generation X has grown up with global media like the Internet, they have developed the ability to communicate instantly with anyone around the world. This has led to the development of a generation with a decentralised identity, and an understanding of society that differs from any other generation in history. There is a strong sense of individuality amongst Generation X, and very little consistency.

According to Nelson and Cowan (1997:1), a teenager in 1990 was less likely to die in an accident, but twice as likely to die from homicide or suicide. Since 1961, violent crime in America increased by 560%, suicide tripled, and the number of unmarried mothers increased by 400%. Virtually every single person of this generation will consider suicide as an option. Poverty amongst young people has in recent years increased by 30%.

AIDS has been found to be the top killer of young people in 64 cities and 5 states in America. Every day, over 2500 American children witness the divorce or separation of their parents. It is expected that 25% of full-time employees will not rise above the poverty line. Strauss and Howe (1997:6) say that Generation X blame Boomers for much that has gone wrong in their world. Most of Generation X has suffered due to drugs, guns and other types of crime. To Generation X, sex means AIDS, and drugs mean addiction. Connelly (1997:1) says that the Boomers got "The Beatles, Woodstock, and Free Love", and Generation X got "Disco, Crack, and AIDS".

Other issues that Generation X have to deal with are urban and environmental deterioration, downsizing and homelessness (Hornblower, 1997:3). As a result of this, they view worrying about the future as a major source of stress, especially as they are often forced to deal with issues never before dreamed of, such as cloning and virtual reality. These complex issues are becoming more complex. The problem, says Littlefield (2000:3), is that society now is a lot different from the society of our parents, and grandparents, and Xers don't fit into their society.

It is within this context, that marketers need to study Generation X, and not from the marketer's own perspectives. Using the marketer's perspective could lead to a market being incorrectly identified, and thus would make the marketing strategies developed as a result of this mistake, fail. The experiences of Generation X lay the foundation for the development of their values, attitudes and opinions. That is why research is a vital part of all marketing activities.

2.6.4. RACIAL COMPOSITION OF GENERATION X

This section examines the racial make-up of Generation X. According to Levine (1994:1) Generation X are the most ethnically diverse group of young people in America's history. Generation X have grown up with a realistic idea of how diverse groups can live together, and are the first generation in American history to have no legal segregation.

They do not have the same cultural unity that the Vietnam War gave to the Boomers, or that the World Wars gave the G.I.'s and the Silent Generation. Ford (1998b: 2) quotes the United States Census Bureau figures that show that the number of non-Hispanic whites is less than 75% of the population, and Xers include more African-Americans and Asians than previous generations. John (1991:2) on the other hand believes that Generation X is white.

Ortner (1998:5) raises the point that the issue of race is rarely, if ever, discussed concerning Generation X, except to mention the idea of diversity. He states that for a long time, no-one has spoken about black people or other race groups in relation to Generation X. He claims that despite the indications of diversity, Generation X is almost entirely white. However, he says, the reason for this is not that black people are excluded, but rather that this hides more significant social class divisions. He goes on to state that in his research, he has found that young African Americans in their twenties who lived in Generation X locations, were virtually identical to young white people in the same situation.

Although much has been written about the diversity of Generation X, it is clear that many of these statements are not supported by any research findings. Once again, it appears that marketers are only scanning the surface, and not delving deep enough into the issue. Marketing strategies need to be based on facts, not suppositions.

2.6.5. SOCIAL CLASS COMPOSITION OF GENERATION X

It is important for marketers to understand what social class the target market of the company falls into, and how much money the target market has, as these are likely to influence the type of product the target market will purchase, as well as how much they will purchase. This section begins by defining what social class is, and how it can be measured. It then looks at what social class Generation X belongs to.

Schiffman and Kanuk (1997:376) define social class as "the division of members of a society into a hierarchy of distinct status classes, so that members of one class have relatively the same status, and members of other classes have either more or less status". The most common measures used to define social class are income, education, and occupation. Occupation is a widely accepted measure because it implies occupational status, as well as a person's education and income levels.

Marketers frequently think in terms of occupation when defining a target market for their products. Generally speaking, the more education a person has, the more likely that person is to be well paid, and have a respected position. Income, although not good to consider alone, can provide an accurate picture of a person's social class, when used in conjunction with other variables. Income is also a critical variable when used in determining the spending patterns of certain groups (Schiffman and Kanuk, 1997:376).

Guhxe (1994:1) believes that Generation X belongs predominantly to the middle or upper class. John (1991:2) supports this. The common consensus, however, is that it will be harder for Generation X to get ahead than it was for their parents. Strauss and Howe (1997:6) claim that Generation X seems to get poorer the longer they are away from home. Strauss and Howe (1997) state that twenty years ago, the typical twenty year male made 6% more than the typical 60 year old male. Today, in America, he makes 14% less. Over the past twenty years, the poverty rate among under 30's families has more than doubled. The middle class has been the hardest hit, and as a result, both spouses have to work.

Generation X, according to Ritchie (1995:22), will have to live with a greater economic gap - a greater difference between the haves and the have-nots - than previous generations have had to. Ritchie believes that Generation X will be the first generation that will not be better off than their parents. Fried (1997:2) agrees, saying that Generation X will earn proportionately less than their parents did at the same age. According to Cheslog (1996: 3), Generation X has a good reason to worry about their economic future. Many Americans have become convinced that a youth employment crisis is developing. Marketers need to take this into account, as it affects Generation X's values and attitudes towards the future.

Prowse (1992:34) claims that America, a country once known for its idealism and positive outlook, now seems to be obsessed with decline. He lists the complaints being made as follows: real wages are declining, productivity is down, and the nation's infrastructure is collapsing. This has lead to what he calls "declinism: the idea that something is fundamentally wrong with the United States economy until it is fixed". This, he says, may be a response to rapid economic and social change, as many people find change disturbing, and thus, perceive change to be negative.

Paulin and Riordon (1998:9), as well as Ortner (1998:3), refute this with the findings of extensive research, where it was found that when comparing Generation X with the Boomers, Generation X do in fact appear to be getting less. Paulin and Riordan (1998) go on to comment that while many people have accused Generation X of complaining too much, when measuring their economic well-being using a wide number of different measures such as income before and after taxes, Generation X is in fact less affluent than previous generations. According to Professor Thurow, Dean of MIT Business School, quoted in Littlefield (2000:6), unless something radically changes in the American economic structure, nearly a third of the entire existing population of young adults will never earn more than a poverty level wage.

2.7. VALUES AND ATTITUDES

This section begins by defining what values and attitudes mean from a marketing perspective. It then goes on to cover the values and attitudes of Generation X with regard to three different issues: family, work and marketing. The section then concludes by looking at a possible solution to the diversity of Generation X, by segmenting them into four distinct groups.

Attitudes are defined as " a learned predisposition to respond in a consistently favourable or unfavourable manner with regard to a given object, idea or behaviour" (Du Plessis and Rousseau, 1999:217; Schiffman and Kanuk, 1997:235). A person is not born with attitudes. Attitudes are formed when a person is learning, and because they are negative or positive, they influence consumer behaviour. This highlights the importance of understanding a company's target market's attitudes. Although attitudes tend to be consistent, it is possible for them to change over time, which is something that marketers need to be aware of.

Values are transmitted mainly through a person's culture, or sub-culture, as each culture has what may be termed as core values, which are dominant cultural values that most people accept without question. In other words, values serve to guide culturally appropriate behaviour. The one difference about values, with respect to attitudes, is that they are not tied to specific objects or situations (Schiffman and Kanuk, 1997:406).

2.7.1. VALUES AND ATTITUDES THAT GENERATION X HOLD TOWARDS FAMILY

Generation X has grown up with a family structure that is quite different from that of previous generations where marriage was seen as a lifetime commitment. In the traditional family at the start of the last century, mothers tended to stay at home to build a home, while fathers were considered to be the breadwinners. As a result of this change in the family structure, Generation X has developed, and is still developing, a different set of values and attitudes towards family than previous generations, and what they consider to be important.

According to John (1991:1), Generation X has been reared in a time of birth control, legalised abortion, and the search for adult self-actualisation, rather than parenting. They have also grown up with the threat of AIDS. In a 'General Social Survey', quoted in Stapiniski (1999:3), it was found that young peoples' attitudes towards sex has become more conservative over the past two decades.

2.7.1.1. MARRIAGE AND DIVORCE

Although it is often difficult to generalise, there have been some common denominators that have been found within Generation X. The first of these is divorce: it has been found that approximately 40% of Generation X have grown up in a single parent household (Who God Has Called Us To Reach, 1998:1; Zill and Robinson, 1997:4; Hornblower, 1997:3). Also according to Missoulia (1999:1), during the Xer birth years, the divorce rate, as well as the number of children born outside of marriage, doubled. Generation X is staying at home longer because they are delaying marriage, and because of the high cost of living.

Strauss and Howe (1997:8) say that American culture has gone from a "family of my three sons, to my two dads". The reason for this, they say, is that America's divorce rate doubled between 1965 and 1975, and for the first time, adults ranked cars ahead of children as a necessary requirement for a good life. The result of this family break-up is an inability to trust, and a feeling of being disconnected amongst Generation X (Who God Has Called Us To Reach, 1998:1). According to Ritchie (1995:41), it was not necessary for Generation X to personally experience divorce in the family for the concept of divorce to have a profound effect on the entire group, as divorces occurred among their friends and relatives.

The desire of Generation X to balance work and family can be found in their childhood experiences, and the organisations that their parents worked for. This desire to balance career and home life will make them the most conflicted generation ever, says Conger (1998a: 3). Although Generation X benefited from the extra income provided by dual income families, they were deprived of their parents' company as a result. Boomers have been blamed, as a result of this, for sacrificing their children for their own career advancement. Generation X is less conscious about status than their parents are, and do not want to live the way that their parents lived.

As a result of their upbringing, Generation X is intent on developing good personal relationships with others, and put a premium on the ideal family life that they were denied as children. The growth in divorce has meant that many Generation X members want to be more stable and mature than their parents were when they married, and are returning to the traditional family values that were held by their grandparents. Generation X has suffered psychologically in this regard. This has meant that some of them view any kind of commitment with fear, and others view marriage as a lifetime commitment not to be rushed into, and regretted later. Both partners in the marriage will also be expected to work and share the household chores (Generation X is a full blown production story, 1999:1; Ritchie, 1995:153).

Hornblower (1997:6) and Missoulain (1999:1) claim that Generation X^{is} the oldest marrying and youngest sexually active generation that has ever been recorded in America. Since the 1970's, the average marrying age has crept up from 23 to 27 for men, and from 21 to 25 for women. Hornblower (1997) says that 30% of men and women still live with their parents as a result of their delaying marriage. Strauss and Howe (1997:8), as well as Ritchie (1995:151), agree. This is the first generation, in American history, where the majority of young adults between eighteen and thirty are not married, and never have been. Because of their economic conditions, socializing is very difficult for Generation X, says Littlefield (2000:3), as they cannot afford to go out to dinner or take trips. Instead of dating, young people tend to gather in groups.

Generation X, rather than break their ties with their parents, tend to rebound after a short time of living on their own. As a result of their experiences with divorce, Generation X is helping to create a new extended American family that includes a large network of close friends, step-families, and a host of other diverse relations. The reason for including friends into this extended family is that friends often take the place of absentee family, and so Xers are very protective of their groups. The increase in gangs amongst the most neglected groups of children is an extreme version of this. Also, Generation X is the first generation to feel a significant absence of community in their lives, and so their community tends to be defined as a small group of friends (Getting to know Generation X, 1998:1; Conger, 1998a: 7).

Littlefield (2000:11) goes on to state that the very nature and concept of community is changing radically. The communities of the future involve a new idea of community diffusion. Incorporated in most young people's worlds are new emerging virtual communities that are connected by floating associations or common interests. Workplaces that are able to create a true sense of community are becoming Generation X's preferred work environments. Ritchie (1995:152) believes that because Generation X has remained at home longer, many marketers have under-estimated the importance of Generation X as consumers. Marketers may not have noticed that many Xers have become designated decision-makers for their parents and other relatives. This is especially true in areas where young people have a particular expertise, such as with computers and other new technological products.

2.7.1.2. DUAL INCOME HOUSEHOLDS AND 'LATCHKEY KIDS'

The second commonality amongst Generation X is the 'latchkey syndrome': the fact that most of Generation X children have had both parents working, has meant that most of them have had to do chores around the house, as well as having to do the shopping for their parents. It also meant that Generation X have had to spend at least part of the day on their own, teaching themselves to be self-reliant (Who God Has Called Us To Reach, 1998:1; Radice, 1998:2; Strauss and Howe, 1997:6).

Strauss and Howe (1997:8) go on to say that phrases such as 'latchkey kids', 'throwaway child', and 'boomerang child' have joined the sad list of words to describe today's young people. They believe that America's priorities seem to lie elsewhere. Generation X were expected to cope with real world issues while they were still growing up. It appears as though the dual income households will continue as women's participation in the work force shows no sign of slowing down. Many of Generation X women become resigned to working, and most Generation X men expect their wives to work, preferring not to be the sole income provider (Ritchie, 1995:43).

2.7.1.3. BIRTH CONTROL / ABORTION

The third issue is that of abortion: Generation X were the first generation where at least one-third of their members have been aborted (Who God Has Called Us To Reach, 1998:1). With the introduction of the contraceptive pill in the 1960s, the "baby boom" ended, and women were given a greater sense of independence. This, says Conger (1998a: 3), aided the emergence of women's movements. During this time more women were entering the workplace, leading to the growth in dual income households.

According to Codrington (1998:3), sex is seen as expected amongst Generation X. There is a belief amongst this generation that love can be found in sexual intimacy. Sex is viewed as being inevitable, in other words, the concept of safe sex has been invented for this generation. Codrington (1998:3) claims that "the birth control pill and condoms have not bought on an era of 'free love' as anticipated by the Babyboomers, due to the advent of AIDS."

According to Strauss and Howe (1998:7), they were the first generation that "people took pills not to have". Adults of a fertile age doubled their rate of surgical sterilisation during the time when Generation X were being born. Abortion also grew amongst the Boomers during this time to a point where 1 in 3 pregnancies were being terminated. Fitzpatrick (1997:3) states that in an annual UCLA nation wide survey of college freshman, 56% of Xers believe in legal abortion, which is down from 65% in 1990. The reason for this, she states, is that members of this generation were exposed to scans of unborn children when they were young, making it hard for them to accept the "out of sight, out of mind" mentality that has driven the abortion-on-demand movement. This indicates that Generation X is increasingly taking responsibility for their actions.

2.7.1.4. SUMMARY OF VALUES AND ATTITUDES TOWARD FAMILY

Marketers need to understand that the traditional family of father, mother and two children no longer applies when marketing to this generation. Also, their values and what they consider to be important are different from those of the Boomers. Unfortunately, in a large number of industries, it is still the Boomers who make decisions about which promotion themes will be used. This is a mistake that many companies have made. It makes no sense to assume that what works for one generation will work for another. Research into the market is what is required in order for a company to succeed.

2.7.2. VALUES AND ATTITUDES OF GENERATION X TOWARDS WORK

The desire of Generation X to balance work and family has led to a different idea of the role that work plays in their lives. This has meant that their values and attitudes towards work differ from those held by the Boomers. Also, because they have grown up with the technological revolution, which has changed the way a company does business, they see certain tasks and responsibilities in a different light from that of previous generations.

Drucker (1965:49) remarked, in 1965, about the fact that young people at that time were less attracted to a career in business than their predecessors had been. The reason for this, he believed, was that business had lost a good deal of its advantages as employers of young people, both in terms of pay and in terms of opportunities. Young people in the 1960s had found business' basic principles sadly wanting. As a result of business hiring so many people in the 1950s and early 1960s, opportunities for advancement were quite limited by the late 1960s. Businesses were also offering insufficient challenge for graduates, as there was a tendency to make jobs for young people as unimportant, undemanding and boring as possible.

"Businesses need to change", said Drucker (1965:47), "and recruitment policies need to be more realistic because if a company does not create opportunities for advancement because of the age structure of its management, they should not try to attract ambitious young people". Of course, Drucker was talking about the Boomers in the 1960s, but he might as well have been talking about Generation X today. Littlefield (2000:13) confirms this by saying that most institutions have not made aggressive attempts to court Xers, and so they have a negative image of older generation authorities that run them.

2.7.2.1. BALANCING WORK AND FAMILY

As with their attitudes towards family, Generation X exhibit certain common traits amongst its members. The first of these is the desire to balance family and work as a result of having learnt a lesson from their parents' example. Generation X often express a reluctance to make personal sacrifices for the sake of their careers. Generation X women place a greater importance on the home and family life that they missed out on as children. This makes them unwilling to compromise their ideals for a career. Job satisfaction is more important to them than earning a high income, and although they do take work seriously, they will not allow their lives to be ruled by their jobs. According to Ritchie (1995:153), this issue of balance will be the defining battle of their generation.

According to Ford (1998b: 2), business experts predict that Generation X will influence the workplace more than the three previous generations have. Ford (1998) believes that when Generation X take over the higher positions in government and companies, they will implement a shorter working week in order to achieve a balance between work and home. Also their effort to balance work and a career will lead many of Generation X's members to work from home, as they struggle to free themselves from the career confinements that plagued their parents.

2.7.2.2. FUTURE EARNINGS AND JOB SECURITY

Generation X has lived through a stock market crash in 1987, and a recession in 1990 - 1991. This has meant that Generation X has entered a shifting job market where job security is not guaranteed, and as a result, Generation X can never presume that they will be successful as the Boomers did. This is because, says Swindall (1997:2), Boomers entered a growing business world where lifetime employment was the norm.

Because of the hardships they have had to face, Xers have a very competitive streak, and the recent increase in extreme sports such as bungy jumping, is a reflection of this, says Hornblower (1997:3). Xers have had to face the highest unemployment rate in decades, and often when they find employment, they have to settle for low salaries and little security. The fact that approximately half of Generation X will graduate from college has produced an employment problem, says Littlefield (2000:5). Often the problem is finding employment related or equal to the training they received.

Generation X, say Strauss and Howe (1997:9), have seen a workplace system that has been biased against them. Trade quotas protecting declining industries, and a two-tier wage scale system in America is used by some industries to discriminate against young people. Generation X is coming to realise that the American Dream only applies to a select few in America. As a result of the financial battle that they have faced early on in their lives, financial well-being is important to Xers, and so they are anxious to save, as they believe that they will only succeed through their own initiative.

Ritchie, in Monahan (1997:2), queries how Generation X can be called 'slackers' when most of them have been working since high school. Fried (1997:2) agrees, saying that if the generalisations about Generation X are true, i.e. that they are slackers, then it is difficult to explain why they are taking on the challenge of starting their own businesses. Generation X are moving ahead with an entrepreneurial spirit, taking risks and doing their best to create a path for themselves. Hornblower (1997:4) states that 25 -34 year olds are trying to start businesses at three times the rate of 35 - 55 year olds. Vault Reports, Inc. (1998:1) agrees. According to Waltos, quoted by Vault Reports, Inc. (1998), Generation X is proving that they have been mislabelled.

Nagel (1998:2) believes that the reason that work does not define their lives, is that many members have a lack of expectation of job security, and the fact that Generation X see each job as a stepping stone to something better. Xers, he says, will work very hard for something they believe in. Hornblower (1997:4) agrees by saying that Generation X see themselves as life long job hoppers, rather than being loyal to one company. The objective of Generation X is to build skills that will create opportunities in the future. They are strongly committed to individual career development, and desire a lot of feedback. According to McKay, quoted by Vault Reports, Inc. (1998:2), Generation X members are likely to hold between 10 and 12 jobs before they retire. According to Missoulain (1999:9), all the Xers interviewed plan to, or already have, set up their own retirement account.

As loyalty to companies has declined, the importance of individual independence has increased, and the importance of obedience to one's company and employers has decreased. The erosion of employee's loyalty towards companies was started by the companies themselves, through downsizing and retrenchments. Ford (1998a: 2) says that Generation X watched their grandparents "slave away for a gold watch and a pension", and their parents being repaid for their loyalty by being retrenched. As a result, Generation X understands that neither government nor private employers offer lifetime financial security, and so they have no illusions about the future, according to Willard (1998:1). Swindall (1997:1) agrees with this.

2.7.2.3. THE IMPORTANCE OF EDUCATION

Generation X is more educated and more skilled than previous generations have been. According to Fried (1997:2), a college education gives Generation X the edge that a high school education gave their grandparents. However, the 'catch 22' is that Xers are often told that they are over-qualified and do not have enough experience.

Schein (1964:68) stated that companies in the 1960s considered students to be over-ambitious and unrealistic in their expectations. Now the same people who were accused of having those traits in the 1960s are accusing the next generation of the same things. This can be seen in an article entitled "Hey ho, Hey ho, Its off to work we go" in the Sunday Finance section (1998:9), that claims that the newest generation to be graduating from university are producing a shock in the marketplace - they expect work to be entertaining. This article believes that a gulf is opening up between these graduates' expectations and the reality of the workplace.

Schein (1964:68) concluded that the expectations and needs of the college graduates, and the expectations and needs of organisations were sufficiently out of line, and that a considerable danger existed of both parties conducting self-defeating training programmes.

It is, Schein (1964) says, the organisation's responsibility to take the initiative to prevent this from happening. The challenge is to recognise the great potential of the college graduate, and then to create organisational circumstances that enhance rather than smother the qualities that make graduates unique and valuable - their education and their idealism.

According to Prowse (1992:34), education has been America's ladder of opportunity until recently. The nature of work opportunities has changed. However, changes need to be made so that learning that happens in schools matches the emerging needs of the economy. Many Xers are now being told that whatever skills they have obtained are short-lived, and in order to remain economically viable, they are going to have to engage in a type of life-long learning and re-training programme. Having a degree no longer guarantees a job.

2.7.2.4. INFORMATION AGE

According to Conger (1998a: 4) and Radice (1998:1), Generation X are the first real members of the information age, and are the most technologically advanced generation ever. With each change brought about through technological change, comes a fresh onslaught of new moral and societal issues, such as the issue of cloning, says Littlefield (2000:3). Another disadvantage of being part of the information age, is the fact that automation has helped to eliminate millions of jobs.

Ford (1998b: 2) believes that organisations will come to rely on Generation X's entrepreneurial spirit in order to assist innovation. Generation X has already started companies on-line, and will be the driving force behind the marketplace in the future. Because they are the first generation to be raised on computers, they have certain advantages over other generations, such as the fact that they possess the ability to access and manipulate information that previous generations have lacked. They also tend to address problems from a number of different points of view.

The key, says Conger (1998a: 5), is to harness this knowledge and ability, not restrain it. Tulgan (1998:1) agrees by saying that what makes Generation X different is their ability to make use of computer technology. Technology has made this generation impatient because they are used to having their needs met quickly. Also, change has become part of their lives, and so they are not as concerned as other generations were with changing jobs. Vault Reports, Inc. (1998:1) states that computer literacy, combined with their independent streak, may be the factors that define the working future of Generation X.

2.7.2.5. WORKPLACE STRUCTURE

According to Codrington (1997:16), Boomers did not necessarily view positional authority as a bad thing - rather they objected to the way the structures were being abused. Xers, on the other hand, rebel against the entire system itself - from their point of view authority needs to be earned, not demanded.

Conger (1998a: 5) says that Generation X is bringing a new set of attitudes to the work place. The reason, he believes, is that they are the first group of 'latchkey kids' to enter the work place and so are more focussed on relationships than on achievements. They seek, from the workforce, the attention that their parents never gave them. Having been taught from an early age to be independent, they are good at working on their own, and do not like being closely supervised, or taking orders. This generation wants to be informed and involved in decision making, rather than being told what to do. For this reason, when it comes to training, they should be allowed to learn on their own.

Minerd (1999:1) and Humphrey (1998:1) agree, saying that Generation X talk openly about what they want, and if their needs are not being met by the company they are with, then they will look elsewhere for employment. They desire flexibility and constant feedback when they work, and expect more from their employers in terms of training than previous generations did.

Humphrey (1998:1) believes that some of these views may even be held by previous generations. The difference though is that Generation X are willing to talk openly about what they want, whereas older generations are more reserved, and have learnt to live with the situation as it is. According to Littlefield (2000:3), socialising with people in one's workplace was not approved of in the past. However, today this is virtually the major meeting venue for young people.

Rigid management tactics will drive Generation X away. They distrust hierarchy, and prefer to work in more informal work environments. This is the first generation to be raised on teamwork and workplace participation. Today, businesses need to be run by cross-functional teams of Boomers and Xers. Xers take longer to make job decisions and do not like taking orders. They will not tolerate unquestioned authority, and seek a more active social atmosphere in their jobs. Generation X believe not only in asking what should be done, but also why it should be done. Conger (1998a: 2) warns that the older generation's tendency is to see the similarities, while the younger generation tends to see the differences.

Anderson (1996:2) agrees, saying that Generation X are more willing to challenge their employers with regard to what they perceive as being unacceptable working conditions. As a result of the different requirements being demanded by Generation X, many companies are re-examining their work programmes to accommodate them.

In order to keep them interested and involved, employers need to allow Generation X to develop advanced skills, as well as change their work assignments frequently. Xers also need to be offered opportunities for career advancement and must be compensated fairly.

Managers must learn that what motivated generations in the past, will not necessarily motivate Generation X. In order to inspire hard work and loyalty within Generation X, managers must be sensitive to what motivates its members as individuals. According to Nagel (1998:1), one of the most basic requirements of managing a workforce effectively is the ability to understand the goals and values of employees, and not for management to force their goals and values onto others. The need to understand these differences, says Nagel (1998), is obvious in the developing conflict between Boomers and Generation X. Managers who accommodate for Xers' way of doing things will find them productive and hardworking.

According to Miner (1999:2) and Swindall (1997:3), in order to motivate Generation X, it is important to assign them challenging tasks and help them to develop advanced skills in order to enable them to keep pace with a changing world. It is important to change assignments often in order to avoid them becoming bored. Employers must also offer Generation X the opportunity for career growth and compensate them adequately.

Under the old workplace structure, employees were dependent on the company. Under the new structure, employers need to give individuals the opportunity to develop enhanced career employability in exchange for better productivity and some degree of commitment to the company while the employee works there. It then becomes the employees' responsibility to manage their own careers, and the company's responsibility to provide their employees with the tools, environment, and the opportunity for developing their skills.

Finally, it becomes management's responsibility to show their employees whether they care or not that they stay with the company (Waterman and Collard, 1994:87). The result will be a workforce that is more flexible. The company will develop a group of employees who are not only dedicated to the idea of continuous learning, but are also ready and able to adapt themselves in order to keep abreast of changes in the marketplace. In order to achieve this, say Waterman and Collard (1994:87), the traditional definition of loyalty has to go, and the conventional view of a career path must change.

Employees must be made aware of the organisation's purpose of customer satisfaction, and that if this is not achieved, no-one will have a job. Finally, they say, rather than having a parent-child relationship with its employees, a company should develop an adult-adult relationship. This move towards career resilience is inevitable, say Waterman and Collard (1994:95).

In encouraging a company's employees to grow, change and learn, the company also needs to become better at those things themselves. Tulgan (1998:1) agrees saying that Xers are committed to individual career development.

In conclusion, Fried (1997:1) says that at a time when other generations appear to be lacking the drive and direction required to take them into the new century, Generation X appear to be more willing and better equipped to meet the challenge of the 21st century. The fact remains that this generation will not go away. Many of the changes that started with the Boomers are continuing with Generation X, setting these two groups distinctly apart from any of the previous generations. In a world of rapid change and uncertainty, many companies are failing to keep up and so are going out of business. Today flexibility and innovation are essential ingredients for survival. Here is a generation reared on change, having been taught that change is part of their lives from an early age.

The result is a generation better equipped to meet the challenges before them, and able to take advantage of the opportunities in the future. Marketers cannot ignore the fact that internal marketing to their employees is just as important as external marketing to their customers. If they are not aware of their employees' needs, then they cannot hope to keep them satisfied. The question is - 'Will companies change their antiquated ways of doing business, or will they be left behind in the wake of this generation, stuck in the 20th century wondering what went wrong?'

2.7.3. VALUES AND ATTITUDES THAT GENERATION X HOLD TOWARDS MARKETING

According to Feldwick and Bonnal (1995:86), continued brand success requires continuous innovation, so companies are continually driven to identify new market segments, and then to target these segments with marketing strategies. Generation X's views on brands, advertising and marketing are still open to change, and therefore, can be easily altered, but marketers have to act quickly. This section deals with Generation X 's values and attitudes with regard to marketing, and how marketers can understand Xers better, so that marketers can influence them with marketing strategies.

Generation X, like any consumer group, is a study in contradictions, warns Ritchie (1995:135). The way in which Xers act in the marketing environment is shaped by their experiences in terms of their community and the mass media. As Generation X has experienced a different history to other generations, they have developed new skills for coping with their environment, and have a different set of expectations from that of previous generations.

Even when Xers act like the Boomers, warns Ritchie (1995), marketers must be aware of the fact that their motivations might be quite different. The marketing implications that result from this are important, and need to be taken into account. Marketers have to learn new methods in response to changing markets. Market research must be used to create profiles of a company's target customers in order to identify the things that they truly have in common. Perhaps the most accurate assumption to be made is that they are the hardest group about which to generalise.

2.7.3.1. XER'S AS SHOPPERS

While many marketers focussed their attention on Boomers, Generation X emerged as a new group of consumers ready to spend their money. The fashion industry is now looking to Generation X to set trends. According to Ritchie, (in Monahan,1997:3), Xers are unquestionably the market of the future. When marketing to Generation X, however, marketers have to know what they are doing. Xers are great shoppers, as a result of being given shopping chores to do when they were very young. As the first 'latchkey children', says Lucas (1998:2), Xers learnt to make purchase decisions early. They also have learnt to look for value.

Marketers also need to take into account the fact that Generation X has remained at home longer than other generations, as this impacts on how purchase decisions are made within the household. This means that marketers need to understand the shared decision making that will exist and how this impacts on the purchase of their specific brands (Radice, 1998:2).

Another major drive for Generation X, according to Radice (1998:2), is convenience - if retailers make it hard for Generation X to shop quickly, they won't shop there at all. According to Littlefield (2000:12), intermediary organisations are becoming less relevant for Generation X. Generation X, as well as the generation known as the Millennials, are posing a threat to mass retailing. Retailers need to understand the needs of customers within various age groups. Only once they understand the customer, can the marketer hope to obtain the desired response.

As marketers begin to place more emphasis on attitudes and lifestyles, they need to try harder to develop strategies that capture the core customers and who they are - with Generation X, this is proving to be difficult because there are so many contradictions within this generation group (Radice, 1998:3). Lucas (1998:4) states that although there is no doubt that their attitudes and income are different from those of the Boomers, Xers' buying behaviour may not be as different as people think.

The reason for this, says Lucas (1998), is that much of the purchase behaviour is driven by the life stages that consumers go through. Although Xers are living in a different world, they are still doing pretty much what the Boomers were doing ten to twenty years ago, such as getting their first job and getting married. Lucas (1998) concludes though that one thing is certain, only by better understanding this generation, can marketers hope to win their business.

2.7.3.2. ADVERTISING AND MEDIA

Having been raised on television, they are the most sophisticated group of consumers that America has ever seen. According to one estimate by the National Public Radio's "Analyzing the Media" programme, the typical young adult spends 12 000 lifetime hours in front of a teacher, and 20 000 hours in front of a television set (Littlefield, 2000:2). Communicating with Generation X is not easy because they understand that reality can be distorted and manipulated by the media, and so they are sceptical of what they see on TV. Thus, they are less likely to be persuaded by the same advertising techniques that worked so well with the Boomers, says Lucas (1998:2). According to Radice (1998:2), they do not want products that Boomers say that they should have.

Willard (1998:2) agrees, saying that the key to approaching Generation X is being non-traditional, and to avoid being patronising and overbearing. Marketers must also remember that Generation X will not respond to the traditional family appeal. Because Generation X is an experienced multi-media generation, virtually all forms of media need to be incorporated into a company's promotion campaign. It is becoming increasingly important for companies to be available on-line, and to ask Generation X direct questions. Music is also a vital aspect in Generation X's lives, and is seen to be very expressive of their feelings.

Because advertisements have been a part of their world since they were young, there is a developing sense among Generation X of information overload, say Ritchie (1995:151) and Tanker (1998:2). When Generation X think that they are being stereotyped, they immediately screen out the message. Their sophistication and dislike of overstatement make it difficult for marketers to convince Xers to consider a company's particular brand when making a purchase decision. Hornblower (1997:6) agrees when she states "no commercial is safe from their sarcasm or their remote control". Even though Xers are great shoppers, they are very sceptical of the media. According to Hornblower (1997), Sprite had the right idea when they changed their slogan to "Image is nothing, thirst is everything, obey your thirst".

In order to attract their attention, it is important that marketers be visual and dynamic. The traditional use of spokespeople does not have the same effectiveness with Generation X as it did with other generations, says Littlefield (2000:14). Xers reject messages that attempt to classify them as a group, but prefer to be seen as individuals, and so it is important to make use of decentralised media. Markets have always resisted messages that they perceive to be intrusive, but Generation X, according to Rhode (1997:31), is more sophisticated and extreme about it.

Xers have developed a sense of dislike for what they view as 'gross commercialisation'. As a result of this objection to the intrusive nature of advertising, and because they are placing more value on home life, Xers consider remote controls, video recorders and answering machines to be part of life's necessities. The fact that Xers appear to be more materialistic can be attributed to television's message of "You can be happy if you have these products" (Hornblower, 1997:7).

Many marketers are becoming concerned because Generation X are not turning to traditional media, such as newspapers, for information and updates about what is happening in the world. McLaurin (1998:1) believes that the reason for this lies in the fact that Generation X demands instant gratification, which requires little thought, and so Xers are choosing not to read.

According to Stepp (1996:1), Generation X still want news, but they want it on their own terms. Most young people are skimmers of newspapers, rather than depth readers. The reason for this is that they have become alienated from traditional media by the fact that traditional media have ridiculed almost every aspect of youth culture for decades. In order to attract this generation, says Stepp (1996), newspapers and other media need to change their negative attitudes towards youth culture, and provide the type of content that young people are looking for.

Ritchie (1995:11) agrees when she says that Xers will never look to traditional media as a source of information, entertainment, and culture as the Boomers did. Littlefield (2000:3) quotes one critic as saying "They have more CD's than books". A medium will only succeed when consumers depend on it for services that they cannot find quicker and cheaper elsewhere. Generation X seek the quickest path to the information that they require, and their natural instinct is to browse multiple media sources. They are able to sift quickly through, and select information from a number of sources. Generation X also prefer audio and visual media, like computers, to print media. The reason for this is that their values and attitudes have been shaped more by the visual image than the written word (Stepp, 1996:2).

Marketers must learn new methods to cope with this changing market. In order to reach Generation X, marketers will have to work in 'real time'. For this reason research and marketing information has to be readily available and quickly accessible. Marketers have to compress what used to take a year of development into weeks, days and even hours (Littlefield, 2000:15).

2.7.3.3. BRAND LOYALTY

Generation X tends to be less brand loyal and less accepting of marketing strategies because they are more educated as consumers, says Lucas (1998:2). Ritchie (1995:129) agrees. Because change has been a constant theme in their lives, says Codrington (1998:14), they are likely to see something as out-of-date very quickly. They are also more willing to experiment with new brands as they have grown up with a greater choice than previous generations. They need innovation and are attracted to gimmicks. Generation X have felt, and will continue to feel the burden of economic uncertainty for the rest of their lives. As a result they are more cost and value conscious. They tend not to be fooled by designer brands, and know what they want and where to find it.

According to Ritchie (1995:130), one of the reasons for the decrease in brand loyalty could be the fact that many advertisers have switched from brand advertising towards price promotions. As a result, very little has been done to cultivate them as brand loyal consumers. Ritchie (1995) claims that the youngest and least educated segment of Generation X reject status through material possessions. However, the most educated and affluent of Generation X want to fit in. Willard (1998:2) states that because Xers want value and quality for their money, brand loyalty for them will extend only as far as brand quality does. Although Xers have not yet displayed strong brand loyalty towards particular brands, many marketers are now hoping to cultivate a long-term relationship with Generation X.

2.7.3.4. GREEN MARKETING

Generation X has grown up in a world where ecological and environmental issues are considered to be very important. However, even though Xers are concerned about the environment, they are realistic in terms of what they can influence, as they feel that many of the environmental problems are too big for individuals to control. As a result, they are less likely to believe, as the Boomers did, that there is an easy solution to the problem, and so are more likely to 'do their bit' by recycling and driving smaller cars.

Ritchie (1995:140) says that Generation X go by the motto of 'do no harm' and are trying not to make things worse. Marketers must be warned however, Generation X is not likely to take environmentally friendly claims at face value. Marketers need to back these claims up if they want to remain credible with this generation.

2.7.3.5. SEGMENTING GENERATION X

Businesses must remember that in order to influence their target market, a company must understand who their target market is, and the reason for the decisions they make. Segmentation, says Saurage - Altenloh (2000:1) is more than dividing a market into age defined consumer groups. The segmentation process is more complex because research results are stratified in more ways than ever before.

To remain in business, says Marconi (1996:1), can be expensive for marketers, as stereotyping the variations across the group can be as fatal as ignoring the differences to start with. Generalisations can make interesting reading, but there is a reason why market research looks at multiple factors such as age, gender and other variables. Generalising can be clever at times, but the only generalities that are appropriate for a specific market should be the ones that truly apply to the whole market.

Generation X can be divided into 4 primary attitude groups, according to Saurage - Altenloh (2000:3).

1. **Cynical disdainers:** this group is pessimistic about life
2. **Traditional materialists:** this segment has a positive outlook, and is idealistic about life.
3. **Hippies revisited:** this group is more spiritual than the other segments
4. **Fifties macho:** this group still believes in stereotyped gender roles.

Paulin and Riordon (1998:2) agree with this segmentation of Generation X. One word of caution, however, when looking at these segmentation categories, is that they seem once again to be based on the Babyboomers past, and are not new classifications.

It is important for marketers to heed the warning of icebergs: be careful of what lies beneath the surface, because that is where the real danger lies. In the same way, marketers need to avoid taking people at face value, they need to always dig deeper to avoid the danger of their marketing strategies failing, and their businesses floundering. Research into a topic such as Generation X in South Africa, can act like a radar to a company, signalling where the danger lies and the direction to take in order to achieve success.

2.8. SUMMARY OF AMERICAN GENERATION X

The diversity of Generation X will remain an enormous challenge for marketers. Marketers need to realise that they must stop telling Xers to settle for less, and rather concentrate on helping to find out what companies can do for them. Marketers need to try and find new ways of reaching a market that, in trying to combat their feeling of information overload and too many choices, does not want to be reached or stereotyped.

The common thread through the literature on Generation X is that marketers were initially wrong in their definition of who Generation X are. The real problems facing companies now are trying to retract their original statements, as well as having to deal with a group of consumers who have become alienated from marketing and many of the traditional communication tools. In changing their views of this generation, marketers are going to have to change the way they communicate and market to Generation X.

2.9. THE SOUTH AFRICAN GENERATION X

2.9.1. RELEVANCE TO THE AMERICAN GENERATION X

Strauss and Howe, as quoted in Codrington (1997:2), state that "while America offers the best example of cyclical history, other modern societies have beaten to similar rhythms and, since World War II, are drawing closer together. Generational archetypes similar to America's can be found in roughly the same age bracket in Canada, Australia, Western Europe, Russia, Israel and China".

According to Van Zyl Slabbert *et al* (1994: 41), urbanisation promotes unity by means of promoting a Westernised "common culture" among youth. As Generation X expresses a willingness to travel internationally, this is an indication of the developing global marketplace, and the international nature of the Generation X phenomenon, says Ritchie (1995:147). As they travel abroad, she says, Xers find other people of the same age group who are similar to them. As the Internet crosses international boundaries, a "Generation X-like" phenomenon has been reported by McCann - Erickson offices in England, Western Europe, in the Scandinavian countries and Japan, although some of the demographics are different (Ritchie, 1995:147). While the generational personality may vary in different countries, a similar generation gap appears to exist in a wide variety of cultures.

According to Anderson, as quoted in Codrington (1997:7), "For the first time in human history, we have a truly global civilization...that is continuously changing form, with unstable boundaries. People now see borders of all kinds as social constructions of reality and feel free to cross and reconstruct them". The global culture is mobile and interactive with rapid information exchange and continuous global news that affects everyone in the world. Knowledge is no longer power, rather the ability to access the right information in the shortest time possible is power. This has led to 'tribalism', where groups gather on the basis of some common trait / shared interest.

Many of the same problems being experienced in South Africa and America are occurring in Britain. Young people are staying in education longer, dependency on parents has increased, and there are rising concerns about teenage crime, drug use and pregnancy. Consumption is becoming an important factor in the formation of adult identity alongside more traditional sources such as the family. New lifestyles and values appear to put young people in conflict with the adult generation, with the traditional family under increasing pressure. There has also been an increase in poverty among young people (ESRC, 1999: 3).

Van Zyl Slabbert *et al* (1994:160) claim that youth are not isolated from international political events, and the international youth culture, such as music and clothing, impacts on young people in this country. Events in this country also send signals to other parts of the world. According to Seeley (IBM, 1998:1), South Africa's competitiveness in global markets is being hampered as much by the 'generation gap' as by the aftermath of sanctions. According to him, businesses in South Africa are dominated by senior executives who do not understand, or are frightened by computers. Generation X, the children of the late eighties and early nineties who have grown up with computers are having, and will continue to have, a big impact on the Information Technology industry. Van Zyl Slabbert *et al* (1994:151) agree, saying that there is an "ideological cleavage between old and young people".

Many people in the South African marketing and advertising industry have been quick to jump on the bandwagon in using the term Generation X, and applying its logic to their communications. No-one has stopped to consider whether it applies to young people with a different social background to their American counterparts. It is important to find out what the values and attitudes of young people in this group are, before using Generation X attributes in their marketing strategies. Given the changes that have occurred in the last ten years in South Africa, the emerging youth market is experiencing a very different life to that of young South Africans in the past.

The key question is whether South African young people have important common characteristics that are not simply a result of their age (The Buzz, 1998:10). From a planning and business perspective it is important to understand the homogeneous categorisation of society in South Africa. Knowledge of buying patterns and preferences of consumers within different lifestyle segments allows businesses to effectively target their markets (HSRC, 1999:1). Culture is important to every young person. One study (quoted in HSRC, 1999) showed that in spite of lingering signs of racism, 60% of adolescents from all population groups referred to themselves as South Africans which may indicate an increasing sense of shared identity.

This is the basic reason for this study - to determine whether marketers are correct in assuming that Generation X exists in South Africa, not only in terms of demographic variables like age, but also in terms of other characteristics like lifestyles. Or are marketers in South Africa merely taking the easy way out, rather than taking the time to research the South African market in order to find out what is unique to the South African market. If this is true, then they risk alienating the youth market in the same way that the Americans have done. In America, as a result of ignoring Generation X, no-one is really sure of how they are likely to respond to marketing strategies or how they make decisions.

2.9.2. THE SOUTH AFRICAN POPULATION

A major challenge in South Africa, according to The Ministry of Welfare and Population Development (1998:3), is the task of meeting the needs of the present population and improving their quality of life, without destroying the environment, or depleting non-renewable resources, while avoiding compromising the ability of future generations to meet their own needs. According to Van Zyl Slabbert *et al* (1994:1), in South Africa, the youth have not only faced the challenge of technological upheaval, and changing ideological beliefs, but are also faced with going through some of the most profound changes experienced over the last century.

The more youthful the population, the greater the proportion of the nation's resources that will have to be invested in the provision of services, such as education and health, for the dependent population, thereby reducing the resources available for stimulating economic growth in the future. Young people respond to the environment in which they find themselves and can therefore compound or ease the crises in different areas. The elements of these crises in South Africa are: a chaotic education system, poorly qualified teachers, high failure rates, unemployment, teenage crime, patterns of teenage pregnancy, substance abuse, and the breakdown of established authority (Van Zyl Slabbert *et al*, 1994:18). Of South Africa's 32 million people, 25000 are murdered each year according to The Sun (1999:1). There is an average of 65 murders a day.

Teenage pregnancies, according to Van Zyl Slabbert *et al*, (1994:19), have become the phenomenon of our time. This increase is also an indication that young people are not practising safe sex, and will more than ever place themselves at risk of contracting HIV/AIDS, and other sexually transmitted diseases. South Africa has the fastest growing rate of HIV/ AIDS with at least 1800 new cases every day. There were expected to be approximately one million rapes in South Africa in 1999. Many women have been subjected to abuse, and the current figures on rape indicate that one out of two women in South Africa will be raped at least once in their lifetime.

Crime and unemployment has ravaged South Africa. It is predicted that a quarter of the South African population will be infected with AIDS by the year 2010. There is also an increase in the general prevalence of alcohol and drug related problems (Rocha - Silva, 1998:1). In South Africa, many people in the population have experienced extraordinary levels of violence and crime, which has had serious effects on the psychological development of children. Even after the 1994 elections, violence has remained a huge problem in South Africa. Violence creates violence, and children from more violent communities are found to be significantly more aggressive, according to Van Zyl Slabbert *et al* (1994:121).

These trends are similar to what is happening in America at the moment, where young people are being exposed more and more to crime and violence. Both in South Africa and in America there has been an increase in concern about the number of gangs appearing on the streets and in schools. South Africa is also experiencing the environmental problems that are being experienced in the United States. Industrial production has created air and water pollution, and the reliance of millions of households on agricultural production has created environmental degradation, which has been made worse by deforestation. The lack of sanitation and refuse removal services in many rural and urban areas has placed further pressure on the environment (Ministry of Welfare and Population Development, 1998:11).

The mistakes incurred in the American marketing industry highlight the need for businesses to understand their markets and the environment in which they live. It is only through greater knowledge and understanding that marketers can hope to direct their efforts in the most effective way. While considerable information is available on South Africa's population, together with the various indicators of human development in the country, this information is often not very good in terms of quality, reliability, coverage and completeness. Its usefulness is therefore limited, particularly when assessing the population. This is especially true when looking at the censuses conducted before 1994.

Consequently, the statistics used in the "White Paper on Population Policy" (Ministry of Welfare and Population Development, 1998), are based on the "best" available information. Van Zyl Slabbert *et al* (1994:13) agree, saying that for decades, social research in South Africa has been distorted and structured by the categories of the Population Registration Act, in which all South Africans were classified by race and/or ethnicity.

2.9.2.1. AGE STRUCTURE

South Africa has a relatively youthful population by world standards. An estimated 13% of the population are aged four years and under. It is estimated that 37% of the population are between 15 and 64 years, while only 4% are 65 and older. It is predicted that the percentage of the population in the age group younger than 15 years will decrease in the 21st century. The 15 to 64 year old group is generally regarded as the potential labour force of the country, which contributes to economic growth, and which provides for the needs of children and the elderly (Ministry of Welfare and Population Development, 1998:17). It is projected that the percentage of the population in the age group 15 to 64 will increase in the 21st century, and that these increases will represent major challenges for the creation of job opportunities for the potential labour force.

One of the reasons for choosing the sample age group for the study was the fact that a large proportion of the South African population falls in the 18 to 34 age category. According to the Central Statistical Service (1996:30), 37% of all males in the South African population fall into the 15 to 34 year old age category, and 36,4% of females in South Africa fall into this age category. This is why it is extremely important for marketers to understand this age group, as they represent a huge potential segment of the population for marketers in terms of current and future spending power.

2.9.2.2. EDUCATION

Practically all the major education and training reports, according to Van Zyl Slabbert *et al* (1994:20), over the past two decades have emphasised the failure of the South African education system to provide adequate and equitable education to all learners. Many young people find that their formal education experiences are inadequate for their needs and the needs of the business community. The abstract world of ideas is considered more important than practical skills, therefore the curriculum fails to orientate pupils towards self-reliance and efficiency in the workplace. The content should be such that it enables young people to develop to their full potential and prepare them to participate in all aspects of societal life. In other words schools need to become less academic and more technical.

Van der Walt, as quoted in Van Zyl Slabbert *et al* (1994:127), found when the work values of young people were investigated goals related to employment were prioritised as follows : firstly: good pay; then the opportunity to learn new things; job security; opportunity for upgrading; interesting work; good interpersonal relations; convenient work hours; and having a match between job requirements and abilities.

2.9.2.3. SOCIAL CLASS

Schiffman and Kanuk (1997:376) define social class as "the division of members of a society into a hierarchy of distinct status classes, so that members have relatively the same status, and members of other classes have either more or less status". The most common measures to define social class are income, education and occupation. Occupation is a widely accepted measure because it implies social class status. Marketers frequently think in terms of occupation when defining a target market for their products. Generally speaking, the more education a person has, the more likely that person is to be well paid, and have a respected position. Income, although not good to use alone, can provide a more accurate picture of a person's social class, when used in conjunction with other variables.

South Africa is classified as an upper-middle income country with a medium level human development, and the level of human development for the majority of the population is low. South Africa's history was marked by colonialism, apartheid, sexism and repressive laws. As a result, this history has created a divided society whose divisions have been reinforced and sustained by a system of separate and unequal development and segregation in virtually all areas of social, economic, political, and cultural life. One section of South African life is characterised by high levels of wealth, human development and basic human rights, while the other section is characterised by poverty and minimal access to basic services, according to the Ministry of Welfare and Population Development (1998:10).

As the value of the rand has been steadily decreasing since the 1980's and the average level of consumer prices has been increasing, it is clear that South African consumers are worse off than they were two to three decades ago (Ministry of Welfare and Population Development, 1998:10). South Africa has one of the most skewed income population profiles in the world, with an estimated 45% of the population living in poverty. In 1994, the unemployment rate was 33%, or 4,7 million people. It is estimated that 400 000 job seekers enter the job market annually. The increase of 20 900 jobs in the whole economy in 1995 should have been at least 20 times higher for South Africa to stabilise its unemployment problems (Ministry of Welfare and Population Development, 1998:14). According to Dispatch Online (1998: 1), in the 15 to 65 year age category, 43% of the population are not economically active at all.

2.9.2.4. FAMILY

The breakdown of the family structure in South Africa, aggravated by rapid social changes has had considerable negative influence on young people, according to Van Zyl Slabbert *et al* (1994:72). As a result of this, young people in South Africa are placing a high value on self-development, and on family and community development.

According to Reynolds, as quoted in Van Zyl Slabbert *et al* (1994), family units best secure the interests and care of young people. Family units are particularly vulnerable to negative forces such as political turmoil and divorce. The lack of control and supervision within families clearly influences negative teenage behaviour such as alcohol and drug abuse, crime and indiscriminate sexual activities. Some statistics indicate that at least 70% of young people have had a sexual experience before the age of 20. Van Zyl Slabbert *et al* (1994: 47) state that large increases in enrolments at a tertiary level have been experienced in the last ten years. At the opposite end, unemployment is also growing. Young people generally value family life, and therefore want jobs so that they can participate in the development of their communities.

2.9.2.5. RACE

The preliminary estimates of the 1996 Census placed the population at 37,9 million, 10% less than expected. In Ministry of Welfare and Population Development (1998:17), it was stated that the composition of the population in South Africa in 1995 was as follows:

- Asians: 2,5% of the population
- Blacks: 76,3% of the population
- Coloureds: 8,5% of the population
- Whites: 12,7% of the population

Because Black people comprise a large percentage of the South African population it is important that they be included in the study's sample, even though the original definition by John (1991:1) claims that Generation X only applies to white people.

2.10. SUMMARY OF SOUTH AFRICAN GENERATION X

When comparing the information found in the review of South African literature to the literature on the American Generation X, it can be seen that many of the trends happening in America are also happening in South Africa, such as the increase in the crime and divorce rates, as well as the increase in concern about employment and family values. It also appears that the trend is experienced in other countries as well, such as England.

However, marketers must not lose sight of the fact that, while there are similarities, there are also differences. It is important that these be taken into account before blindly applying American theories and practises to a unique South African market. It is when companies thoughtlessly apply inappropriate theories that they find their sales declining and their markets turning to competitors that understand them and their needs better. It is the objective of this dissertation to uncover not only the similarities but also the differences that exist to help South African companies tailor their strategies better.

2.11. CONCLUSION

The reasons for choosing to determine the South African Generation X's values and attitudes with regard to work, family and marketing are as follows. Firstly, family is the primary source of socialisation, including consumer socialisation, in a person's younger years, and so has an enormous impact on a person's values and attitudes throughout their lifetime. It is also important for marketers to understand peoples' values and attitudes with regard to work, in order for internal marketing within an organisation to be effective. Finally, their values and attitudes toward marketing are going to affect consumption behaviour, and the success of any company's marketing strategies, and it is therefore imperative to understand what they are.

Ritchie, in Monahan (1997:3), believes that change is inevitable and that Generation X is the market of the future. She believes that marketers need to refresh their attitudes and not allow themselves to get bogged down by stereotypes. Losyk (1997:1) backs this approach when he says "If we listen, there is a lot we can learn from them". Today's young adults define themselves by their sheer divergence. For the young, "culture is religion, ideology and politics mixed into one", according to Stepp (1996:3).

This is a group of people who are experiencing a whole new world from that of the Babyboomers: a world that contains AIDS, abortion, divorce, world recessions, pollution, and other environmental concerns, as well as a technological boom that has never been experienced before - marketers need to understand this generation within this context. It does no good to compare Generation X against the backdrop of their own Babyboomer youth, because they have been reared on different experiences. Marketers need to 'shed their skins' and move forward, or they will be left behind 'remembering when'. The next section deals with the methodology that was used in order to collect the information needed to answer the question: "Does Generation X exist in South Africa?"

CHAPTER 3:

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The purpose of this chapter is to explain how the data was collected and analysed. The first section deals with the research and questionnaire design. The second section deals with different types of analyses that were conducted on the data. The third section covers the issue of validity and reliability of the data, as well as the potential for error in the methods chosen. The control of these errors is of critical concern in research, and every effort has been made by the researcher to reduce these.

3.2. RESEARCH DESIGN

Primary data was collected which was quantitative in nature. The research is conclusive as specific hypotheses were tested. A questionnaire was designed and pre-tested in order to obtain the desired information. The data was collected through personal interviews. The research is also descriptive, in that it was used to determine market characteristics.

As data was collected from a sample of the population elements only once, a cross-sectional design was used. The Single cross-sectional method was used, where one sample of respondents was drawn from the target population, and information was obtained from this sample once (Kinnear and Taylor, 1996: 223).

3.3. COLLECTING AND GATHERING DATA

3.3.1. SAMPLE POPULATION

Although Generation X has been classified as young, white people between the ages of 18 and 34 (John, 1991:1), there is still some doubt in the literature as to whether this is completely true. For this reason, the sample population was changed to include urban people of all races between the ages of 18 - 34. The reasons for choosing this sample population were threefold:

1. The composition of the South African population is different from the American population, with the bulk of our population belonging to the black race group. Therefore, it was felt that all races should be included in the study, rather than omitting a large section of the population before an understanding was developed as to whether other race groups form part of the South African Generation X, or whether they exist as a separate entity in themselves.

2. The reason for choosing urban areas, is that the term Generation X applies to the middle / upper market (John, 1991:1). As the rural parts of South Africa tend to be poorer, and therefore, less likely to belong to the middle / upper class, urban areas were targeted. Conger (1998a: 4) states that Generation X are the first generation to grow up with the majority of their mothers working (an urban phenomenon), and are far more computer literate than previous generations have been. Until recently many rural areas did not have access to electricity, and therefore have not had access to computers. Being computer literate is one of the characteristics of Generation X.

3. The American Generation X is defined as those people being born between 1961 and 1981. However, according to Codrington (1998:13) in a study he did with regard to the South African Generation X, the Generation X group in South Africa were born later, given the different chain of events that were happening in South Africa at the time. Therefore, he chooses to define the South African Generation X as being born between 1970 and 1990. For the purposes of this study, it was felt that it was safer to take a middle of the road date, and therefore, the South African Generation X is taken as those people born between 1965 and 1981. The reason for this is that South Africa is slightly behind developments in America.

3.3.2. SAMPLE SIZE

A hundred respondents from each of the three metropolitan areas were questioned, resulting in three hundred respondents being interviewed. The reason for selecting three hundred respondents as the size of the sample is that the research is based on categorical variables that measure perception on nominal or interval scales. The sample size is therefore large enough for the study.

This view is backed by Diamantopoulos and Schlegelmilch (1997: 16), who state that although it is difficult to generalise from project to project, as a rough rule of thumb, the sample should be large enough so that there are 100 or more units in each category of major breakdown, and a minimum of 20 to 50 in the minor breakdowns. For this reason, the sample was broken down into 100 respondents per major metropolitan area. The minor breakdowns are discussed in the section below relating to Quota sampling.

3.3.3. SAMPLING METHOD

Non-probability sampling methods were used, in the form of quota and judgement sampling. These techniques do not use chance selection procedures, but rather rely on the personal judgement of the researcher. The reason for using this technique was that there is no sampling frame available for the sample population, and therefore probability sampling could not be utilized.

3.3.3.1. QUOTA SAMPLING

With quota sampling, the researcher takes explicit steps to obtain a sample that is similar to the population on some pre-specified "control characteristic"(Chisnall, 1992: 78). In this instance three control characteristics were used:

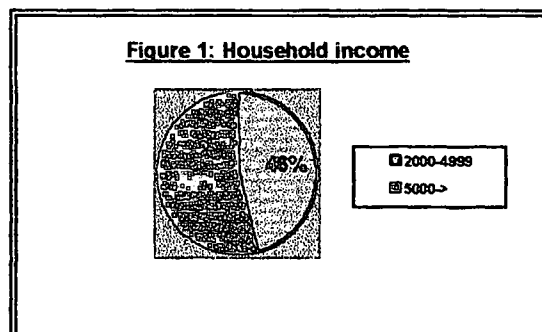
1. **RACE:** the researcher required that the race groups be evenly distributed.

Table 1: Distribution of race

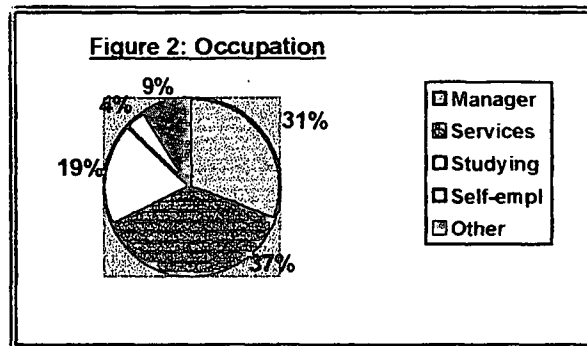
RACE	DESIRED NO.	ACTUAL NO.
Black	75	74
White	75	79
Asian	75	71
Coloured	75	76

Although this was not representative of the South African population's race distribution, the researcher wanted to obtain an even spread across the population groups in order to determine which groups actually fit the American Generation X description.

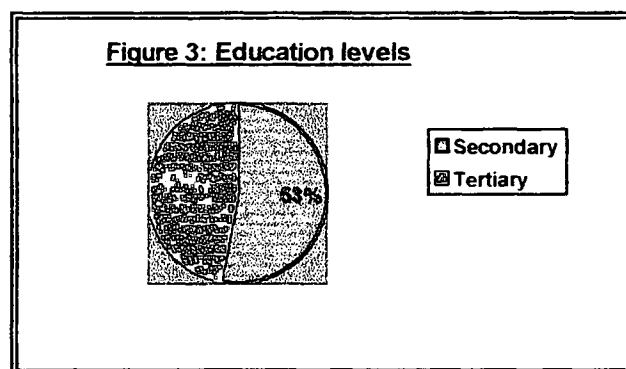
2. SOCIAL CLASS: the researcher wanted social class to be evenly distributed. As Generation X is seen to belong to the middle class (John, 1991:1), respondents that had a household income of over R2000 were chosen as part of the sample. Once the data was collected the individual income groups were then re-coded into two groups – upper and middle class.



Because occupation is often used as a good predictor of social class (Schiffman and Kanuk, 1997), the study tried to gather information from people with a cross section of occupations, as well as having parents that had a variety of jobs. Because some of the response categories had too few responses, the occupation categories were re-coded into five categories.



The third category used to measure social class was education. Education levels were also re-coded into two main categories ie. Secondary and Tertiary education levels.

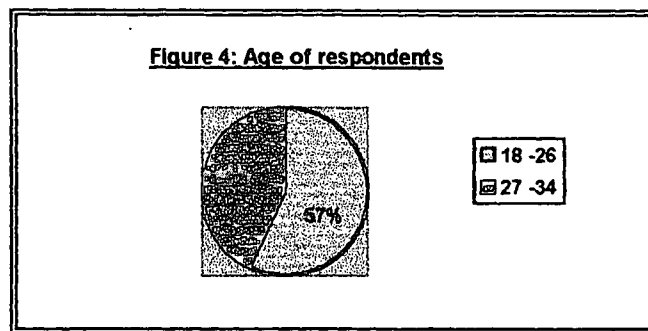


3. AGE: the study split the age definition of Generation X into two groups, because Ritchie (1995: 129) found slightly different attitudes between older and younger sections of Generation X. The sample was split using a screening question into two main groups:

- respondents belonging to the 18 - 26 age group
- respondents belonging to the 27 - 34 age group

The respondents were fairly evenly divided with:

- 57% of respondents between the age of 18 to 26.
- 43% of respondents between the age of 27 to 34.



3.3.3.2. JUDGEMENT SAMPLING

The sample elements were also selected based on what the interviewer believed those particular sampling elements would contribute to answering the particular research question at hand. For example, the sample population needed to be people that belong to the middle / upper class. Therefore, the interviewer had to make a visual judgement as to whether the person fitted into this group, and then confirm this via questions 44 and 51, as well as the screening question.

3.3.4. DATA COLLECTION

Data was collected through the use of questionnaires (Appendix A), and personal interviews were conducted. Personal interviews were used for the following reasons:

1. They are the best method for collecting personal data. Questions about the person's age and feelings formed part of the questionnaire.
2. The interviewer was able to explain any questions that the interviewees did not understand.
3. It enabled the interviewer to do a visual check as to whether the interviewee fitted the sample population.
4. It allowed more time for the use of a detailed questionnaire (Kinnear and Taylor, 1996).

Data was collected through the use of mall intercepts: the interviews were conducted in shopping centres that were found in middle and upper class areas in each of the selected metropolitan areas. The reason for using shopping centres was that a wide cross section of people visit these places, especially over the weekend, and therefore the interviewers were able to find a wide selection of people to interview.

3.3.5. TYPES OF DATA

In order to obtain the desired information, the questions in the questionnaire were closed - ended and used either a nominal or interval scale. These two types of scales enable the researcher to conduct the following types of analyses: chi-square tests, t – tests, and analysis of variance tests (ANOVA). The two types of scales used are discussed in the section below.

- **Nominal scale:** this is where numbers serve as labels to identify or categorize objects or events (Kinnear and Taylor, 1996: 223). Nominal scale was used in the screening question, as well as in the yes/ no questions.
- **Interval scale:** the property of equal differences between consecutively higher numbers is used. According to Crimp (1990:100), one of the situations where a Likert scale is used is when a statement is put to the respondent, and the respondent is then asked to agree or disagree with the statement. According to Bagozzi (1994: 14), the five-point scale, going from Agree strongly to Disagree strongly, is used to ensure that the distribution properties of responses are satisfactory.

3.4. PLANNING AND DESIGNING THE QUESTIONNAIRE

The questionnaire (Appendix A) was pre-tested before it was used to gather information, in order to determine if the content and sequencing of questions were correct. Any alterations that needed to be made were then done before the research was conducted. The questionnaires were pre-coded in order to aid analysis. The questions were closed-ended with the exception of the questions relating to occupation (Questions 46 -48)

There was a brief introduction explaining the reason for the research, and the approximate length of the interview. The questionnaire contained a screening question at the beginning of the questionnaire with regard to determining the respondent's age. This was done in order to ensure that the sample collected was correct.

Secondary information was gathered from books, journals, and the Internet, before the questionnaire was designed, in order to determine the values and attitudes of the American Generation X, and also to determine what questions needed to be asked in order to establish the characteristics of the South African Generation X sub-culture.

The studies and surveys that were used were as follows:

- Conger (1998a)
- Conger (1998b)
- Tulgan (1998)
- Branson (1996)
- The Study of Media and Markets quoted in Ritchie (1995):
- A study conducted by Details magazine and quoted in Ritchie (1995)
- The Yankelovich study quoted in Hornblower (1997)
- Seacrest (1996)
- The Washington Post poll quoted in Morin (1997)
- Ford (1998a)
- Employee Benefit Research Institute survey quoted in Gleckman (1997)
- Myron and Truax (1998)
- Zill and Robinson (1997)
- Stepp (1996)
- Carson (2000)

Once the data had been collected, this was then compared with the results of these American studies in order to determine what differences and similarities exist between the South African and American Generation X.

3.5. DATA ANALYSIS

Once the data was collected, the information obtained was then captured using the SPSS version 9.0 programme. The data capture was double checked, in order to ensure that there were no capturing errors. Once this had been done, a number of analyses were run on the data. This entailed conducting uni-variate analysis which involved descriptive analysis in the form of frequencies, and bi-variate analysis which involved running chi-square tests, t - tests, and ANOVA tests. In the section below each of these methods will be explained.

3.5.1. FREQUENCIES

Frequencies were used to determine how often a respondent made a certain response to a particular question, and were also used to cross check the coding of the data. If the responses did not equal the sample total then it means that the data was not correctly captured (Diamantopoulos and Schlegelmilch, 1997: 74). The information gathered from the frequencies thus allowed for a comparison between the American Generation X and the South African Generation X. Firstly, frequency data was obtained from various studies conducted in America, and explained in the previous section, with regard to the American Generation X, and this was then compared with the findings of this study in order to answer part of the first hypothesis.

3.5.2. CHI-SQUARE TESTS

The chi-square test is a statistical measure, which is used to test hypotheses on patterns of outcomes of a random variable in a population. The chi-square statistic measures the extent to which the observed and expected frequencies differ. This method is used to identify variables that are strongly associated with the dependent variables of the study. It is used to establish whether two nominal variables are independent or not, but it does not show the strength of the association between the variables (Diamantopoulos and Schlegelmilch, 1997:200).

The test of significance assesses the strength of the evidence against the null hypothesis in terms of probability. The null hypothesis states that there is no significant association between the dependent variable, and the factor whose strength is being tested. The alternative hypothesis states that there is a significant association between the dependent variable and the factor being tested. The null hypothesis is rejected at the alpha level of significance, which is 0.05, that is 5%, otherwise the null hypothesis is accepted (Diamantopoulos and Schlegelmilch, 1997:140).

There are two main types of error that can occur, Type 1, and Type 2. Type 1 error occurs when a hypothesis is rejected when it should be accepted. Type 2 error occurs when a hypothesis is accepted when it should be rejected. The level of significance of a test refers to the maximum probability with which a Type 1 error would be at an acceptable risk (Chisnall, 1992:330). When alpha is 0.05, it means that there are 5 chances in 100 that the hypothesis would be rejected when it should have been accepted. The chi-square tests were conducted on questions 2, 4 –7, 32, 38, 45, 49. The independent variables used were age, income, education, occupation and race.

3.5.3. T-TESTS

T-tests are similar to chi-square tests in that they are used to measure the strength of the relationship between variables. The alpha level of significance is also set at 0.05. The difference lies in the variables that are being tested. Where chi-square tests are between two nominal variables, t-tests are between a nominal dependent variable and an interval independent variable. The relationship can be determined by looking at the means of the groups (Diamantopoulos and Schlegelmilch, 1997:140). T-tests were conducted on questions: 3, 8 – 31, 33 – 37. The independent variables used were age, income and education.

3.5.4. ANOVA

ANOVA involves one way analysis of variance. The null hypothesis tested by one way ANOVA is that "k" groups have equal means in the population. The alternative hypothesis is that at least one mean is different from the others. The total "within group" variability is captured by "within group" sum of squares. A measure of the average variability "within groups" is given by the within group mean square. This is computed by dividing the sum of squares by the number of degrees of freedom (Diamantopoulos and Schlegelmilch, 1997:186).

The corresponding measures for "between the group" variability are the "between the groups" sum of squares, and the "between the groups" mean squares. If the null hypothesis is true, i.e. there are no differences between the means of the population, the variability within each of the groups should be about the same as the variability between the groups. "Within group" mean square is based on how much the observations vary within each of the groups, while the "between groups" mean square is based on how the group means vary among themselves.

Therefore, if the null hypothesis is true, the two mean squares should be similar in value, and when divided, i.e. "between groups" divided by "within groups", the ratio should be close to 1. This ratio is the F-ratio - its significance can be established by comparing it to the critical value of the F-distribution. If it was established that there was a relationship, then a Scheffe test was done to determine the direction of the relationship (Diamantopoulos and Schlegelmilch, 1997:186). ANOVA was conducted on the following questions: 3, 8 – 31, 33 – 37. The independent variables that were used were occupation and race.

3.6. VALIDITY AND RELIABILITY

In an ideal situation, the observed score should correspond perfectly with the true score. However, because research does not occur in a perfect situation, measurement error is not usually zero. The real issue then is not whether there is error, rather the issue is what potential is there for error, and what has the researcher done in order to reduce error in the study, and therefore to increase the validity and reliability of the findings. The question that needs to be answered then is: "Are the research findings valid and reliable?" This is answered in the section below.

3.6.1. VALIDITY

Validity refers to the extent to which the measurement process is free of both systematic and random error. It refers to how well the data measures what it is supposed to measure (Diamantopoulos and Schlegelmilch, 1997:34). Validity, according to Salkind (1997: 128), refers to the results of the test, and not the test itself. There are also degrees of validity. In other words, validity can be high or low. It is important to interpret validity within the context in which the test occurs. The question being asked here is "Are we measuring what we think we are measuring?" There are several types of validity that need to be considered. These will be discussed in the next section.

3.6.1.1. CONTENT VALIDITY

There are a number of different types of validity that need to be checked in order to determine how valid the information is. The first of these is known as content validity. This measures the extent to which a measure appears to measure the characteristic it is supposed to measure. In other words, it is a measure of how well the items represent the entire universe of items. The key to content validity lies in the procedures used to develop the instrument used. Content validity can never be guaranteed because it is partly a matter of judgement (Leedy, 1989:41).

In order to increase content validity, before the questionnaire was designed, a thorough examination of literature on Generation X was done. This included looking at a number of questions used in studies conducted in America on the American Generation X. This helped in the definition of the sample, as well as helping determine the types of questions that needed to be put into the questionnaire. Many of the questions used had also been used in a number of surveys conducted in America on Generation X. Secondly, interviewers were thoroughly briefed about what was required of them, and the research topic was explained to them in order to ensure that they could answer any questions asked. Thirdly, pre-tests were conducted on the original questionnaire in order to determine if the respondents would understand the questions being asked, and if they had any difficulty in reading the instructions given.

The sample needed to be of adequate size in order for the groups to be large enough to be representative of the behaviour being measured. If the sample size is too small, then the findings are not representative of the population. For this reason, one hundred respondents from each region were chosen, and three hundred respondents were interviewed in total (See Section 3.3.2)

3.6.1.2. CONSTRUCT VALIDITY

The second type of validity that is tested is that of construct validity. A construct is any concept that cannot be directly isolated. Here not only must the instrument that was used be internally consistent, but it must also measure what it was intended to measure. The question here is: "Does each item behave as expected?" The construct validity of a measure confirms or denies the hypotheses predicted from the theory (Leedy 1989:41).

The existence of a construct is inferred from examination of the relationships between variables. An important feature of a construct is that it can always be represented by multiple variables. Construct validity is established by showing that the scores on the newly designed test will differ between groups of people with or without certain characteristics. It is also possible to analyse the task requirements of the items being measured, and determine if these requirements are consistent with the theory underlying the development of the test (Salkind, 1997:128).

Some of the questions then that need to be answered with regard to this dissertation is "Does the research actually measure values and attitudes with regard to marketing, work and family?" , and "Do the findings of the research agree with the hypotheses being tested?" The reader is directed to Chapter four, for the answers to these questions.

Because an indicator such as social class is usually influenced by a variety of measures, and in order to obtain construct validity, three variables were used to determine a respondent's social class. These were education, income and occupation. This helped to measure the intended construct of social class.

The objective of the research was to measure the values and attitudes of the South African Generation X towards marketing, work, and family, and to ensure that the characteristics of the sample were similar to that of the American Generation X. In order to obtain construct validity, a number of questions were asked relating to each of these particular requirements or constructs. This reduced errors, and achieved more accurate measurements.

The more that the measures measure the same construct, the more they overlap, and the higher the relationship or correlation between them tends to be (Welman and Kruger, 1999:139). The correlations between the value and attitude questions can be found in Appendix B.

Table 2: Relationships between the questions relating to family

QUESTIONS	A	B	C	D	E	F	G	H	I	J	K	L
A. Older people know best		✓										
B. Marriage is for life	✓						✓					
C. View yourself: ambitious				✓	✓	✓		✓	✓	✓	✓	✓
D. View yourself: confident			✓		✓	✓		✓	✓	✓	✓	✓
E. View yourself: focussed			✓	✓		✓			✓	✓	✓	✓
F. View yourself: independent			✓	✓	✓			✓	✓	✓	✓	✓
G. Parents' relationship		✓										
H. Live at home			✓	✓		✓			✓	✓	✓	✓
I. Older people: ambitious			✓	✓	✓	✓		✓		✓	✓	✓
J. Older people: confident			✓	✓	✓	✓		✓	✓		✓	✓
K. Older people: focussed			✓	✓	✓	✓		✓	✓	✓		✓
L. Older people: dependent			✓	✓	✓	✓		✓	✓	✓	✓	

✓ indicates where relationships exist between the questions.

There were hardly any relationships found between questions A and B and the other questions relating to family (Refer to Table 2 above). This indicates that the other questions were better indicators of construct validity.

Table 3: Relationships between questions relating to work

QUESTIONS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
A. Own computer		✓												✓	✓			✓
B. Use a computer	✓					✓			✓	✓		✓	✓	✓	✓			✓
C. Worry									✓									
D. Compete						✓	✓									✓		
E. Compromise						✓				✓				✓			✓	
F. Money =success		✓		✓	✓			✓										
G. One day				✓				✓	✓	✓	✓							
H. Experience life						✓	✓			✓								
I. Invest		✓	✓				✓			✓	✓	✓	✓				✓	✓
J. Behaviour		✓			✓		✓	✓	✓		✓			✓		✓		
K. Hard work			✓				✓		✓	✓						✓		
L. Describe work		✓							✓				✓	✓		✓	✓	✓
M. First job		✓							✓			✓		✓		✓	✓	✓
N. Previous cos.	✓	✓			✓					✓		✓	✓		✓		✓	✓
O. Expected cos.	✓	✓												✓				
P. See yourself				✓	✓					✓	✓	✓	✓					
Q. Studying									✓			✓	✓	✓				✓
R. Field	✓	✓							✓			✓	✓	✓			✓	

✓ indicates where there were relationships between the questions.

There were very few relationships found between questions C, D, H, and O, and the other questions relating to work (Refer to Table 3 above). This indicates that the other questions were better indicators of construct validity than these questions were.

Table 4: Relationships between questions relating to marketing

QUESTIONS	A	B	C	D	E	F	G	H	I	J	K	L
A. Overseas travel		✓	✓	✓		✓						
B. Domestic travel	✓										✓	
C. Hero / Heroine	✓					✓				✓		
D. Who?	✓	✓	✓									
E. Important voice						✓						
F. Trust government	✓		✓		✓				✓		✓	
G. Polluting products								✓	✓			
H. Generation X							✓				✓	✓
I. Advert messages						✓	✓					
J. Watch TV			✓								✓	
K. Read newspaper		✓				✓		✓		✓		✓
L. Part of newspaper								✓			✓	

There were fewer relationships found between the questions relating to marketing - this indicates that perhaps the questions were not the best indicators of construct validity (Refer to Table 4 above).

As can be seen from the above tables, there were a number of relationships found between the questions, indicating that the questions asked were fairly valid and reliable. Those questions that had no relationships between the other questions, or for which there were only a few relationships, should probably be excluded from any further studies on the subject.

Another way to disentangle the distorting influences is to use multiple methods of measurement and hypothesis testing (Bagozzi, 1994:342). This dissertation had four different hypotheses that were tested in order to determine whether there was a difference between the South African and American Generation X. In this way excessive error was avoided. Also a number of different statistical analyses were conducted on the data in order to test the hypotheses.

What can also occur when respondents answer questionnaires is faking, acquiescence, or responding in a socially desirable manner. This implies that the individual's response is not a true reflection of what they really think and believe (Bagozzi, 1994:29; Welman and Kruger, 1999:140). In order to avoid this type of response, an effort was made to keep the respondents interested in the questionnaire by only asking questions relevant to the study. The questionnaire was kept fairly short to avoid the respondent losing concentration. Also when requested by the respondent, they could fill in the questionnaire for themselves.

Acquiescence response sets occur when respondents agree or disagree regardless of the content of the question. This could potentially inflate or deflate correlations in an artificial way. In order to reduce acquiescence, according to Bagozzi (1994:29), it is recommended that approximately equal numbers of positively and negatively worded items be used in any study. This was done in the study by using a Likert scale that contained agree strongly, agree, neither, disagree, and disagree strongly as response options.

However, in response to questions 24 to 27, and questions 33 to 36, many respondents crossed the same number for all the questions. For example: all questions were answered "5". This could have been due to acquiescence, that is answering with a "5" irrespective of the content of the question, or responding in a socially desirable manner. For example, the respondent might be too embarrassed to state that they see themselves as being lazy. Because this trend was so pervasive, it might also have been due to the structure of the questions, or because the respondents did not read the instructions correctly. Once the chi-square tests, t-tests and ANOVA tests were conducted, it was felt that there was enough of a difference, even though slight, for these questions to continue to be included (Bagozzi, 1994: 29),.

3.6.1.3. CRITERION VALIDITY

The extent that a measure can be used to predict an individual's score with respect to some other characteristics is called criterion validity. It is sometimes known as predictive validity, and is based on some external criterion (Babbie, 1990: 134). In general, behaviour can serve as a gauge of criterion validity for the many attitudinal measures made in social research.

Criterion validity is determined strictly by the correlation between the measurement instrument, and the characteristic or behaviour being measured. If the correlation is high, then the measure is said to have predictive validity. However, because this study is dealing with attitudes and values of a general nature, and not specifically how this influences the respondent's behaviour, criterion validity is difficult to establish. Results found in Appendix B.

3. 6.1. 4. INTERNAL VALIDITY

Internal validity refers to the degree to which the changes in dependent variable are in fact due to the independent variable rather than something else. This is of critical concern in experimental research (Welman and Kruger, 1999:98).

According to Leedy (1989:40), it seeks to determine that the changes in the dependent variables are the result of the influence of the independent variable rather than the manner in which the research was designed. The question to be asked here is : "Did the researcher make all possible attempts to include all possible influences on the dependent variables, and at the same time attempt to reduce the affects of extraneous variables?" While it is difficult to control all variables in social research, the response to this question is "Yes". These attempts to reduce selection bias and other validity issues have been discussed previously in sections 3.6.1.1 to 3.6.1.3.

3.6.1.5. EXTERNAL VALIDITY

This refers to the generalizability of the conclusions reached through observation of a sample to the population (Leedy, 1989:40). Because non-probability sampling in the form of quota and judgement sampling was used, there is doubt that the findings can be generalised to the greater Generation X population. However, certain checks and balances where put in place in order to increase the external validity of the sampling method.

3.6.2. RELIABILITY

Reliability of the measurement refers to the extent to which the measurement process is free from random errors. Reliability refers to the extent to which the obtained scores may be generalised to different measuring situations. The relationship between validity and reliability is as follows: a test can be reliable, but not valid, but a test cannot be valid without first being reliable (Diamantopoulos and Schlegelmilch, 1997:34). Reliability decreases as error increases. There are a number of different measures of reliability that will be discussed below.

In order to increase the reliability of the findings, the sample was fairly large with three hundred respondents participating. In order to standardise the conditions under which the questionnaires were conducted the interviewers were well trained, and briefed on the topic. The questionnaires were also conducted at the same time around the country to try to standardise the effect of external events.

To increase all respondents' abilities to answer the questionnaire a number of instructions were written throughout the questionnaire, and the interviewer was at hand to explain any parts of the questionnaire that the respondent did not understand. The instructions on all the questionnaires were exactly the same. To prevent inconsistency in coding, all questionnaires were pre-coded.

3.6.2.1. INTERNAL CONSISTENCY

One of the primary types of reliability is internal consistency. Here two or more measures of the same concept are obtained at the same point in time, and the degree of agreement between measurements is determined. For example: in this study as shown in the previous section, a number of questions were used to determine attitudes and values towards work. Reliability is determined by the level of correlation found among these measures. The higher the level of correlation, the more reliable the measures. This has been discussed previously in section 3.6.1.2. Results can be found in Appendix B.

3.6.2.2. CRONBACH'S ALPHA

Cronbach's alpha can also be used to test reliability. The Cronbach's alpha varies between 0 and 1 inclusive, with higher numbers indicating greater reliability. For exploratory research, values for Cronbach's alpha greater than 0.60 are desired, with values greater than 0.70 preferred (Bagozzi, 1994:17). When all the questions that were used to test values and attitudes were tested using Cronbach's alpha, the result was **0.6057**. Although this is acceptable, these measures cannot necessarily be used exactly the same way in another research study.

3.6.3. MEASUREMENT ERROR

Measurement error is not usually zero, and therefore it cannot be taken for granted that the measures used in the research study did a good job. Error is a threat to both validity and reliability. Measurement error can occur randomly or systematically. One source of error originates from the researcher in the sense that concepts can be incorrectly identified, questionnaire items can be badly constructed, and other issues can be inadequately addressed (Bagozzi, 1994:26).

The level of difficulty in completing the questionnaire is also important, as the more difficult the questionnaire, the greater the chance of error. This highlights the need to carefully design instructions in the questionnaire, as well as response alternatives. In the questionnaire, all instructions were highlighted so that the respondent would be able to see them easily. Because personal interviews were conducted, an interviewer was present to explain any instructions that the respondent did not understand. At the end of each interview, the interviewer did a quick visual check in order to determine if the respondent had answered all the questions, and that the questions appeared to have been answered correctly.

A second source of error occurs from the way data is collected, for example: interviewer bias. An important aspect with regard to this concerns the sample. Errors can transpire in the specifications of the population to be sampled from, as well as how people are selected from the population (Bagozzi, 1994:26). In order to obtain the correct sample, a screening question was placed at the beginning of the questionnaire to ensure that the correct sample was obtained. In order to gather information from a sample that represented the population group, the sample was split into three regions in the country, namely, Gauteng, Durban and Cape Town.

According to Chisnall (1992:80), one of the problems of quota sampling is that it tends to be unrepresentative with regards to occupation and education. He claims that there was a definite tendency among interviewers to interview higher educated respondents. However, in this study, this was not the case, as respondents were fairly evenly split between the two groups namely secondary and tertiary education levels. Occupation was also fairly evenly split amongst the groups, and so the potential for error has been avoided. The reason for this is that interviewers were allocated quantities of the control characteristics in order to ensure that they obtained the desired number of control characteristics. This also helped in preventing interviewers from avoiding certain types of people.

The quota controls were inter-related in that the samples were distributed systematically over variables such as age, income and race. This is a more reliable quota sampling method as there is a far greater measure of control. In order to avoid only getting one type of respondent e.g. respondents shopping in the morning are more likely to not work or be housewives, the questionnaires were conducted at different times over a number of weeks.

Another source of error can occur from the respondents themselves. The fact that participants are aware that they are participating in an experiment can alter their behavior. This can take place due to incorrect reading of the questions and instructions. In order to ensure that this type of error was reduced, the questionnaires were pre-tested, in order to determine if there was anything that the sample might not understand. Participants were voluntarily involved in the study, and were not paid for their responses. Statements were constructed so that they appeared neutral, i.e. that there was not one correct answer or one socially acceptable answer.

Interviewers were trained not to prompt respondents, and if the respondents gave an answer that was not in the response categories, interviewers were told that they are allowed to enter the given response themselves, and that this would then be re-coded at a later stage.

This helped avoid situations where the respondent might have felt that they had not given the correct response. If the respondent did not want to respond, the interviewers were told also just to make a note of this in the margin.

The final source of error can occur through method biases. This refers to the variance attributable to the measurement procedures (Bagozzi, 1994:342). An obvious requirement of the instrument is that it must be able to answer the research question. Lack of bias occurs when the expected value of an estimate is equal to the population parameter. Otherwise the estimate is biased, and the difference between the two is known as systematic error.

By using closed - ended questions in the questionnaire a certain amount of bias can be introduced by limiting the responses made. In order to reduce this type of bias, extensive research was conducted involving a number of different studies, to ensure that all possible valid responses were included. The alternatives were thus exhaustive and also mutually exclusive.

Interviewer bias occurs when the influence of the interviewer results in responses that do not accurately reflect the attitudes and opinions of the respondents (Chisnall, 1992:146). In order to reduce interviewer bias, respondents were given the option of completing the questionnaire themselves, and interviewers were carefully trained not to prompt the respondents.

The interviewers were carefully selected so that they closely matched the characteristics of the sample population in order to ensure mutual understanding and to reduce bias. This ensured that the interviewers familiarized themselves with the content of the questionnaires to ensure that the questions were read without the interviewers making mistakes.

3.6.4. SUMMARY OF RESEARCH METHODOLOGY

In conclusion, it can be seen that the research collected was found to be reliable, and fairly valid. All attempts were made to ensure that errors were minimized and that the correct sample was obtained by the interviewers. As a control in this regard, the researcher was also involved in conducting interviews, which helped to determine if there were any major problems. Once the data had been collected, analyses were conducted on the data. These can be found in the next chapter.

ANALYSIS AND RESULTS

4.1. INTRODUCTION

In order to undertake the analysis, 300 personal questionnaires were processed. The analysis was broken down into three main areas. The first is the uni-variate analysis, which deals with frequencies. These are descriptive in nature, and are used to test the first hypothesis. The second, third and fourth sections contain bi-variate analyses that deal with testing the second, third and fourth hypotheses respectively, using chi-square tests, t-tests, and analysis of variance (ANOVA) tests. These explain the relationships between data, and how significant these relationships are. The sample characteristics, with respect to the dependent variables such as age and race, can be found in Chapter three.

The four hypotheses being tested are as follows:

- **Hypothesis 1:** that the values and attitudes of the South African Generation X in three metropolitan areas with regard to marketing, family and work, are different from those held by the American Generation X
- **Hypothesis 2:** the values and attitudes, with regard to marketing, family and work, held by people in the 18 to 34 age category, within three metropolitan areas, will differ according to race group
- **Hypothesis 3:** the values and attitudes, with regards to family, marketing and work, held by people in the 18 to 34 age category who belong to the upper social class will differ from those held by people in the middle social class, within three metropolitan areas.
- **Hypothesis 4:** the values and attitudes about marketing, family and work, held by people between the ages of 18 and 26, within three metropolitan areas, will differ from those held by people in the 27 to 34 age category.

The ultimate aim of the study was to gain a better understanding of the values and attitudes of the South African Generation X.

4. 2. FREQUENCIES

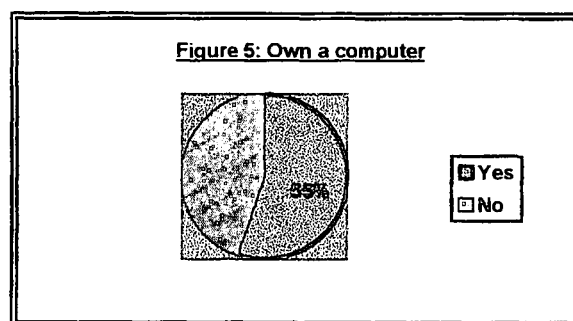
The actual results of the frequencies can be found in Appendix C1.

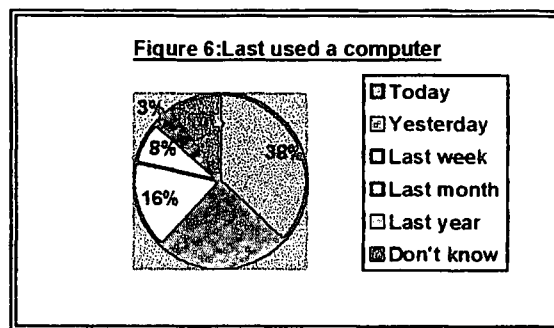
HYPOTHESIS ONE: The values and attitudes of the South African Generation X is different from that of the American Generation X

4.2.1. OWNING A COMPUTER

According to Conger (1998a: 6), Generation X in America is the first real information age generation. In other words, they are the first generation to have grown up with computers. Tulgan (1998: 1) agrees. According to Branson (1996:3) about 48% of the American Generation X own a computer. In the past four years, however, this number has probably increased.

Figure 5 shows that more than half (55%) of the South African respondents owned a computer. It was also found that 78% of respondents had access to a computer within seven days from the time that the study was conducted (See Figure 6).



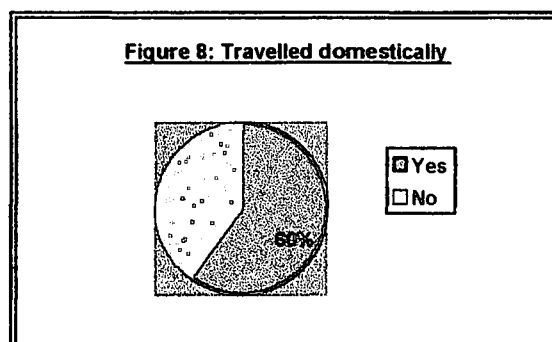
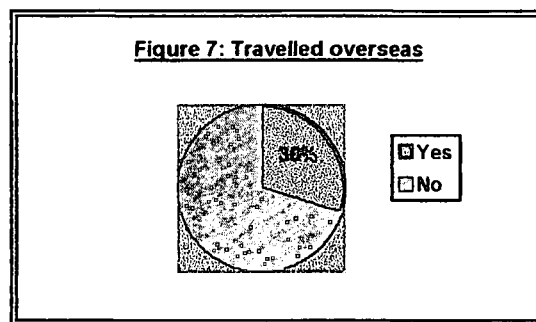


Although there was a slight difference in the percentage between the two groups, this could be due to the fact that the American percentage came from a study conducted in 1996, and as a result this figure could have increased significantly in the last four years. It appears that the South African Generation X are also becoming more computer literate, reflecting the same trends occurring with the American Generation X.

4.2.2. DOMESTIC AND OVERSEAS TRAVEL

In Ritchie (1995:147), "The Study of Media and Markets" in 1993, reported that 64% of Generation X had travelled domestically in the last year and that 29% had travelled overseas in the last three years. Figure 7 shows that 29% of South African respondents had travelled overseas in the last three years, and Figure 8 shows that 60% of respondents had travelled domestically in the last year.

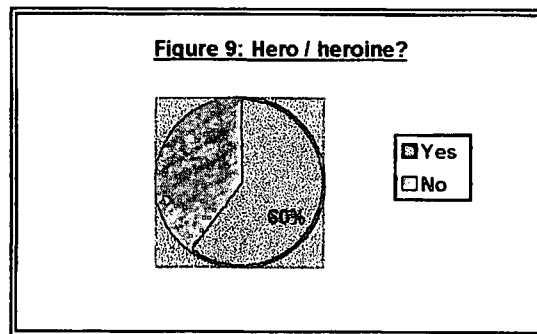
The percentage here is very close to the percentage of the American Generation X, with regard to those who have travelled domestically, and the percentage is exactly the same for those who have travelled overseas.



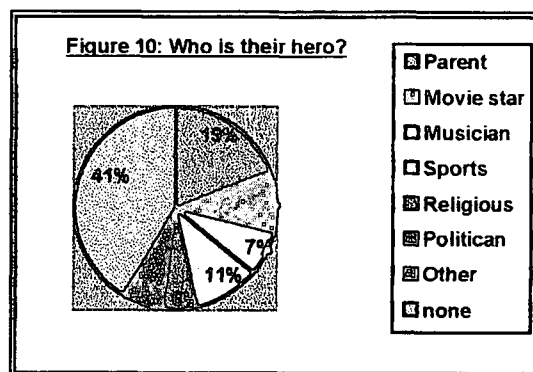
4.2.3. DO THE RESPONDENTS HAVE A HERO OR HEROINE?

According to Ritchie (1995: 151), in a survey conducted by Details magazine, 51% of Generation X said they admired their parents more than any-one else. Details magazine also found that Generation X do not tend to idolise their role models.

Figure 9 shows that when asked whether the respondent had a hero or heroine, 60% said yes.

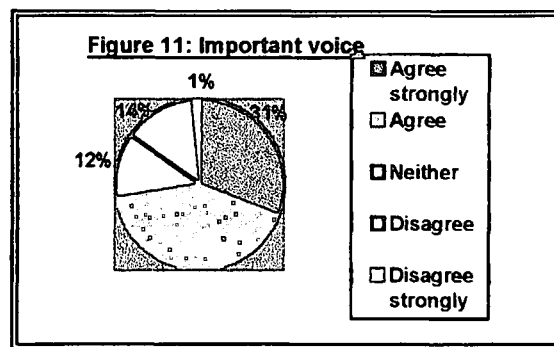


Of those who said yes, only 19% said that their hero / heroine was their parent (See Figure 10). There was a big difference here, with the majority of respondents in South Africa having a hero / heroine. In comparison with the American findings, very few respondents stated that their parents were their hero / heroine, although, this was still the largest segment chosen.



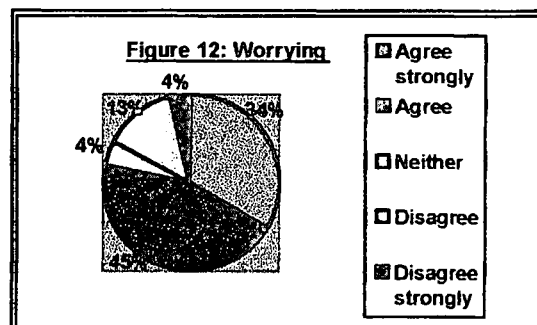
4.2.4. IMPORTANT VOICE THAT NO-ONE HEARS

Hornblower (1997: 2) stated that, in a survey conducted in America, 72% of respondents believe that members of Generation X "have an important voice but that no-one seems to hear". Figure 11 shows that 72% of respondents in this study agreed with this statement. This percentage is exactly the same as that of the American Generation X, indicating that the South African and American Generation X have the exact same attitude towards this statement.



4.2.5. WORRYING ABOUT THE FUTURE

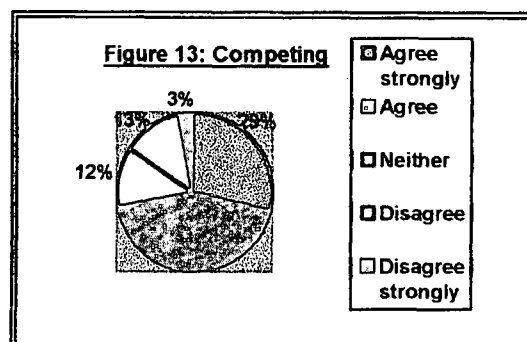
In a study quoted in Hornblower (1997:3), 61% of respondents claimed that "worrying about the future is a major source of stress". Figure 12 shows that 79% of respondents in this study agreed with this statement.



The South African Generation X had a much larger percentage than the American Generation X - this could be due to the fact that South Africa has gone through enormous social, political and economic changes in the last ten years. South Africa also has a much larger problem in terms of unemployment and crime.

4.2.6. COMPETING HELPS GENERATION X PERFORM BETTER

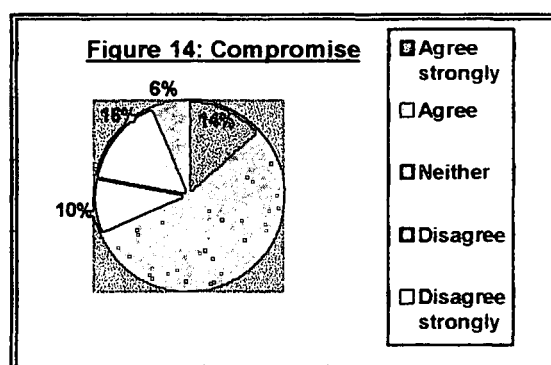
The Yankelovich study results, as quoted in Hornblower (1997:3), found that 82% of 'twentysomethings' believed that "competing helps them to perform better". Figure 13 shows that 72% of respondents in this study agreed with this statement.



There was a difference of ten percent between the South African and American Generation X's. This indicates that the American Generation X are more competitive than their South African counterparts. The reason for this could be that the African culture believes more in communal effort rather than stressing the individual as the American culture does.

4.2.7. SOMETIMES YOU HAVE TO COMPROMISE YOUR PRINCIPLES

The Yankelovich report, as quoted in Hornblower (1997:3), found that 71% of American Generation X believe that "in this world you sometimes have to compromise your principles". Figure 14 shows that 68% of respondents in this study agreed with this statement. There was only a three percent difference between the two groups, implying that these two groups are fairly similar.



4.2.8. BELIEVE THAT THE GOVERNMENT CAN BE TRUSTED

Hornblower (1997:4) found that the American Generation X believe that the government cannot be trusted. This group out of all the generations has the weakest attachment to political parties. Seacrest (1996:1) stated that 63% of respondents were dissatisfied with the way things are going in America. The "Washington Post" poll, as quoted in Morin (1994:2), claimed that 73% of respondents expected the government to do what was wrong most of the time.

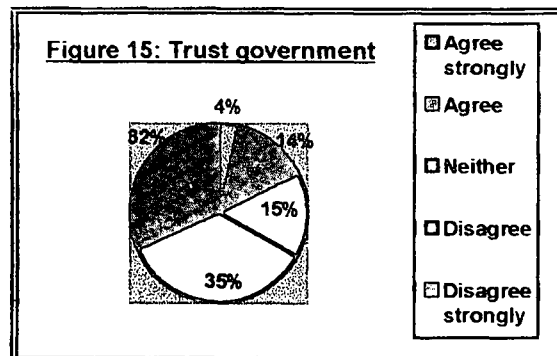
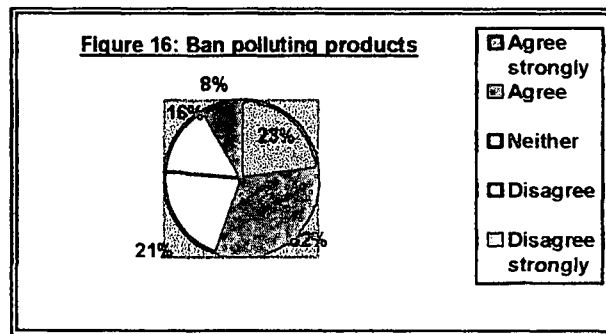


Figure 15 shows that 67% of the South African respondents stated that they believed that the government could not be trusted. There was a six percent difference between the two groups, with the South African Generation X being slightly more trusting than their American counterparts. This could be due to the fact that many South Africans have only recently voted for the first time, and so are still optimistic about the government.

4.2.9. ALL PRODUCTS THAT POLLUTE THE ENVIRONMENT SHOULD BE BANNED

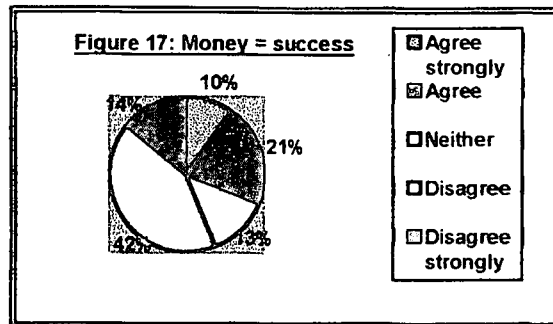
According to Hornblower (1997:5), Generation X value what they can realistically control with regards to pollution. They do not take environmentally friendly claims at face value. When asked if all "products that pollute the environment should be banned", only a third of respondents agreed. Ritchie (1995: 139) agrees with this figure. Of the South African respondents who answered the questionnaire, 55% agreed. However, 21% of respondents had no opinion about this (See Figure 16).



There was a big difference of 25% found between the two groups, with a lot more South Africans believing that all products that pollute the environment should be banned. American Generation X are a lot more cynical in terms of believing that they can change the world.

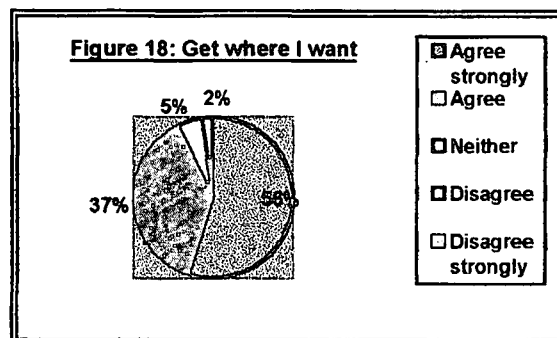
4.2.10. MONEY IS THE ONLY MEASURE OF SUCCESS

According to Homblower (1997: 5), 33% of respondents agreed that money is the only measure of success. Figure 17 shows that 31% of the respondents in this study agreed with this statement. There was only a difference of two percent between the two groups implying that the two groups are very similar in they way they measure success.



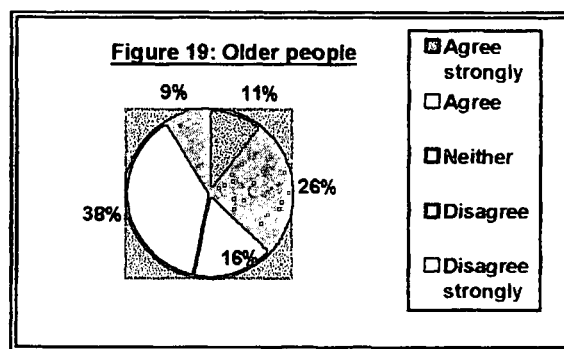
4.2.11. ONE DAY I WILL GET TO WHERE I WANT TO BE

Hornblower (1997: 7) found that 96% of respondents believed that one day they would get to where they wanted to be in life. In the study conducted it was found that 92% of respondents agreed (See Figure 18). There was only a difference of four percent between the two groups, indicating that both groups are optimistic about their future.



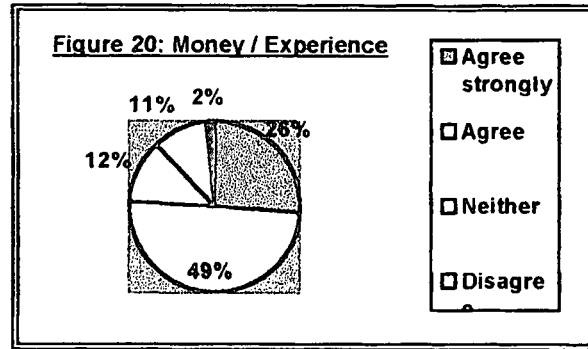
4.2.12. OLDER PEOPLE KNOW BEST

According to Ford (1998a: 2), Generation X feel that older people need to prove themselves in order to earn their respect. Figure 19 shows that in this study only 37% agreed. This result appears to reflect the views of the American Generation X, although there are no actual percentages to compare.



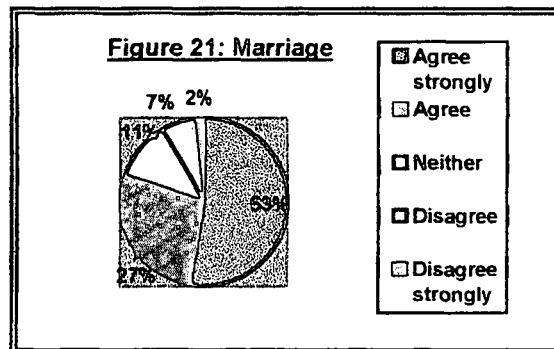
4.2.13. MONEY IS NOT AS IMPORTANT AS EXPERIENCING LIFE

Ford (1998a: 2) states that Generation X feel that making money is not as important as experiencing life. In the study conducted in South Africa, 76% of respondents agreed with this statement (See Figure 20). Although the results appear to be similar with regard to their attitude, as there was no exact percent found for the American Generation X, it is difficult to determine how close their attitudes are.



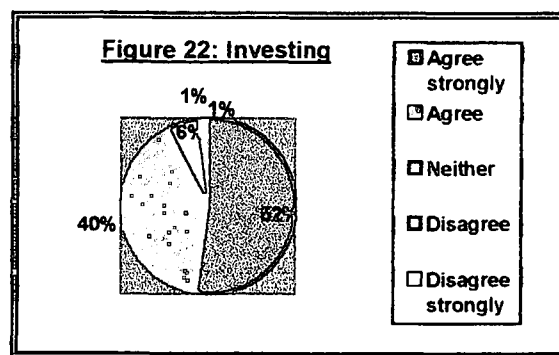
4.2.14. MARRIAGE IS FOR LIFE

In Ritchie (1995:154), it was found that 89% of the American Generation X agreed with the statement that “when I get married it will be for life”. Figure 21 shows that 80% of respondents agreed with this statement. There was difference of 9% between the American Generation X and the South African Generation X, with fewer of the South African Generation X believing that marriage is for life.



4.2.15. INVESTING FOR RETIREMENT IS IMPORTANT

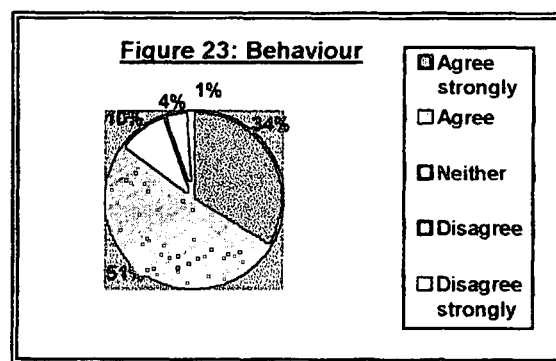
In a survey released by the Employee Benefit Research Institute, as quoted in Gleckman (1997:1), 65% of American Generation X say that they have already started investing for their retirement. In a separate survey by Yankelovich, Gleckman (1997:1) reports that 69% of Xers felt the need to plan for retirement. Figure 22 shows that in this study 92% of respondents felt that it was important to invest money for retirement.



There is a very big difference of 23% between the two groups. South African Generation X appear to be more conscious about saving for retirement. This could be due to the enormous changes that have occurred in South Africa over the last decade, making people uncertain as to what the future holds. It could also be due to the weakness of the South African social security system.

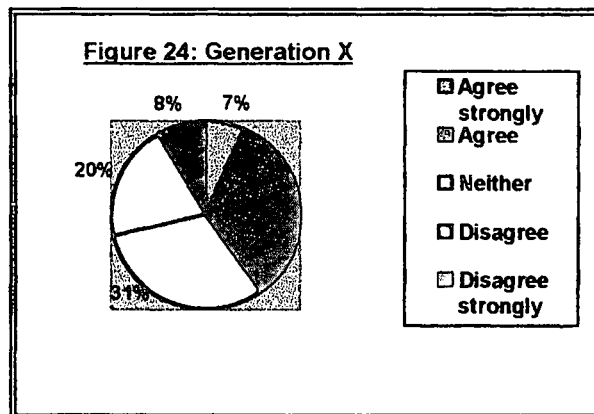
4.2.16. ADOPT APPROPRIATE BEHAVIOUR TO GET AHEAD

According to Ritchie (1995), the American Generation X believes that it is necessary to adopt appropriate behaviour to get ahead. Figure 23 shows that in this study it was found that 85% of respondents agreed with the statement "It is necessary to adopt appropriate behaviour to get ahead." Because no exact percent was found for America, it is difficult to compare the two.



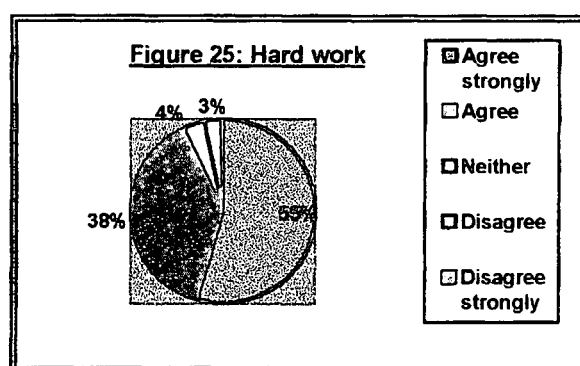
4.2.17. THE TERM GENERATION X IS A GOOD TERM

According to a number of authors (Cipriano, 1997:1; Hoffman, 1998:1; Lantz, 1998:2), most of the members of Generation X reject the label, and see the X as being negative. Figure 24 shows that 30% of South African respondents felt that 'Generation X' was not a good term to describe their generation. 30% had no opinion. There is a big difference of opinion between the two groups. However, it could be due to the fact that South Africans have been less exposed to the controversy surrounding the term.



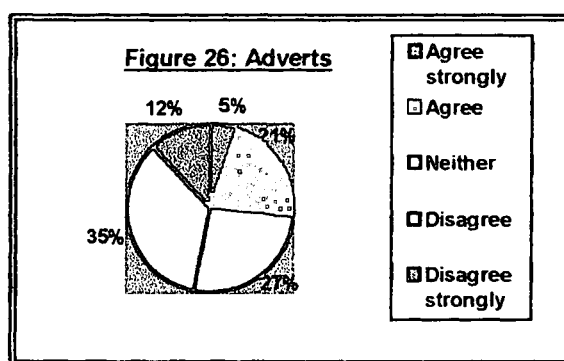
4.2.18. HARD WORK IS THE KEY TO GETTING AHEAD

In Myron and Truax (1998:1), it was found that 74% of respondents believed that "hard work was the key to getting ahead". Figure 25 shows that 93% of respondents in this study agreed with this statement. There was a difference of 19% between the two groups. South Africans are known overseas for being hard working and this is reiterated by this finding. The difference could also be due to the fact that the American Generation X is more cynical than the South African Generation X.



4.2.19. BELIEVE MESSAGE IN ADVERTS

According to Hornblower (1997:5), "no commercial is safe from their sarcasm or their remote control." Ritchie (1995:151) agrees. In other words, the American Generation X is less believing of advertising messages. Figure 26 shows that 46% of respondents in this study generally did not believe the message in adverts. As there were no exact percentages found, it is difficult to compare the two groups. However, it appears that the South African Generation X is more believing of advertising messages.



4.2.20. VIEW OF GENERATION X

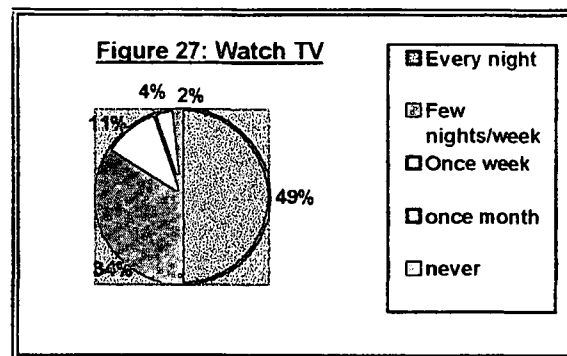
According to Hornblower (1997:2), when asked how Generation X see themselves, the most frequent responses were ambitious, determine and focussed. When asked how they thought older people see them, their most frequent responses were lazy, confused, and unfocussed.

In this study, when asked how they see themselves, the top answers were ambitious (78%), self-confident (75%), focussed (77%) and independent (82%). When asked how they felt older people saw them, their top answers were ambitious (73%), self-confident (77%), focussed (72%), and independent (78%).

In other words, the South African and American Generation Xers disagree in their responses. However, the responses in this survey were questionable due to response bias, as has been discussed in the validity section in Chapter Three.

4.2.21. TELEVISION VIEWING

According to Zill and Robinson (1997:1), young people watch 3 hours of television every night. Figure 27 shows that 50% of South African respondents watched television every night, and 34% watched television a few nights a week. It appears that South African Generation X watch less television than their American counterparts.



4.2.22. READ THE NEWSPAPER

Stepp (1996:2) claims that Generation X does not read newspapers very frequently. The table below compares the American Generation X with the South African respondents in terms of newspaper readership

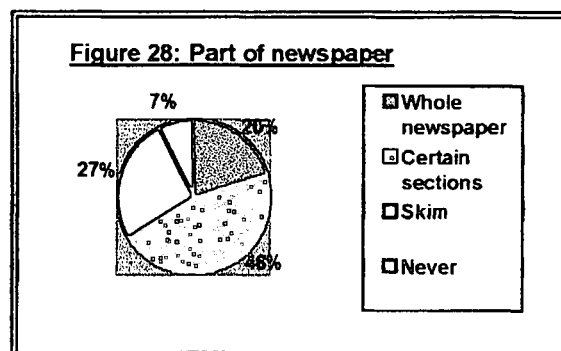
Table 5: Newspaper readership

	American Xers	South African Xers
Every night / day	24%	22%
A few nights	39%	35%
Once a week	11%	23%
Once a month	21%	13%
Never	4%	7%

The American results were reported in Branson (1996:3).

4.2.23. DEPTH OF NEWSPAPERS READ

In Stepp (1996:2), it was reported that the majority of Generation X are skimmers of newspapers, rather than depth readers. Figure 28 shows that in this study 20% of respondents read the whole newspaper, while 46% read some sections and 27% skim read. It appears that South African Generation X are also not likely to be depth readers of the newspaper, with the majority of respondents only reading some sections or skim reading.



4.2.24. PARENTS' RELATIONSHIP

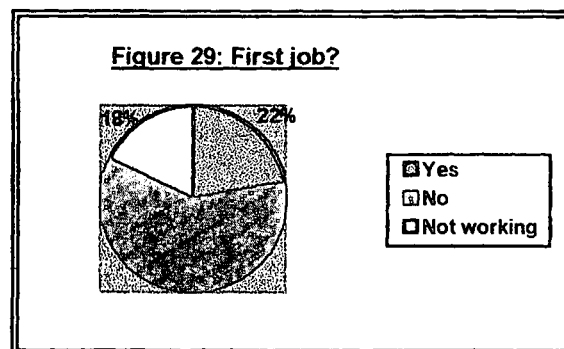
According to Zill and Robinson (1997:4), 40% of today's young people spend at least some time in a single parent home. In this study, it was found that 18% of respondents' parents were divorced, 9% of respondents' parents had never married, and 6% of respondents' parents were separated. While this does not necessarily mean that the South African Generation X have lived in single parent home, it does seem to imply the same trend as the one that is taking place in America i.e. members of Generation X are being affected more than previous generations by divorce.

4.2.25. LIVING AT HOME

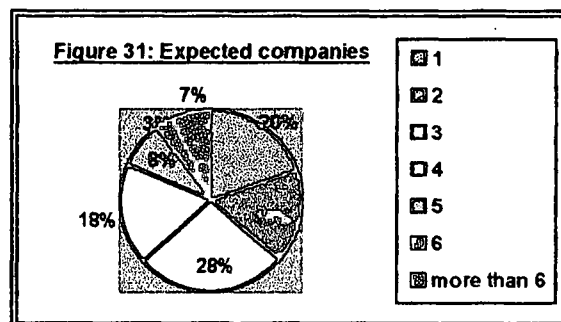
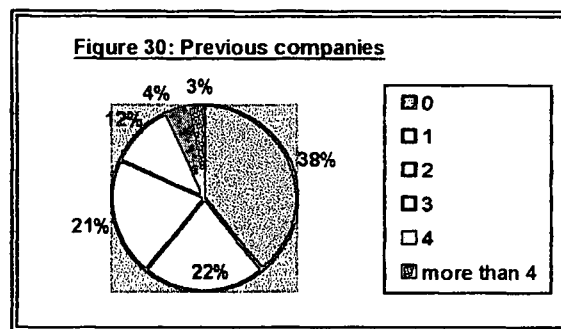
According to Seacrest (1996:1) and Ritchie (1995:43), 46% of Generation X are still living at home. In this study it was also found that 46% of respondents still live at home. This is an indication that the same trend is happening here as in America, where young people are living at home for longer, due to high cost of living and as a result of not being employed in highly paid positions.

4.2.26. WORKING LIFE

According to Conger (1998b: 5), Generation X anticipate having three to five employers in their careers. Figure 29 shows that 60% of respondents in this study said that this was not their first job. Figure 30 shows the number of previous companies the respondents' had worked for.



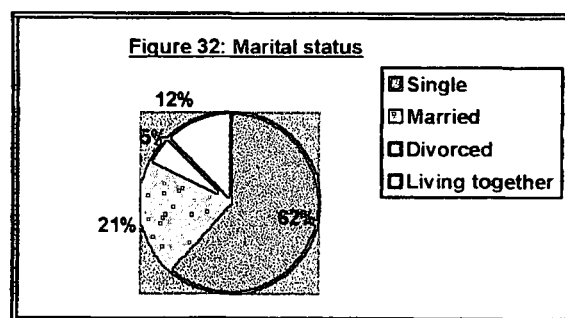
Only 20% of respondents expect to work for one company in their careers, and 53% of respondents expect to work for between three and five companies in their career (See Figure 31). The responses of the South African Generation X appear to be similar to the American Xers, indicating that loyalty toward companies is also low amongst the South African Generation X.



According to Conger (1998b: 4), Generation X more frequently reported themselves as living to work, rather than working to live. When asked how they see themselves, in this study, 69% of respondents saw themselves as working to live, rather than living to work. This is the opposite of the American Generation X, this could be due to the high rate of unemployment in South Africa, and extreme poverty that a large percentage of the population live in.

4.2.27. CURRENT MARITAL STATUS

Generation X is delaying marriage and the age at which they are getting married is creeping up, according to Hornblower (1997:7). According to Ritchie (1995:42), a survey conducted in 1992 reported that more than half of 18 to 29 year olds had never married. Figure 32 shows that 62% of South African respondents are still single. This also indicates that South African Generation X is delaying getting married.



4.2.28. EDUCATION / STUDYING

In 1993, 47% of Generation X had at least some higher education (Carson, 2000:1). According to Zill and Robinson (1997:2), 54% of Generation X had completed some college education or were studying. In this study, 53% of Generation X had some higher education, 38% of respondents have obtained a diploma or a degree, and 43% of respondents are currently studying. Although there are slightly fewer members of Generation X in South Africa studying in higher education, the numbers are still fairly similar.

4.2.29. SUMMARY

While many similarities were found between the American Generation X group, and the South African Generation X sample, there were a number of differences as well. These discrepancies are as important to marketers as the similarities because they could mean the difference between the successful marketing strategy, or one that is a dismal failure.

Frequencies are useful because they enable the researcher to determine how often a response was made. This facilitated comparing South African responses with the American findings, in order to test Hypothesis one. However, frequencies do not explain the relationships between various responses. For this reason, further analysis was needed in order to test the remaining hypotheses.

4.3. HYPOTHESIS 2:

Null hypothesis: the values and attitudes, with regard to marketing, family and work, held by people in the 18 to 34 age category, within three metropolitan areas, will not differ according to race.

Alternative hypothesis: the values and attitudes, with regard to marketing, family and work, held by people in the 18 to 34 age category, within three metropolitan areas, will differ according to race.

(The results for race analyses can be found in Appendix C2.)

4.3.1. CHI-SQUARE TESTS

In terms of the chi-square tests, any relationships are considered to be significant if the significance level is less than 0.05. In instances where a relationship was found, the researcher has commented on the possible direction that these relationships have, with reference to the cross-tabulations tables. Chi-square tests are discussed in greater detail in Chapter three.

4.3.1.1. Race / Domestic trip

There is a relationship between race, and whether the respondent has been on a domestic trip in the last year ($\chi^2 = 11.416$ at **0.01 significance level**). In other words, White respondents are more likely to have travelled domestically in the last year, with Coloured respondents second, Black respondents third and Asian respondents last.

4.3.1.2. Race / Travelled overseas

There is a relationship between race, and whether a respondent had travelled overseas in the last three years ($\chi^2 = 27.835$ at **0.000 significance level**). White respondents were most likely to have travelled overseas, and Black and Coloured respondents were least likely.

4.3.1.3. Race / Hero

There is a relationship between race, and whether a respondent has a hero or heroine ($\chi^2 = 22.961$ at **0.000 significance level**). Black respondents are most likely to have a hero or heroine, and White respondents are least likely.

4.3.1.4. Race / who is their hero?

There is a relationship between race, and who is the respondents hero / heroine ($\chi^2 = 56.106$ at **0.000 significance level**). Black respondents were most likely to answer that their hero / heroine was a parent, the other race groups were more likely to state that no-one was their hero / heroine.

4.3.1.5. Race / Own computer

There is a relationship between race, and whether a respondent owns a computer ($\chi^2 = 29.017$ at **0.000 significance level**). White respondents were most likely to own a computer, and Black respondents were least likely to own a computer.

4.3.1.6. Race / First job

There is a relationship between race, and whether the respondent was currently employed in their first job ($\chi^2 = 16.083$ at **0.013 significance level**). Black and Coloured respondents were most likely to be employed in their first position, and White respondents were least likely.

4.3.1.7. Race / living at home

There is a relationship between race, and whether the respondent is currently living at home with their parents ($\chi^2 = 10.350$ at **0.016 significance level**). Although the responses in the table are similar, Asian and Coloured respondents are more likely to still be living at home than Black and White respondents.

4.3.1.8. Race / relationships not found

There was no relationship found between race, and whether the respondent is currently studying ($\chi^2 = 1.279$ at .734 significance level), and race, and whether the respondent is currently employed in the field in which they studied ($\chi^2 = 9.520$ at 0.146 significance level).

4.3.2. ANALYSIS OF VARIANCE: RACE

If the F value in the analysis of variance results was close to one, then there was no difference between the group means, and the null hypothesis was accepted. If the F value is much larger than 1, then the null hypothesis was rejected, and a Scheffe test was conducted in order to determine where the differences lie.

4.3.2.1. Race / Used a computer

Analysis of variance: There is a difference between race, and when the respondent last used a computer ($F = 9.740$ at 0.000 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed that there is a difference between the following groups:

Table 6: Race and used a computer

Race	Mean difference	Sign. level
Black and White	1.22	0.000
Black and Asian	0.98	0.003
White and Coloured	-0.82	0.013

Overall Black respondents were least likely to have used a computer recently (**mean = 3.12**), and White respondents were most likely to have used a computer recently (**mean = 1.90**).

4.3.2.2. Race / Believe they have an important voice

Analysis of variance: There is a difference between race, and whether the respondent believe that they have an important voice that no-one seems to hear (**F = 3.507 at 0.016 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 7: Race and Important voice

Race	Mean difference	Sign. level
White and Asian	0.51	0.028

This difference, although significant, is not strong. Overall, Asian respondents were more likely to believe that they had an important voice that no-one seems to hear (mean = 1.93), and White respondents were less likely to agree (mean = 2.44).

4.3.2.3. Race / compromise

Analysis of variance: There is a difference between race, and whether the respondent believes that sometimes you have to compromise your principles ($F = 3.552$ at 0.015 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 8: Race and Compromise

Race	Mean difference	Sign. level
White and Coloured	0.51	0.038

Overall, Coloured respondents were more likely to agree that sometimes you have to compromise your principles (mean = 2.29), and White respondents were less likely to agree (mean = 2.80). However, the relationship was not strong.

4.3.2.4. Race / trust government

Analysis of variance: There is a difference between race, and whether the respondent believes that the government can be trusted ($F = 10.884$ at 0.000 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed that there is a difference between the following groups:

Table 9: Race and Trust Government

Race	Mean Difference	Sign. level
Black and White	-0.90	0.000
Black and Asian	-0.84	0.000

Overall, Black respondents were more likely to agree or be neutral with regard to this statement (mean = 3.23), and White respondents were less likely to trust the government (mean = 4.13).

4.3.2.5. Race / money = success

Analysis of variance: There is a difference between race, and whether the respondent believes that money is the only measure of success ($F = 4.560$ at 0.004 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 10: Race and Money = Success

Race	Mean difference	Sign. level
Black and White	-0.70	0.005

Overall, Black respondents were more likely to agree with this statement (mean = 2.88), and White respondents were less likely to agree with this statement (mean = 3.58).

4.3.2.6. Race / older people

Analysis of variance: There is a difference between race, and whether the respondent believes that older people know best ($F = 4.763$ at 0.003 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 11: Race and Older people

Race	Mean difference	Sign. level
Black and White	-0.72	0.003

Overall, Black respondents were more likely to agree with the statement that older people know best (**mean = 2.70**), and White respondents were more likely to disagree with the statement (**mean = 3.42**).

4.3.2.7. Race / appropriate behaviour

Analysis of variance: Although there appeared to be a difference between the groups (**F = 3.659 at 0.013 significance level**), the Scheffe test, revealed that the difference was not significant.

4.3.2.8. Race / believe adverts

Analysis of variance: There is a difference between race, and whether respondents believed the message in adverts (**F= 7.959 at 0.000 significance level**), therefore the null hypothesis was rejected.

Scheffe test: The Scheffe test revealed a difference between the following groups:

Table 12: Race and Message in adverts

Race	Mean difference	Sign. level
Black and White	-0.76	0.000
Black and Asian	-0.68	0.002

Overall, Black respondents were more likely to believe the message in adverts (mean = 2.80), and White respondents were least likely to believe the message in adverts (mean = 3.56).

4.3.2.9. Race / view of yourself

Analysis of variance: There is a difference between race, and whether the respondent sees themselves as independent versus dependent ($F = 2.752$ at 0.043 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed only a slight difference between the following groups:

Table 13: Race and View yourself as independent

Race	Mean difference	Sign. level
Black and Coloured	0.49	0.035

The means between the groups were very similar, with the mean for Black respondents being **4.04**, and the mean for Coloured respondents being **4.53**. In other words, Black respondents were less likely to see themselves as being independent than Coloured respondents were.

4.3.2.10. Race/ TV viewing

Analysis of variance: There is a difference between race, and the amount of television that respondents watch ($F = 7.765$ at **0.000 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed that there is a difference between the following groups:

Table 14: Race and TV viewing

Race	Mean difference	Sign. level
White and Asian	-0.70	0.000

Overall, Asian respondents were more likely to watch television (mean = **1.37**), and White respondents were less likely to watch television (mean = **2.06**).

4.3.2.11. Race / parents' relationship

Analysis of variance: there is a difference between race, and the respondents' parents' relationship ($F = 5.751$ at **0.001 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed that there is a difference between the following groups:

Table 15: Race and Parents' relationship

Race	Mean difference	Sign. level
Black and Asian	1.12	0.004
Black and Coloured	1.03	0.009

Asian respondents were more likely to have married parents (**mean = 1.96**), and Black respondents were more likely to have parents who were separated (**mean = 3.08**).

4.3.2.11. Race / older people's view

Analysis of variance: There is a difference between race, and whether the respondent believes older people see them as being ambitious ($F = 6.090$ at **0.000 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 16: Race and older people's view: ambitious

Race	Mean difference	Sign. level
Black and Asian	0.52	0.015
Black and Coloured	0.63	0.002

Overall, Black respondents were more likely to have a positive response (mean = 4.31), and Coloured (mean = 3.68) and Asian respondents (mean = 3.79) were more likely to have a negative response i.e. they felt that older people see them as being lazy.

4.3.2.12. Race / no differences

In the following cases, the null hypothesis was accepted: there is no difference between the means of the groups.

Table 17: No relationship with race

Variables	F	Sign.
1. Race and worrying about the future is a major source of stress	1.960	0.120
2. Race and competing helps me perform better	1.172	0.321
3. Race and ban products that pollute the environment	1.524	0.208
4. Race and get to where I want to be	1.894	0.131
5. Race and money is not as important than experiencing life	1.552	0.201
6. Race and marriage is for life	0.729	0.536
7. Race and investing for retirement is important	0.878	0.453
8. Race and the term Generation X is a good term to used	0.283	0.838
9. Race and hard work is the key to getting ahead	0.581	0.628
10. Race and view of yourself : ambitious vs. lazy	2.467	0.062
11. Race and view of yourself: self-confident vs. confused	1.526	0.208
12. Race and view of yourself: focussed vs. unfocussed	2.752	0.043
13. Race and newspaper reading	1.035	0.377
14. Race and part of newspaper read	0.314	0.815
15. Race and older people: focussed vs. unfocussed	1.633	0.182
16. Race and older people: self-confident vs. confused	1.020	0.384
17. Race and older people: independent vs. dependent	1.256	0.290
18. Race and describe working life	1.717	0.164
19. Race and number of previous companies	1.597	0.190
20. Race and expected number of companies	1.483	0.219
21. Race and how you see yourself	0.425	0.736

4.4. HYPOTHESIS 3:

Null hypothesis: the values and attitudes, with regard to marketing, family and work, held by people in the 18 to 34 age category who belong to the upper social class will not differ from those in the middle social class, in three metropolitan areas.

Alternative hypothesis: the values and attitudes, with regards to marketing, family and work, held by people in the 18 to 34 age category who belong to the upper social class will differ from those in the middle social class, in three metropolitan areas.

Results of the analyses for social class are in Appendix C3

4.4.1. CHI-SQUARE TESTS

4.4.1.1. Income / own computer

There is a relationship between household income, and whether the respondent owns a computer ($\chi^2 = 20.350$ at 0.000 significance level).

Respondents in the upper income level were more likely to own a computer than those in the middle income level.

4.4.1.2. Income / overseas travel

There is a relationship between household income and overseas travel ($\chi^2 = 7.697$ at 0.006 significance level). Respondents in the upper income level are more likely to have travelled overseas in the past three years, than those respondents in the middle income group.

4.4.1.3. Income / domestic travel

There is a relationship between household income and domestic travel ($\chi^2 = 12.247$ at 0.000 significance level). Respondents in the upper income level were more likely to have travelled domestically in the last year than those respondents in the middle income level.

4.4.1.4. Income / no relationships

No relationships were found between the following variables and income:

Table 18: No relationships with Income

Variable	χ^2	Sign.
Income and do they have a hero / heroine	.573	.447
Income and who is their hero	11.738	.110
Income and living at home	1.934	.164
Income and whether they are employed in their first job	1.581	.454
Income and whether they are studying	4.551	.103

4.4.1.5. Education / own computer

There is a relationship between education level, and whether the respondent owns a computer ($\chi^2 = 14.812$ at **0.000 significance level**). Respondents that had a tertiary education were more likely to own a computer than those with a secondary level education.

4.4.1.6. Education / overseas travel

There is a relationship between education level and whether a respondent had travelled overseas in the last three years ($\chi^2 = 15.355$ at **0.000 significance level**). Respondents with higher education levels are more likely to travel overseas than those with lower education levels.

4.4.1.7. Education / domestic travel

There is a relationship between education levels and whether a respondent has travelled domestically in the past year ($\chi^2 = 12.556$ at **0.000 significance level**). Those respondents that had higher education levels were more likely to travel domestically than those with lower education levels.

4.4.1.8. Education / live at home

There is a relationship between education levels and whether a respondent lives at home ($\chi^2 = 9.029$ at **0.003 significance level**). Respondents that had lower education levels were more likely to live at home than those with higher education levels.

4.4.1.9. Education / employed in studied field

There is a relationship between education level and whether a respondent is currently employed in the field for which they studied ($x^2 = 11.460$ at **0.003 significance level**). Respondents that had higher education levels were more likely to be employed in the field for which they studied.

4.4.1.10. Education / first job

There is a relationship between education levels, and whether the respondent is currently employed in their first job ($x^2 = 11.460$ at **0.003 significance level**). Respondents with tertiary education levels were less likely to be employed in their first job.

4.4.1.11. Education / no relationships

There are no relationships between education levels, and if the respondent has a respondent's hero / heroine ($x^2 = .893$ at **0.345 significance level**), and education levels, and whether the respondent is currently studying ($x^2 = .428$ at **0.559 significance level**).

4.4.1.12. Occupation / own computer

There is a relationship between occupation and whether the respondent owns a computer ($x^2 = 12.267$ at **0.015 significance level**). Those respondents that are professionals are most likely to own a computer, and those in the "other" section and the self-employed section are least likely.

4.4.1.13. Occupation / overseas travel

There is a relationship between occupation and whether the respondent has travelled overseas in the last three years ($\chi^2 = 15.341$ at **0.004 significance level**). Respondents who were professionals were most likely to have travelled overseas.

4.4.1.14. Occupation / domestic travel

There is a relationship between occupation and whether the respondent has travelled domestically in the last year ($\chi^2 = 13.038$ at **0.011 significance level**). Respondents employed in the service and professional sectors were most likely to have travelled domestically in the last year.

4.4.1.15. Occupation / live at home

There is a relationship between occupation, and whether the respondent still lives at home ($\chi^2 = 24.277$ at **0.000 significance level**). Those respondents who are studying are most likely to still be living at home, and those who are employed as professionals are least likely to be living at home.

4.4.1.16. Occupation / hero

There is no relationship between occupation and whether the respondent has a hero / heroine ($\chi^2 = 5.892$ at **0.207 significance level**).

4.4.1.17. Occupation / who is the respondent's hero?

There is a relationship between occupation and who is the respondent's hero / heroine ($\chi^2 = 44.765$ at 0.023 significance level). Respondents who are working in the services sector are most likely to say that their parents are their hero / heroine, those who are professionals are most likely to say that they do not have a hero.

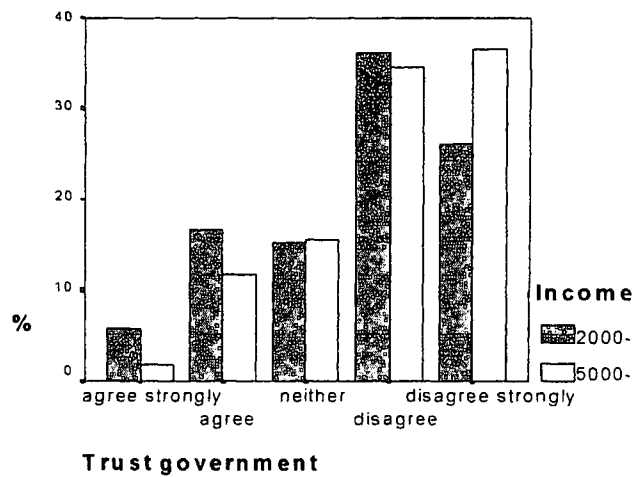
4.4.2. T-TESTS

T-tests were also conducted using education and income. They were compared to the interval data that was collected. The significance level remains 0.05. The results of the t-tests can be found in Appendix C3.

4.4.2.1. Income / trust government

There is a relationship between household income, and whether the respondent believes that the government can be trusted ($t = -2.417$ at 0.016 significance level). In other words, those respondents that had a higher income were less likely to trust the government (mean = 3.920), than those in the middle income bracket (mean = 3.60).

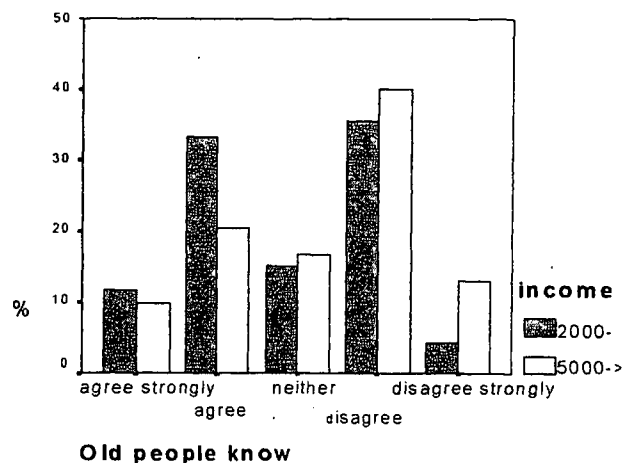
Figure 33: Income and trust government



4.4.2.2. Income / older people

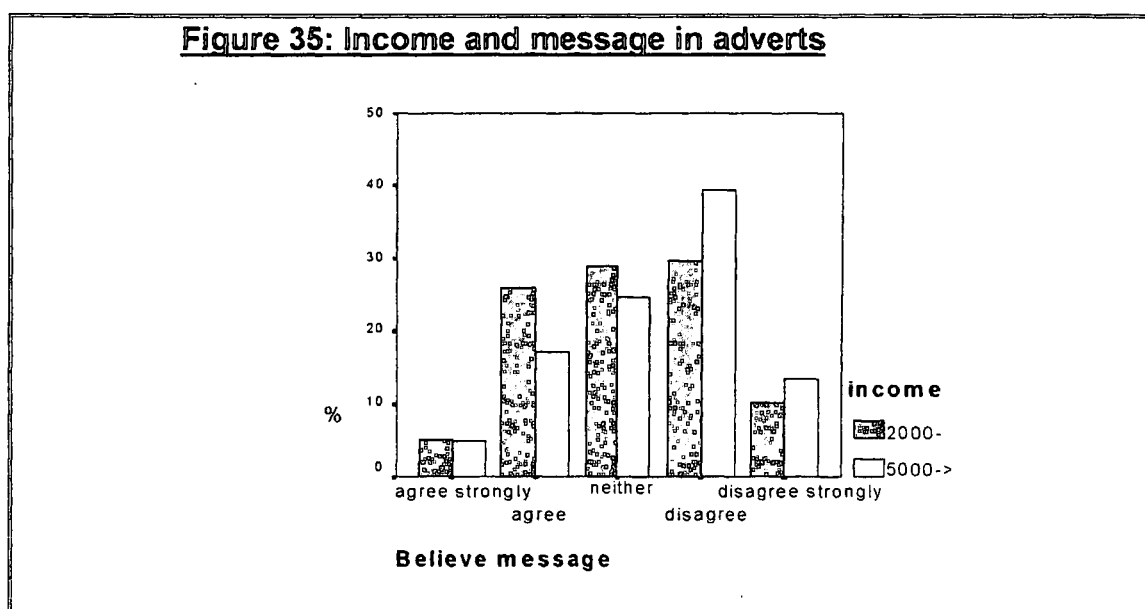
There is a relationship between household income, and whether the respondent believes that older people know best ($t = -2.794$ at **0.006 significance level**). Those respondents that had a higher income level were less likely to believe that older people know best (**mean = 3.26**), than those respondents with a middle income level (**mean = 2.88**).

Figure 34: Income and older people



4.4.2.3. Income / message in adverts

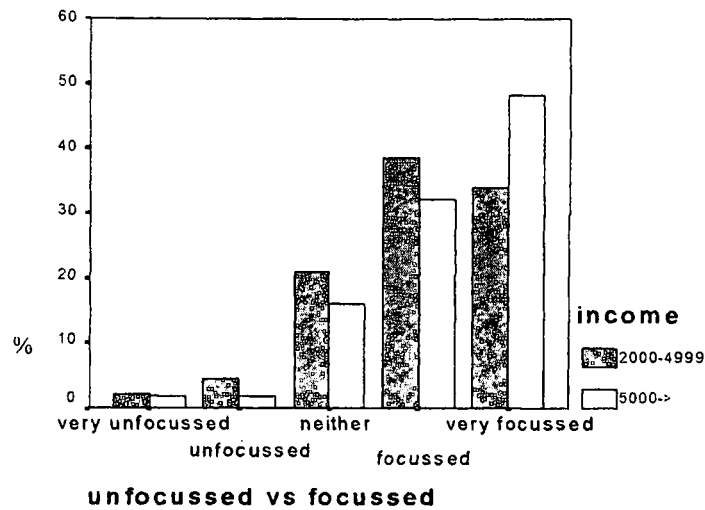
There is a relationship between household income, and whether the respondent believes the message in adverts ($t = -2.065$ at **0.040 significance level**). Those respondents in the upper income level were less likely to believe the message in adverts than those in the middle income level. This relationship was not a strong one.



4.4.2.4. Income / see themselves as focussed

There is a relationship between household income, and whether the respondent sees themselves as focussed ($t = -2.305$ at **0.022 significance level**). Those respondents who belonged to the upper income bracket were more likely to view themselves as being focussed (**mean = 4.23**) than those in the middle income bracket (**mean = 3.98**).

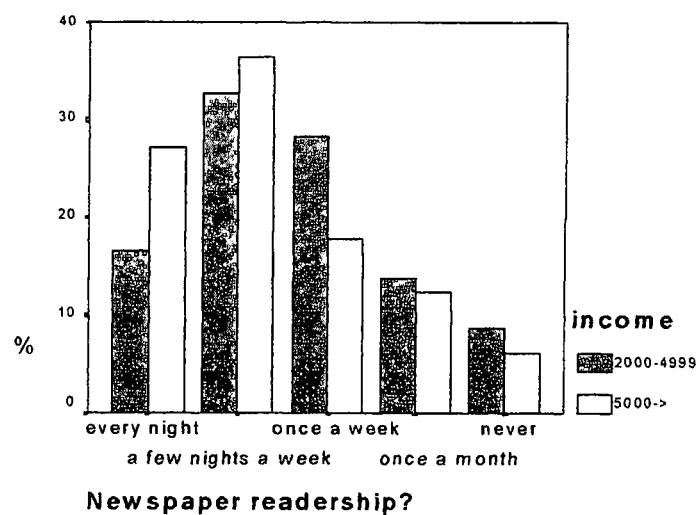
Figure 36: Income and view yourself as focussed



4.4.2.5. Income / newspaper readership

There is a relationship household income, and how often a respondent reads the newspaper ($t = 2.297$ at 0.022 significance level). Those respondents in the upper income bracket were likely to read the newspaper more frequently (mean = 2.34), than those in the middle income bracket (mean = 2.65).

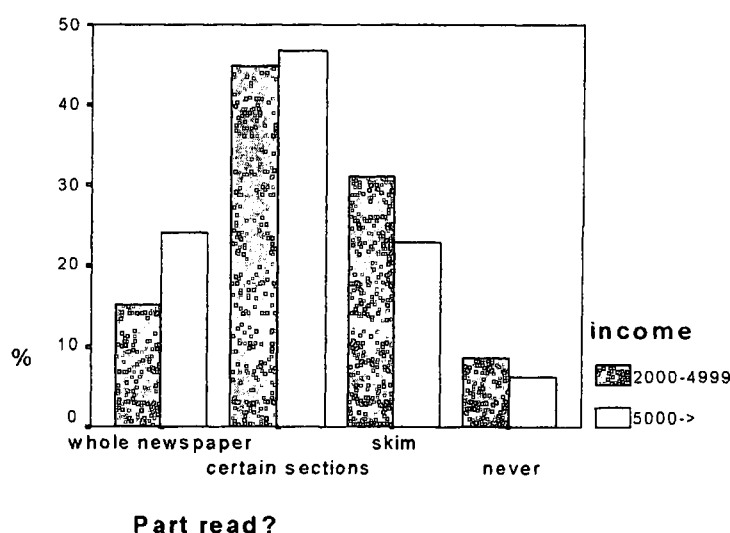
Figure 37: Income and newspaper reading



4.4.2.6. Income / part of newspaper

There is a relationship between household income, and what parts of the newspaper the respondent reads ($t = 2.282$ at **0.032 significance level**). Those respondents in the upper income group were more likely to read the whole newspaper (**mean = 2.11**), than those in the middle income group (**mean = 2.33**).

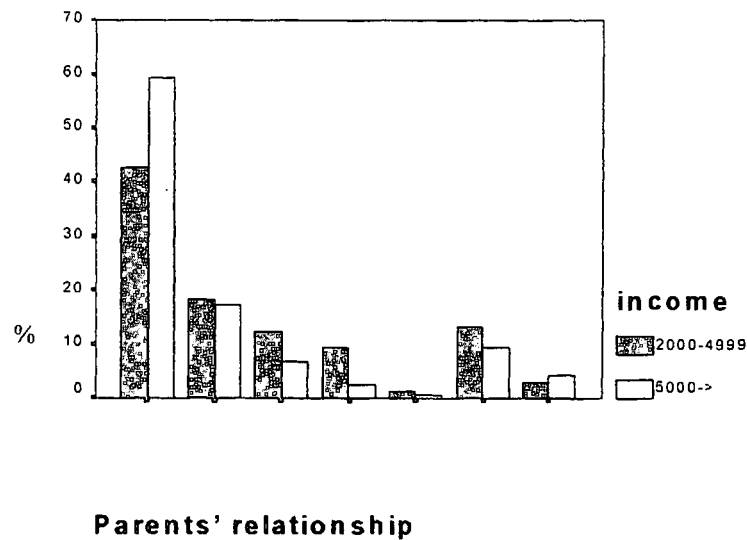
Figure 38: Income and part of newspaper



4.4.2.7. Income / parents' relationship

There is a relationship between household income, and the respondent's parents' relationship ($t = 2.158$ at **0.032 significance level**). Those respondents who belonged to the upper income group were more likely to have parents who were married (**mean = 2.13**) than respondents in the middle income bracket (**mean = 2.59**).

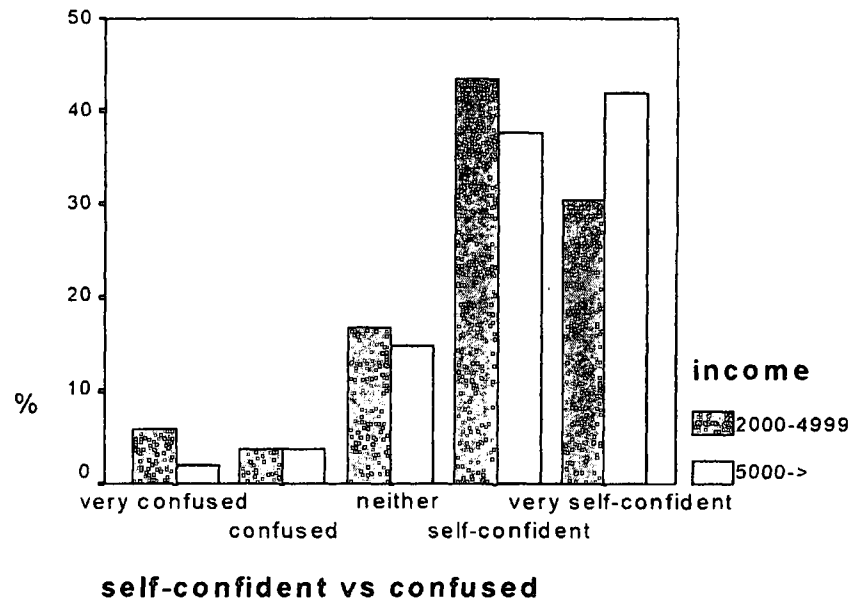
Figure 39: Income and parents' relationship



4.4.2.8. Income / older people: confident

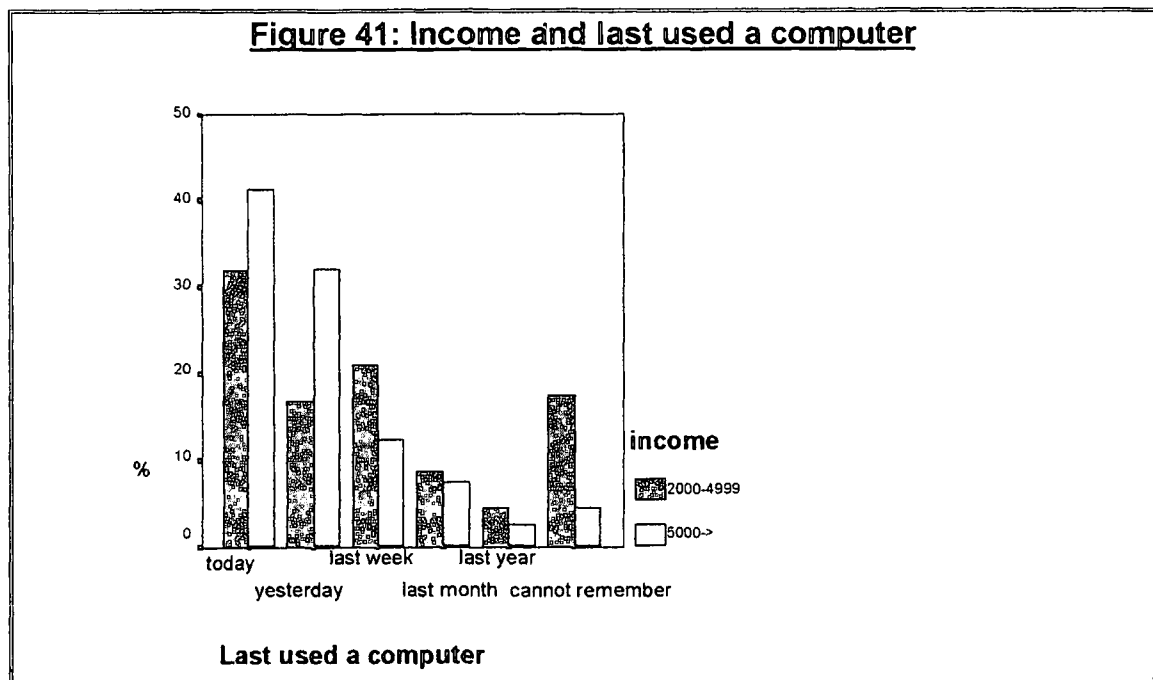
There is a relationship between household income, and whether older people see the respondent as being self-confident ($t = -2.175$ at **0.030 significance level**). Those respondents in the upper income class were more likely to think that older people view them as being self-confident (**mean = 4.14**) than those in the middle income class (**mean = 3.89**). This relationship was not very strong.

Figure 40: Income and self-confident



4.4.2.9. Income / last used a computer

There is a relationship between household income, and when the respondent last used a computer ($t = 4.335$ at **0.000 significance level**). Those respondent in the upper income group were more likely to have used a computer recently (**mean = 2.10**) than those respondents in the middle income group (**mean = 2.89**).



4.4.2.10. Income and no t-test relationships

There were no relationship found between income and the following variables when running t-tests:

Table 19: Income and no relationships

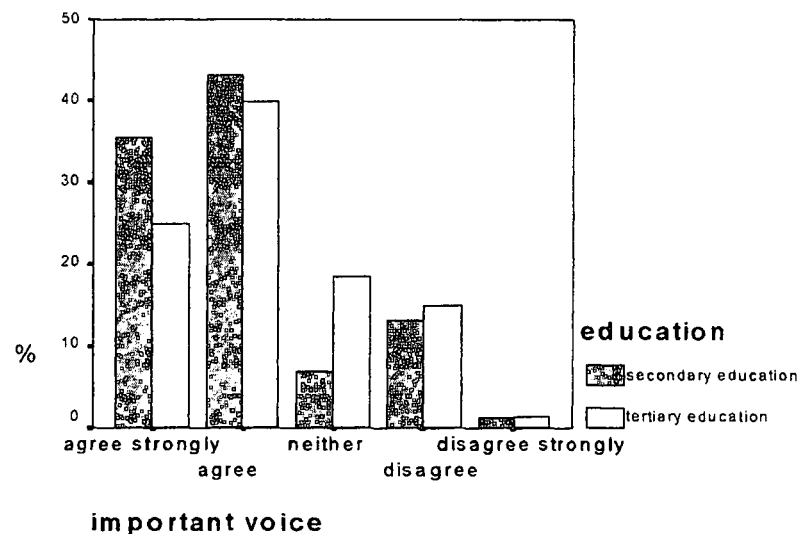
Variable	T	Sign. level
1. Older people's view: ambitious	.276	.783
2. Competing helps me perform better	.388	.698
3. View of yourself: self-confident	-1.196	.233
4. View of yourself: independent	.467	.641
5. Products that pollute should be banned	-1.141	.255
6. Companies expected to work for	-1.472	.142
7. Older people's view: focussed	-1.779	.076
8. Worrying about the future	-.707	.480
9. The term Generation X	.037	.971

Variable	T	Sign.
10. Must adopt appropriate behaviour	.346	.729
11. Hard work is key	-.500	.617
12. Older people's view: independent	-.657	.512
13. Investing for retirement	.552	.581
14. View of yourself: ambitious	-1.790	.074
15. One day I will get where I want to be	1.169	.243
16. Marriage is for life	1.125	.262
17. Money = success	-1.794	.074
18. Money versus experiencing life	-.542	.588
19. Previous companies	-1.935	.054
20. Compromise principles	.371	.711
21. Television viewing	.286	.775
22. Believe you have an important voice	-1.092	.276

4.4.2.11. Education / important voice

There is a relationship between education levels, and whether the respondent feels that they have an important voice that no-one seems to hear ($t = -2.211$ at **0.028 significance level**). Those respondents with secondary level education are more likely to agree with this statement (**mean = 2.01**) than those respondents with tertiary education level (**mean = 2.28**).

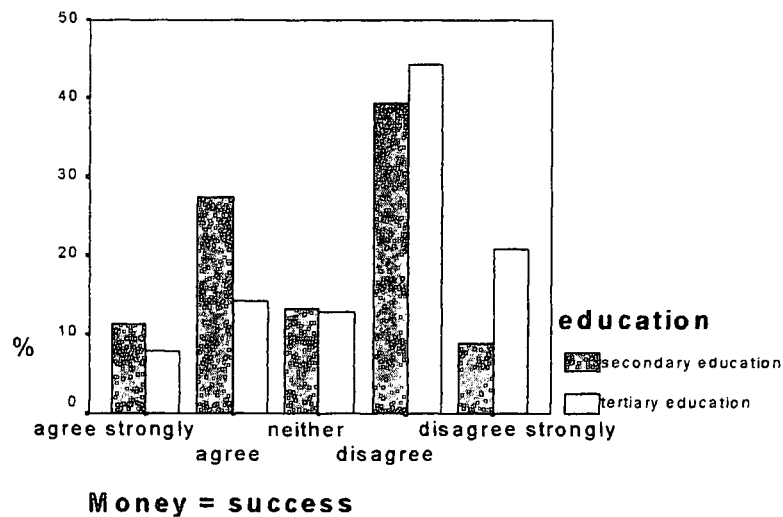
Figure 42: Education and important voice



4.4.2.12. Education / money = success

There is a relationship between education levels, and whether respondents feel that money is the only measure of success ($t = -3.502$ at **0.001 significance level**). Those respondents that had a tertiary level education were less likely to believe that money is the only measure of success (**mean = 3.56**), than those respondents with secondary level education (**mean = 3.07**).

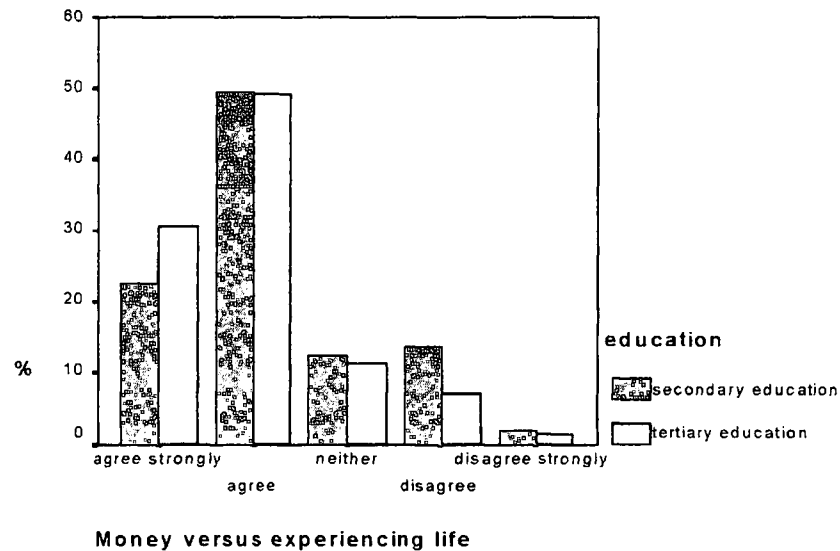
Figure 43: Education and money = success



4.4.2.13. Education / money versus experience

There is a relationship between education levels, and whether respondents feel that money is not as important as experiencing life ($t = 2.127$ at **0.034 significance level**). Those respondents with tertiary education levels were more likely to agree that money is not as important as experiencing life (**mean = 1.99**) than respondents who had a secondary level education (**mean = 2.23**).

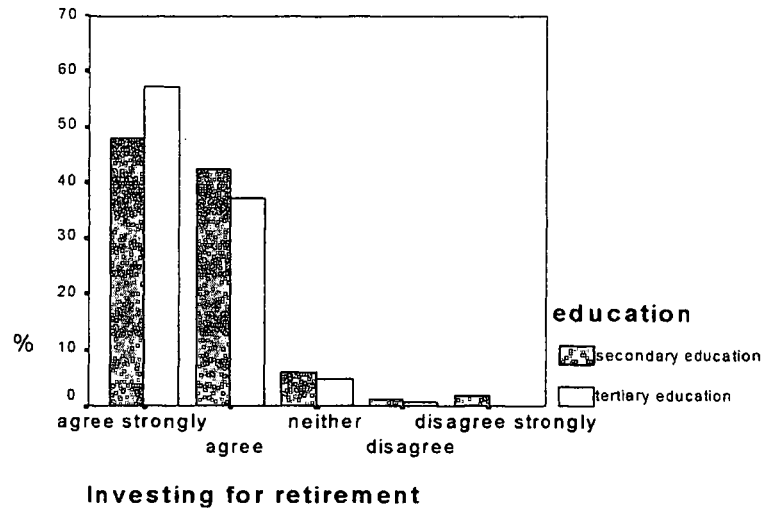
Figure 44: Education and money versus experience



4.4.2.14. Education / investing for retirement

There is a relationship between education levels, and whether the respondent believes that investing for retirement is important ($t = 2.008$ at **0.046 significance level**). This is not a strong relationship. Those respondents with a tertiary level education are slightly more likely to agree with this statement (**mean = 1.49**), than those with a secondary level education (**mean = 1.66**).

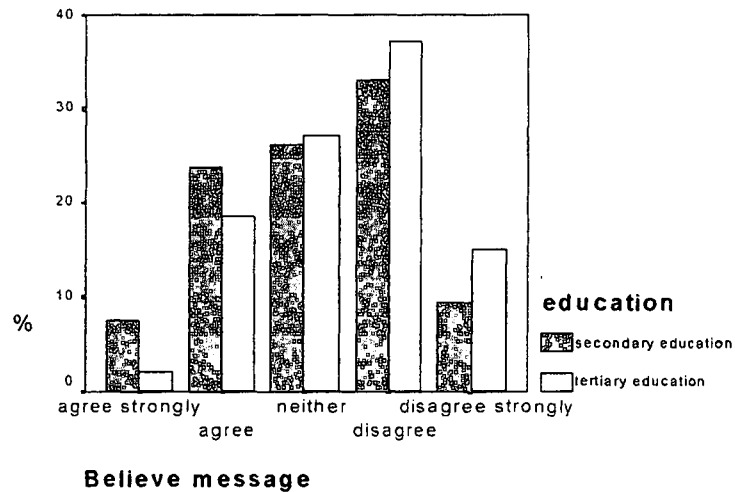
Figure 45: Education and investing for retirement



4.4.2.15. Education / adverts

There is a relationship between education levels, and whether the respondents believe the message in adverts ($t = -2.511$ at **0.013 significance level**). Those respondents who had a tertiary education level are less likely to believe the message in adverts (**mean = 3.44**) than those with a secondary level education (**mean = 3.14**).

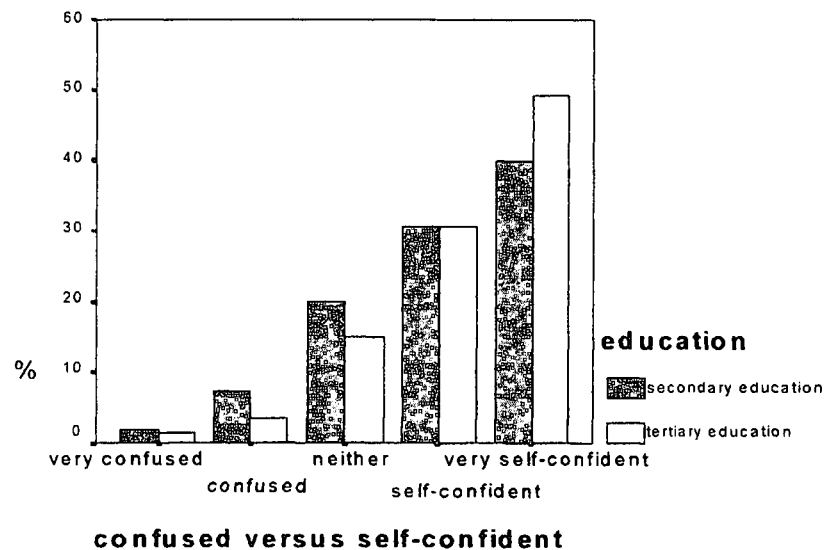
Figure 46: Education and advertising messages



4.4.2.16. Education / sees themselves as self-confident

There is a relationship between education levels, and whether the respondent sees themselves as being self-confident ($t = -2.051$ at **0.041 significance level**). Those respondents who had a tertiary education level were more likely to see themselves as being self-confident (**mean = 4.23**) than those with a secondary level education (**mean = 3.89**).

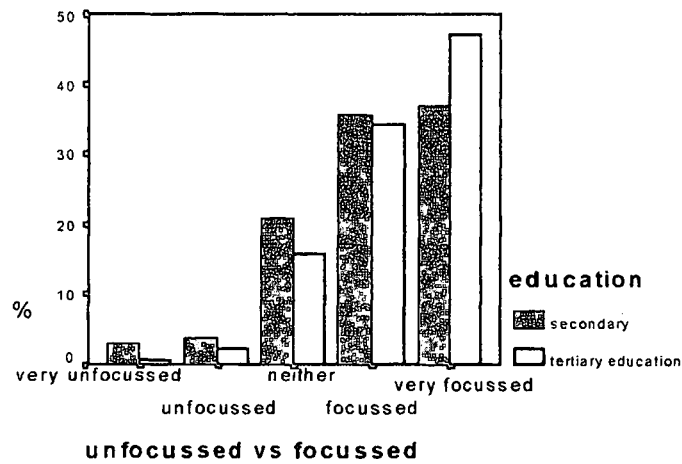
Figure 47: Education and view yourself as self-confident



4.4.2.17. Education / sees themselves as focussed

There is a relationship between education levels, and whether the respondent sees themselves as focussed ($t = -2.365$ at 0.019 significance level). Those respondents who had a tertiary level education were more likely to see themselves as being focussed (mean = 4.25) than those with a secondary level education (mean = 3.99)

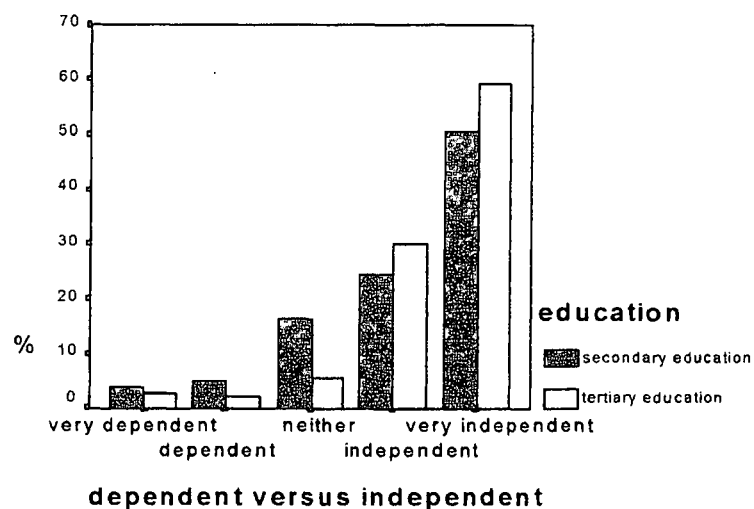
Figure 48: Education and view yourself as focussed



4.4.2.18. Education / sees themselves as independent

There is a relationship between education levels, and whether the respondent sees themselves as independent ($t = -2.352$ at 0.019 significance level). Those respondents who had a tertiary level education were more likely to see themselves as being independent (mean = 4.41) than those respondents who had a secondary level education (mean = 4.13).

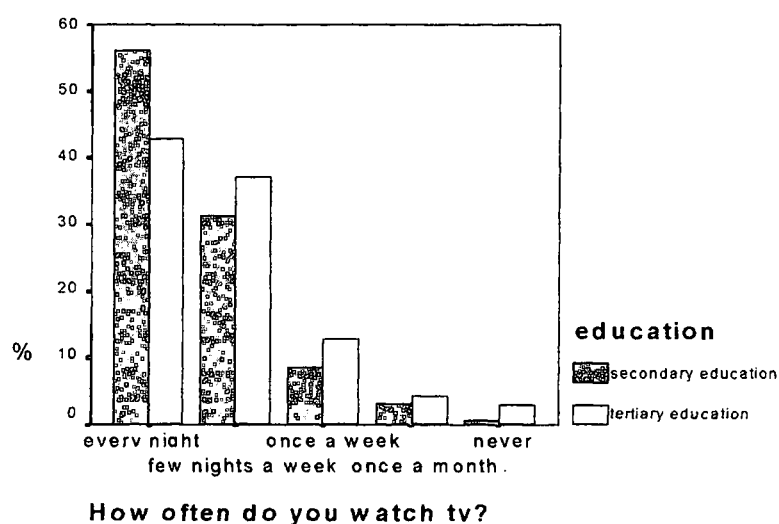
Figure 49: Education and view yourself as independent



4.4.2.19. Education / television viewing

There is a relationship between education levels and the amount of television that the respondent watches ($t = -2.533$ at **0.012 significance level**). Those respondents that had a higher education level were less likely to watch television (**mean = 1.87**) than respondents that had a lower level of education (**mean = 1.61**).

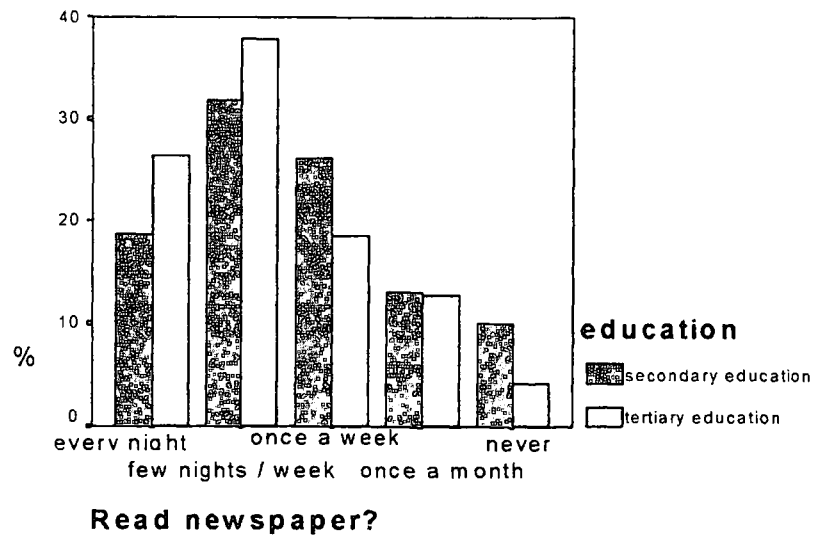
Figure 50: Education and television viewing



4.4.2.20. Education / newspaper readership

There is a relationship between education levels, and how often the respondent reads the newspaper ($t = 2.431$ at **0.016 significance level**). Those respondents that had a tertiary education level were more likely to read the newspaper more frequently (**mean = 2.31**) than those who had a secondary level education (**mean = 2.64**).

Figure 51: Education and newspaper readership

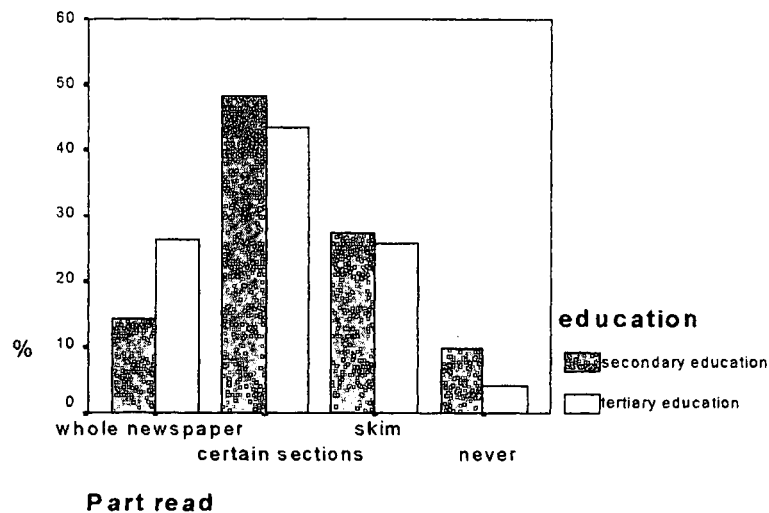


4.4.2.21. Education / part of newspaper read

There is a relationship between education levels, and what part of the newspaper the respondent reads ($t = 2.604$ at 0.010 significance level).

Those respondents that had a higher education level were more likely to read the whole newspaper (mean = 2.08) than those respondents who had a lower level education (mean = 2.33).

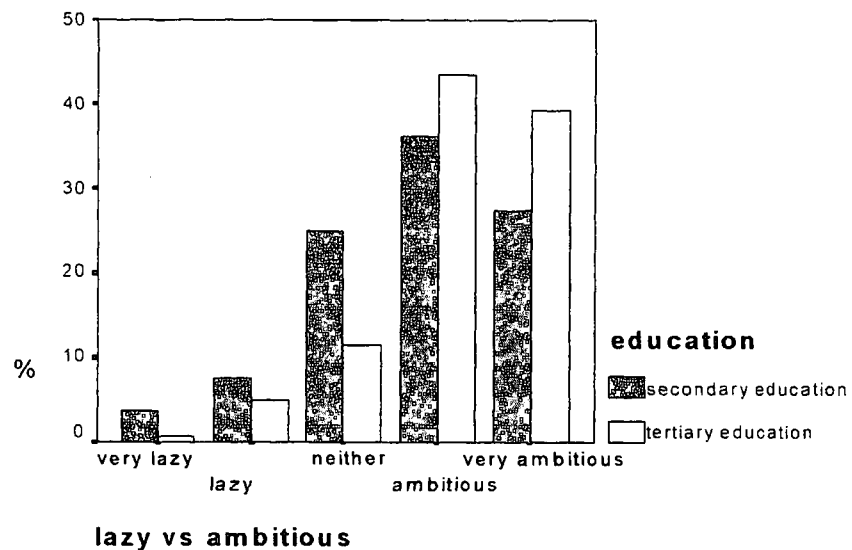
Figure 52: Education and part of newspaper read



4.4.2.22. Education / older people: ambitious

There is a relationship between education levels, and whether the respondents believe that older people see them as being ambitious ($t = -3.509$ at 0.001 significance level). Those who had a higher level of education were more likely to believe that older people see them as being ambitious (mean = 4.16) than those respondents with lower levels of education (mean = 3.76).

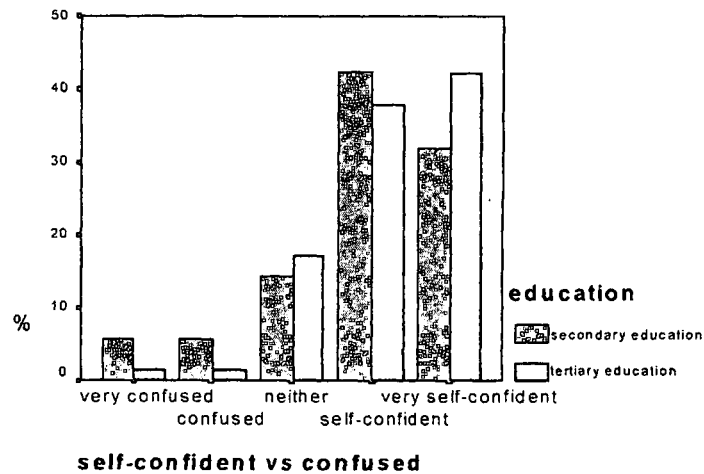
Figure 53: Education and older people: ambitious



4.4.2.23. Education / older people: self-confident

There is a relationship between education levels, and whether the respondent believes that older people see them as being self-confident ($t = -2.479$ at **0.014 significance level**). Those respondents with a tertiary level education were more likely to believe that older people see them as being self-confident (mean = 4.18) than those respondents with a secondary level education (mean = 3.89).

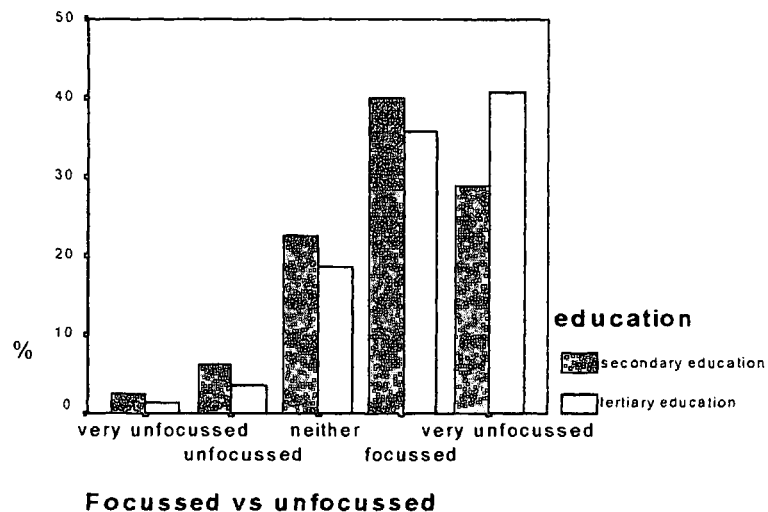
Figure 54: Education and older people:self-confident



4.4.2.24. Education / older people: focussed

There is a relationship between education levels, and whether the respondents believe that older people see them as being focussed ($t = -2.203$ at 0.028 significance level). Those respondents who had a tertiary level education were more likely to believe that older people see them as being focussed (mean = 4.11) than those respondents with a secondary level of education (mean = 3.86).

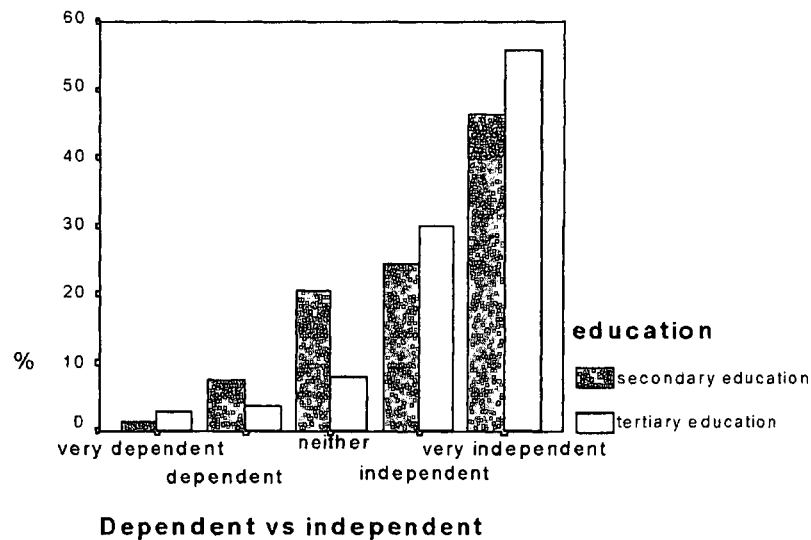
Figure 55: Education and older people: focussed



4.4.2.25. Education / older people: independent

There is a relationship between education levels, and whether the respondent believes that older people see them as being independent ($t = -2.166$ at 0.031 significance level). Those respondents who had a tertiary level education were more likely to believe that older people see them as being independent (mean = 4.32) than those respondents with a secondary level education (mean = 4.07).

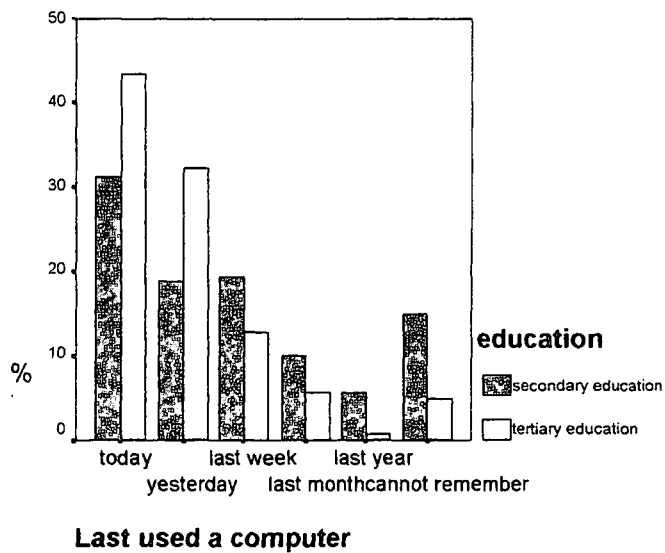
Figure 56: Education and older people: independent



4.4.2.26. Education / last used a computer

There is a relationship between education level, and when the respondent had last used a computer ($t = 4.547$ at **0.000 significance level**). Those respondents that had a higher level of education were more likely to have used a computer more recently (**mean = 2.03**) than those respondents with a secondary level of education (**mean = 2.85**).

Figure 57: Education and last used a computer



4.4.2.27. Education and no t-test relationships

There were no relationships found between education and the following variables

Table 20: Education and no relationships

Variables	T	Sign.
1. Worrying about the future	-1.434	.153
2. Competing helps me perform better	-.350	.727
3. Compromise principles	-.484	.629
4. Trust the government	-.175	.861
5. Products that pollute should be banned	-1.885	.060
6. One day I will get where I want	.492	.623
7. Older people know best	-1.293	.197

Variables	T	Sign.
8. Marriage is for life	1.459	.146
9. Appropriate behaviour	1.861	.064
10. The term Generation X	-.058	.954
11. Hard work is key	.208	.835
12. View yourself: ambitious	-1.454	.147
13. Parents' relationship	.375	.708

4.4.3. ANALYSIS OF VARIANCE: OCCUPATION

Results for the analysis of variance can be found in Appendix C3

4.4.3.1. Occupation / Last used a computer

Analysis of variance: there is a relationship between occupation, and when last a respondent had used a computer ($F = 5.127$ at **0.001 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed differences between the following groups:

Table 21: Occupation and used a computer

Occupation	Mean Difference	Sign. Level
Professional and services	-.76	.021
Professional and "other"	-1.26	.012

In other words, those respondents who were professional were more likely to have used a computer recently (**mean = 1.89**) than those in the "other" category (**mean = 3.15**).

4.4.3.2. Occupation / message in adverts

Analysis of variance: there was a relationship between occupation, and whether the respondent believes the message in adverts (**F = 3.875 at 0.004 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 22: Occupation and advertising messages

Occupation	Mean difference	Sign. Level
Professional and Services	.57	0.007

In other words, those respondents in services are more likely to believe the message in adverts (**mean = 3.01**), and those that are in professions are less likely to believe the message in adverts (**mean = 3.57**).

4.4.3.3. Occupation / trust government

Analysis of variance: there is a relationship between occupation, and whether the respondent believes that the government can be **trusted (F= 3.329 at 0.011 significance level)**, therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed the following difference:

Table 23: Occupation and trust government

Occupation	Mean difference	Sign. Level
Professional and "other"	.85	.024

Those respondents in the "other" category were more likely to trust the government (mean = 3.15) than those in professional category (mean =4.00). This relationship was not very strong.

4.4.3.4. Occupation / view yourself: independent

Analysis of variance: there is a very weak relationship between occupation and whether the respondent sees themselves as independent ($F = 2.417$ at 0.049 significance level), however the Scheffe tests revealed no significance differences.

4.4.3.5. Occupation / older people: independent

Analysis of variance: there is a relationship between occupation and whether the respondent believes that older people see them as being independent ($F = 5.335$ at 0.000 significance level), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed a difference between the following groups:

Table 24: Occupation and older people: independent

Occupation	Mean difference	Sign. Level
Professional and studying	.61	.009
Services and studying	.61	.007
Self-employed and studying	1.07	.022

Those respondents who were studying were least likely to believe that older people see them as being independent, than those in other professions.

4.4.3.6. Occupation / Hard work

Analysis of variance: There is a relationship between occupation and whether the respondent believes that hard work is the key to getting ahead ($F = 2.847$ at **0.024 significance level**), therefore the null hypothesis was rejected.

Scheffe test: the Scheffe test revealed the following difference:

Table 25: Occupation and hard work

Occupation	Mean difference	Sign. level
Professional and "other"	-.53	0.035

Those respondents that were professionals were more likely to agree with this statement (**mean = 1.44**), than those in the "other" category (**mean = 1.96**).

4.4.3.7. Occupation / watch television

Analysis of variance: there is a weak relationship between occupation and television viewing (**F =2.764 at 0.028 significance level**), however the Scheffe tests revealed that there were no significant differences.

4.4.3.8. Occupation / no relationships

No differences were found between the following variables and occupation, therefore the null hypothesis was accepted.

Table 26: Occupation and no relationships

Variables	F	Sign.
1. Occupation / parents' relationship	.875	.479
2. Occupation / term Generation X	2.106	.080
3. Occupation / view yourself : ambitious vs. lazy	1.178	.321
4. Occupation / view yourself : self-confident vs. confused	.177	.950
5. Occupation / view yourself : focussed vs. focussed	1.053	.380
6. Occupation / newspaper reading	1.902	.110
7. Occupation / parts of newspaper read	1.353	.251
8. Occupation / marriage is for life	0.795	.529

4.5. HYPOTHESIS 4:

Null hypothesis: the values and attitudes about marketing, family and work, held by people between the ages of 18 and 26, in the three metropolitan areas, will differ from those held by people in the 27 to 34 age category.

Alternative hypothesis: the values and attitudes, with regards to marketing, family and work, held by people in the 18 to 34 age category will differ from those held by people in the 27 to 34 age category.

Results can be found in Appendix C4

4.5.1. CHI-SQUARE TESTS

4.5.1.1. Age / domestic travel

There is a relationship between whether a respondent has travelled domestically in the last year and the respondent's age ($\chi^2 = 4.291$ at **0.044 significance level**). In other words, the older respondent, the more likely they are to have travelled domestically in the last year.

4.5.1.2. Age / hero

There is a relationship between age and whether the respondent has a hero / heroine ($\chi^2 = 8.996$ at **0.003 significance level**). The younger the respondent, the less likely they are to have a hero / heroine.

4.5.1.3. Age / lives at home

There is a relationship between age and whether a respondent lives at home ($\chi^2 = 28.769$ at 0.000 significance level). In other words, the younger the respondent, the more likely they are to still be living at home.

4.5.1.4. Age / employed in first job

There is a relationship between age, and whether the respondent was currently employed in their first job ($\chi^2 = 25.452$ at 0.000 significance level). The younger the respondent, the more likely they were to be employed in their first job.

4.5.1.5. Age / currently studying

There is a relationship between age, and whether the respondent is currently studying ($\chi^2 = 13.279$ at the 0.000 significance level). The younger the respondent, the more likely they were to be currently studying.

4.5.1.6. Age / employed in studied field

There is a relationship between age and whether the respondent was currently employed in the field for which they studied ($\chi^2 = 30.908$ at the 0.000 significance level). The younger the respondent, the less likely they were to be employed in the field for which they had studied.

4.5.1.7. Age / who is their hero?

There is a relationship between age, and who is the respondent's hero / heroine ($\chi^2 = 18.287$ at **0.011 significance level**). See Appendix B4 for results.

4.5.1.8. Age / no relationships

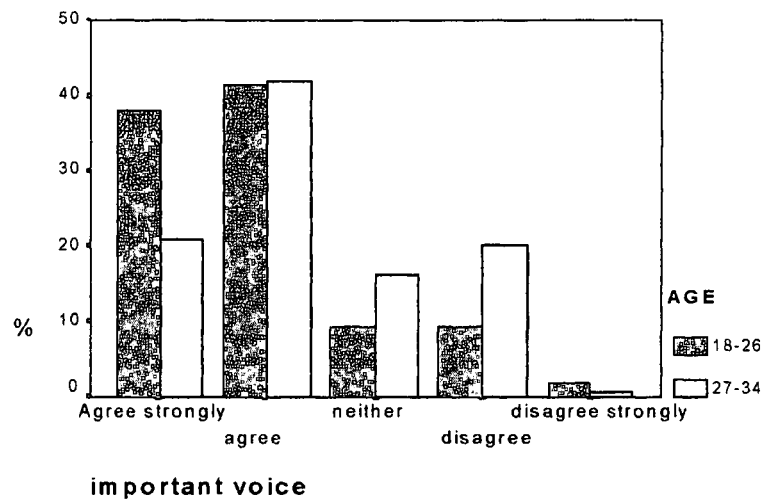
There is no relationship between age, and computer ownership ($\chi^2 = 1.174$ at **0.278 significance level**), and age and overseas travel ($\chi^2 = 2.952$ at **0.086 significance level**).

4.5.2. T-TESTS

4.5.2.1. Age / important voice

There is a relationship between age of the respondent, and whether the respondent believes that they have an important voice that no-one seems to hear ($t = -3.564$ at **0.000 significance level**). Those respondents who were older were less likely to agree with this statement (**mean = 2.38**) than younger respondents were (**mean = 1.95**).

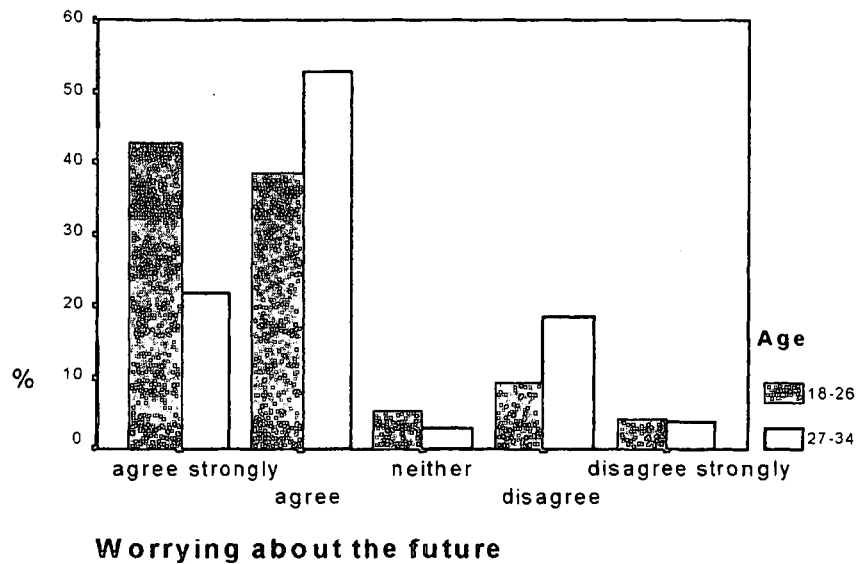
Figure 58: Age and important voice



4.5.2.2. Age / worrying

There is a relationship between age of the respondent, and whether the respondent believes that worrying is a major source of stress ($t = -2.823$ at **0.005 significance level**). Younger respondents were more likely to think that worrying about the future was a major source of stress (**mean = 1.94**), than older respondents (**mean = 2.30**).

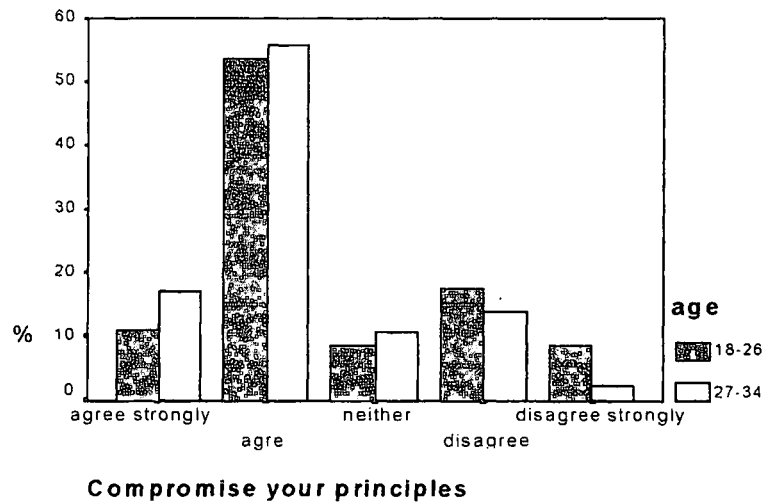
Figure 59: Age and worrying



4.5.2.3. Age / compromise

There is a relationship between age of the respondent, and whether the respondent believes that in this world you have to compromise your principles ($t = 2.391$ at 0.017 significance level). Older respondents were more likely to agree with this statement (mean = 2.29) than younger respondents (mean = 2.59).

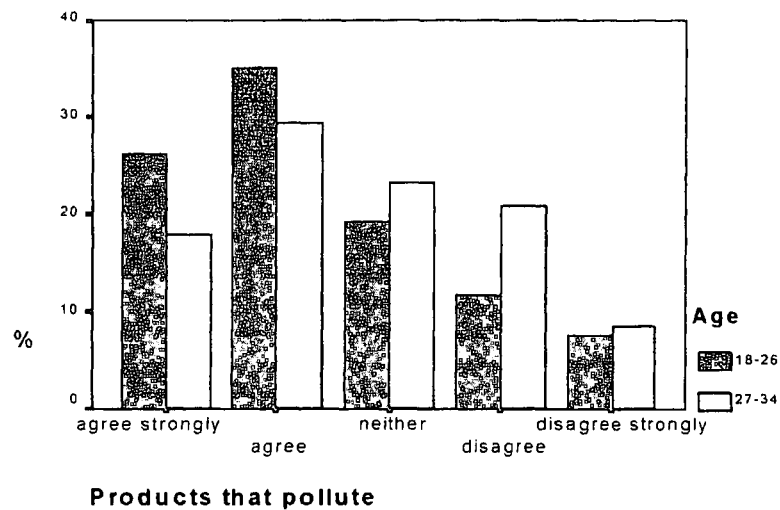
Figure 60: Age and compromise



4.5.2.4. Age / pollution

There is a relationship between age of the respondent, and whether the respondent believes that all products that pollute the environment should be banned ($t = -2.377$ at **0.018 significance level**). Older respondents were less likely to agree with this statement (**mean = 2.73**) than younger respondents (**mean = 2.39**).

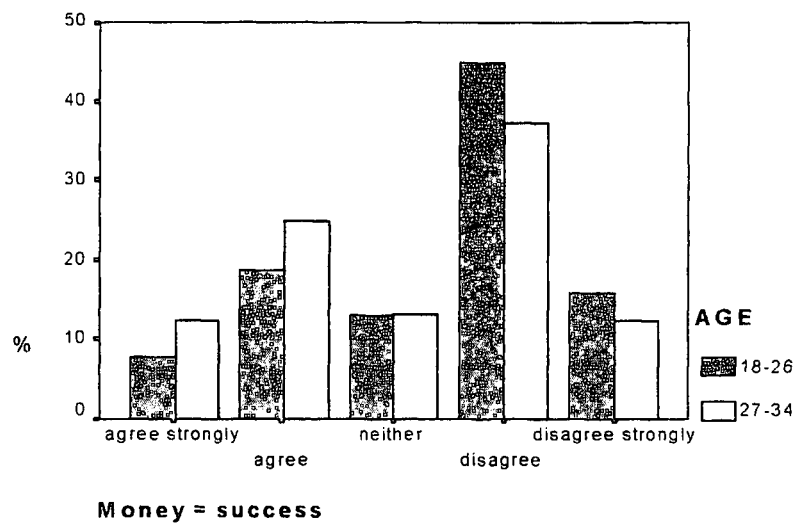
Figure 61: Age and polluting products



4.5.2.5. Age / money = success

There is a relationship between age of the respondent, and whether the respondent believes that money is the only measure of success ($t = 2.128$ at **0.034 significance level**). Older respondents were more likely to agree that money is the only meaningful measure of success (**mean = 3.12**) than younger respondents (**mean = 3.43**).

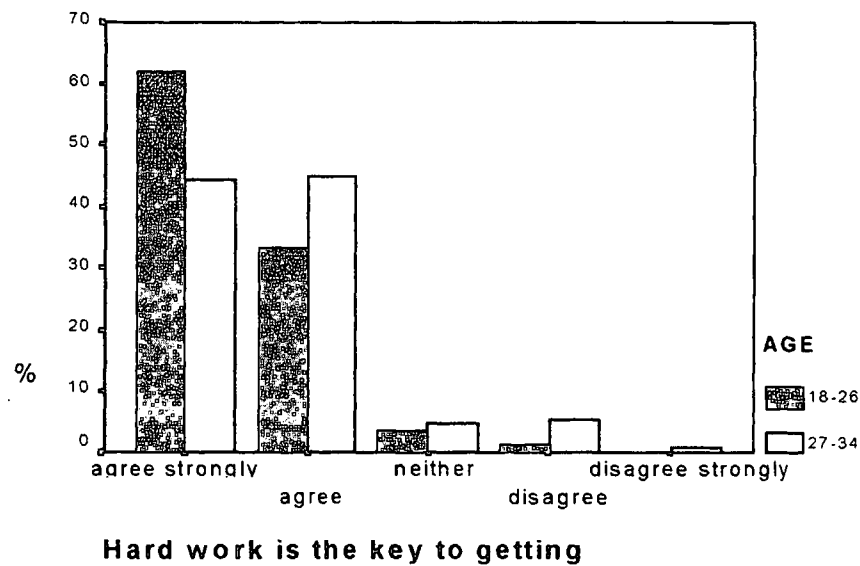
Figure 62: Age and money = success



4.5.2.6. Age / hard work

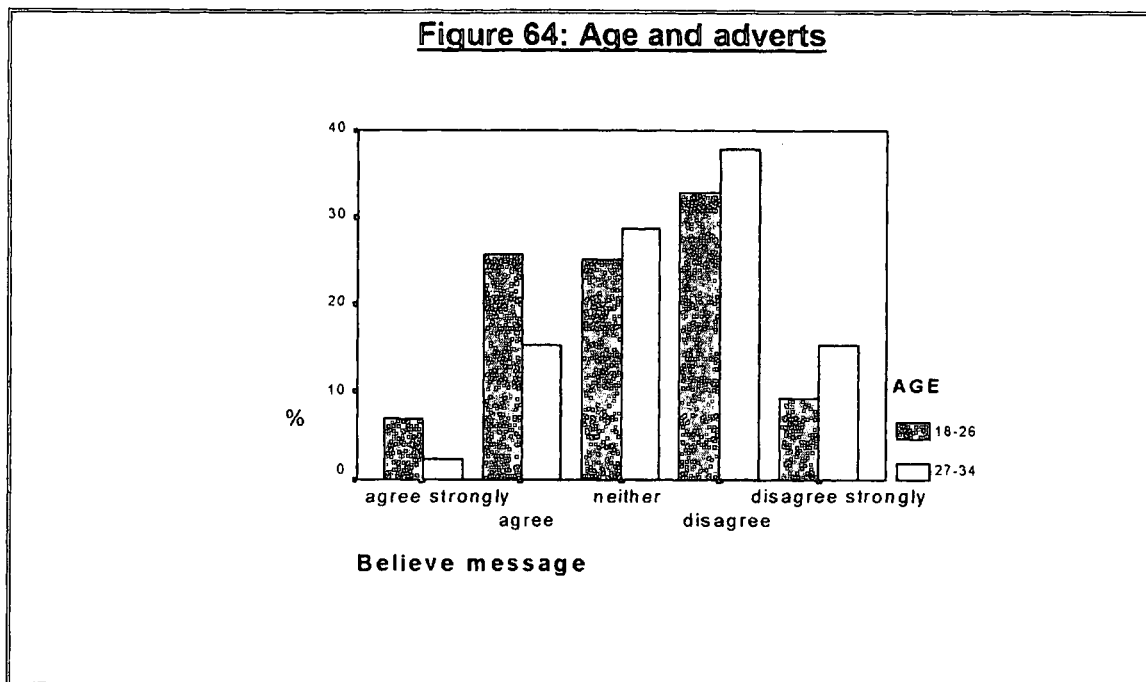
There is a relationship between age of the respondent, and whether the respondent believes that hard work is the key to getting ahead ($t = -3.517$ at **0.001 significance level**). Older respondents were less likely to agree with this statement (**mean = 1.74**) than younger respondents (**mean = 1.44**).

Figure 63: Age and hard work



4.5.2.7. Age / adverts

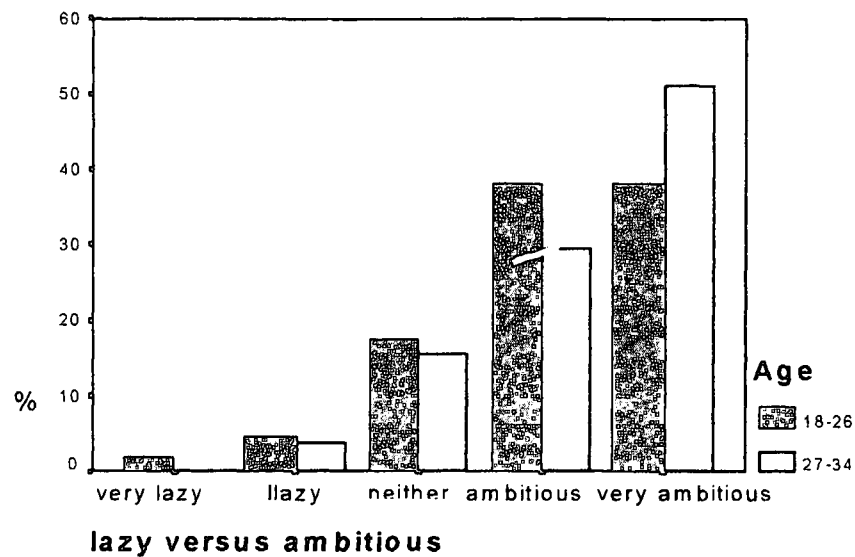
There is a relationship between age of the respondent, and whether the respondent believes the message in adverts ($t = -2.982$ at **0.003 significance level**). Younger respondents were more likely to believe the message in adverts (**mean = 3.12**) than older respondents (**mean = 3.49**).



4.5.2.8. Age / lazy versus ambitious

There is a relationship between age of the respondent, and whether the respondent see themselves as ambitious ($t = -2.068$ at **0.040 significance level**). Older people were more likely to see themselves as being ambitious (mean = 4.28) than younger respondents (mean = 4.06).

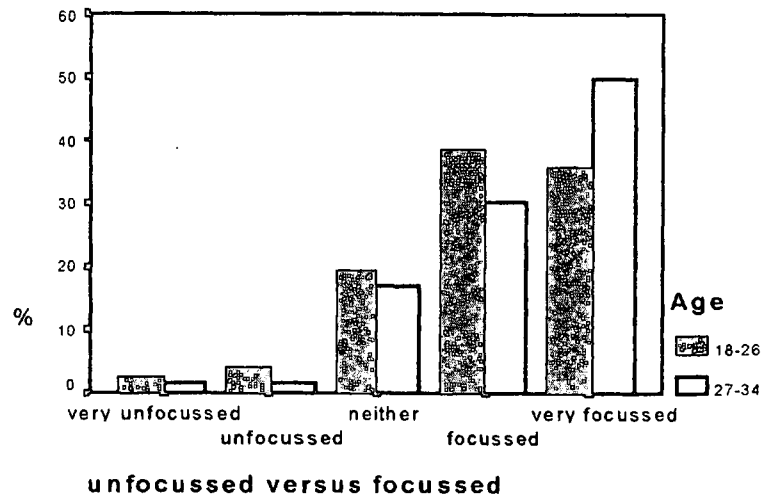
Figure 65: Age and view themselves: ambitious



4.5.2.9. Age / unfocussed versus focussed

There is a relationship between age of the respondent, and whether the respondent see themselves as focussed ($t = -2.161$ at **0.031 significance level**). Older respondents were more likely to see themselves as being focussed (**mean = 4.15**) than younger respondents (**mean = 3.85**).

Figure 66: Age and view themselves: focussed

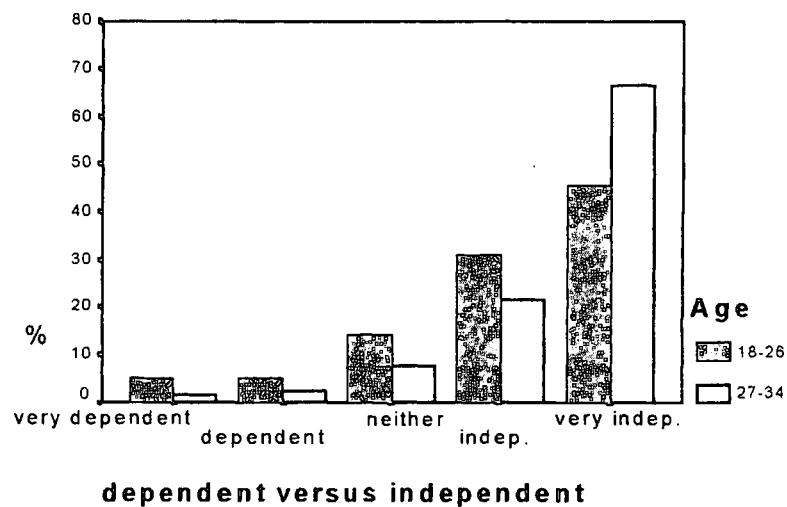


4.5.2.10. Age / Dependent versus independent

There is a relationship between age of the respondent, and whether the respondent sees themselves as independent ($t = -3.546$ at 0.000 significance level).

Older respondents are more likely to see themselves as being independent (mean = 4.50), than younger respondents (mean = 4.08).

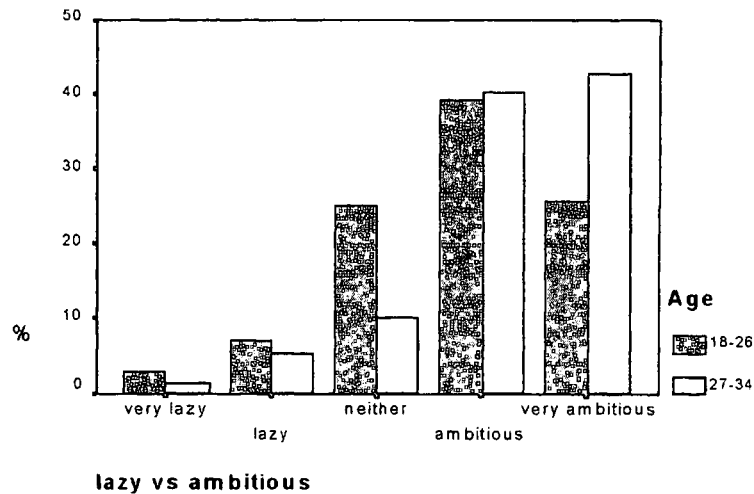
Figure 67: Age and view themselves: independent



4.5.2.11. Age / Older people: ambitious

There is a relationship between age of the respondent, and whether the respondent believes that older people see them as being ambitious ($t = -3.463$ at 0.001 significance level). Older respondents are more likely to believe that older people see them as being ambitious (mean = 4.17), than younger respondents (mean = 3.78).

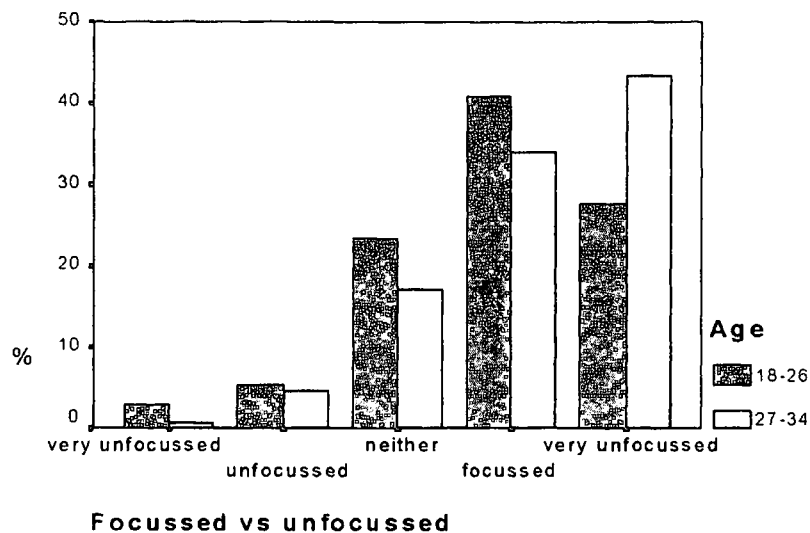
Figure 68: Age and older people: ambitious



4.5.2.12. Age / Older people: focussed

There is a relationship between age of the respondent, and whether the respondent believes that older people see them as being focussed ($t = -2.685$ at 0.008 significance level). Older respondents are more likely to believe that older people see them as being focussed (mean = 4.15) than younger respondents (mean = 3.85).

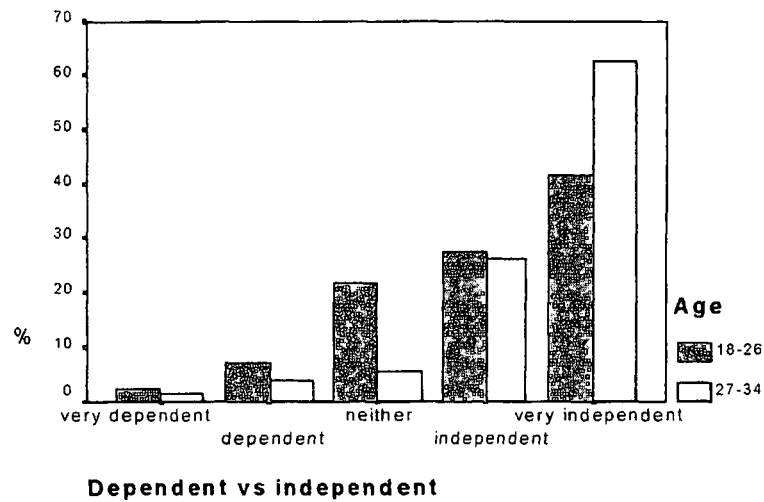
Figure 69: Age and Older people: focussed



4.5.2.13. Age / Older people: independent

There is a relationship between age of the respondent, and whether older people see the respondent as being independent ($t = -3.997$ at **0.00 significance level**). Older respondents are more likely to believe that older people see them as being independent (**mean = 4.45**) than younger respondents (**mean = 3.99**)

Figure 70: Age and Older people: independent



4.5.2.14. Age / no relationships

There were no relationships found between age and the following variables:

Table 27: Age and no relationships

Variables	T	Sign.
1. Used a computer	-.130	.897
2. Competing helps me perform better	.193	.847
3. Trust government	-.024	.981
4. One day I will get where I want	-.670	.503
5. Older people know best	-.609	.543
6. Money vs. experience	-.660	.510
7. Marriage is for life	-1.830	.068
8. Investing for retirement	-.595	.552

Variables	T	Sign.
9. Appropriate behaviour	-1.175	.241
10. The term Generation X	-.161	.872
11. View yourself: self-confident	-1.607	.109
12. Watch TV	-.616	.538
13. Read newspaper	1.416	.158
14. Part read	.622	.534
15. Parents' relationship	-.855	.393
16. Expected companies	.133	.894
17. See yourself	1.028	.305

4.6. SUMMARY OF ANALYSIS AND RESULTS

There were a number of differences found between the dependent and independent variables, indicating that the hypotheses were correct in stating that there would be a difference between the values and attitudes of Generation X with regard to marketing, family and work, and the independent variables. The important thing to note, however, is that there were also a number of similarities between the groups. Marketers need to take this into account when marketing to the various age, race and social class groups.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This final chapter contains the conclusions that have been reached in response to the findings in Chapter Four. The conclusions reached will be presented under each hypothesis, with hypothesis one being discussed both first and last in the conclusion section. This is because the acceptance of hypothesis one is also dependent on the conclusions of the other hypotheses. This chapter concludes by making recommendations with regard to future research regarding the topic of Generation X.

5.2. CONCLUSIONS

In this section the findings are compared to the hypotheses, and conclusions will be drawn as a result of these comparisons. The findings have been taken from the analyses as reported in Chapter Four. The tables with the information are in Appendix D.

5.2.1. HYPOTHESIS ONE: the values and attitudes of the South African Generation X in three metropolitan areas with regard to marketing, family and work, are different from those held by the American Generation X.

The findings indicate that the South African and American Generation X were similar with regard to eighteen questions, and different with regard to fourteen questions (See Appendix D). While there are slightly more similarities than differences, the null hypothesis is accepted. In other words, the South African Generation X is different from their American counterparts with regard to values and attitudes towards marketing, family and work.

In terms of similarities, the claims that the world is moving towards a more global culture are reflected in the findings that the South African Generation X travel as frequently as their American counterparts. The fact that the South African Generation X has similar computer ownership and usage rate, and the fact that they are also becoming skim readers of newspapers has important implications for South African marketers in terms of the communication methods that they use. Related to this is the fact that the South African Generation X also watch less television than their American counterparts, making communications with these potential consumers even more difficult.

Marketers also need to monitor the South African Generation X's attitudes towards advertising messages, even though they are more likely to believe advertising messages at the moment than their American counterparts are. Both generations believe that older people have to earn respect, which has implications in terms of advertising messages, i.e. who to use in adverts, and in terms of the work place, where Generation X are not likely to accept management by decree.

The South African Generation X are also being influenced by the effects of divorce, and it is important to note that even though the respondent's parents might still be married, they are often affected by divorce occurring in the friends' homes, and their parents' friends' homes. The South African Generation X is delaying getting married as the American Generation X is. This means that marketers have to be careful when using the traditional family models to guide the development of their marketing and promotion strategies. It also has implications in terms of work, as women place more emphasis on their careers.

The South African Generation X is staying at home longer, as are their American counterparts. As a result, marketers need to be careful of underestimating the influence that Generation X has on household decisions. Ritchie (1995) reported that in America, due to this trend of Generation X staying at home longer, marketers had not realised that Generation X had become the designated decision makers of certain items.

An important factor that marketers must also take into account is the fact that the South African Generation X have grown up, and continue to live, in a very stressful environment marked by rapid change and increased violence and crime. This impacts on their values and attitudes and can influence their response to marketing strategies. The South African Generation X's responses concerning investing for retirement, and worrying about the future were much higher than their American counterparts.

In true contradictory Generation X style, however, respondents while worrying about the future, are also fairly optimistic about what lies ahead. This can be seen by the response to the questions: 'One day I will get to where I want to be', and 'Hard work is the key to getting ahead'.

5.2.2. HYPOTHESIS TWO: the values and attitudes, with regard to marketing, family and work, held by people in the 18 to 34 age category, within three metropolitan areas, will differ according to race group.

The number of similarities amongst the race groups were twenty three, and the number of differences were eighteen (See Appendix D) Once again, there are slightly more similarities than differences amongst the race groups. However, the presence of so many differences between the groups means that the null hypothesis is accepted.

In other words, the values and attitudes of the people between the ages of 18 to 34 differ according to race group. As a result of this, marketers cannot treat all race groups as being the same, and therefore need to devise different marketing strategies for each group. It can be seen from the findings that Black respondents are more trusting than White respondents in terms of trusting the government, and trustings the message in advertisements. This means that marketers need to be aware that White Generation X are going to be harder to persuade than Black Generation X.

White respondents have traveled more extensively than the other race groups, and therefore have been more exposed to different cultures, and are probably more sophisticated and cynical in their outlook, which might account for their lack of trust mentioned previously. It could also account for the fact that they are least likely to have a hero/heroine. All race groups are similar in their response to the statement: 'Generation X is a good term to describe my generation'. This indicates that most of this sample had not been exposed to the controversy surrounding the label.

All race groups are similar in their concern for the future. This can be seen by the fact that there is no difference in responses to the questions: 'Worrying about the future is a major source of stress', and 'Investing for retirement is important'. At the same time, all race groups appear to be equally optimistic in believing that 'one day they will get to where they want to be in life'.

All race groups believe that experiencing life is more important than money. However, Black respondents are most likely to believe that money is the only measure of success, while White people disagree most with this statement. This has implications for employees, as it means that the Black Generation X are more likely to respond to financial incentives, whereas White Generation X need to be given other incentives. It also has implications for marketers in terms of the communication approaches that they use, as these groups measure success differently.

Black respondents were more likely to have lived in a single parent / divorced household than the other race groups. Marketers need to understand how this influences their outlook and the choices they make. It is important to consider this when depicting Black families in advertisements or promotions.

The groups are similar in terms of the frequency with which they read the newspapers, and the parts that they read. There is a difference, however, between race groups in terms of television viewing, with Asian respondents watching the most television, and White respondents watching the least. Marketers in the newspaper industry need to take heed of the fact that all race groups are skimmers of newspapers rather than depth readers, as this could be an indication that the newspapers that they read are not satisfying their needs sufficiently. The fact that White respondents watch the least television means that marketers need to look at other alternative communication methods to reach this race group.

5.2.3. HYPOTHESIS THREE: the values and attitudes with regard to marketing, family and work, held by people in the 18 to 34 age category who belong to the upper social class will differ from those held by people in the middle social class, in three metropolitan areas.

Based on the results obtained in Chapter Four (See Appendix D), the null hypothesis was accepted. In other words, the respondents in the upper social class are likely to be different from the respondents in the middle social class. While there a large number of similarities between the groups, it is an understanding of the differences that exist between the groups that makes a marketing strategy successful. There were more differences found between the two education levels (twenty one differences), than there were found for occupation and income (both only had ten differences).

In terms of social class, upper income respondents with tertiary education levels were more likely to have travelled extensively, to own a computer, to read the newspaper frequently, and read most of the newspaper. This means that upper income and tertiary education level respondents are more likely to have come into contact with other cultural groups, and have exposed themselves to a variety of information sources. Marketers need to take into account the fact that people in the middle income, secondary level education group are harder to reach in terms of both newspapers and computers.

Of people in the upper income group, tertiary education level groups were also less trusting of the government, and of advertising messages. Marketers will probably find that two-sided messages would work better for these groups of people, where both sides of an argument are presented. People in the middle income group were more trusting of government, and advertising messages, and it would probably be easier to persuade them to buy products.

Those people with tertiary education levels were also likely to view success differently: they were more likely to believe that money is the only measure of success. From an employer point of view, this means that they will probably respond better to financially based incentives, whereas people with secondary level education are more likely to require a variety of incentives, not just financial ones. People with tertiary education levels are also more aware of the need to invest in retirement.

People with a tertiary level education are more likely to have a positive image of themselves, and are more likely to believe that older people see them in a positive way, than people with a secondary level education. This impacts marketers in that these two groups have different self-images and different perceived social images, which will affect the types of appeals that they will respond to.

Those respondents who were professionals had greater access to computers, and were more likely to own a computer than people in other occupations. They were also more likely to have traveled more extensively, along with those people in services. Professionals were least likely to trust government or advertising messages, and were least likely to have a hero / heroine. This implies that they are more cynical than people in other occupations, and are harder to persuade.

In general the groups were similar in their concern about the future, in that they all view worrying about the future as a major form of stress. Yet, at the same time, they were also all fairly optimistic in believing that they will achieve what they want in the future. Concern for the future is also illustrated by the fact that most respondents believed that products that pollute the environment should be banned. All groups believed that at some stage you also have to compromise your principles, demonstrating that people in these social classes are realistic about what is expected of them. Even though Generation X in South Africa has been affected by divorce, or perhaps because of this effect, most of the respondents believe that marriage is for life.

5.2.4. HYPOTHESIS FOUR: the values and attitudes about marketing, family and work, held by people between the ages of 18 to 26, in three metropolitan areas, will differ from those held by people in the 27 to 34 age category.

The split between differences and similarities between the two age groups is almost even, with the number of similarities equaling nineteen, and the number of differences equaling twenty (See Appendix D). Because of these differences, the null hypothesis is accepted. In other words, there is a difference between the different age groups. This demonstrates the difficulty in defining completely correctly who forms part of Generation X, and who does not.

It is interesting to note that while the older segment had traveled more extensively in South Africa, there was no difference found between the older and younger respondents in terms of international travel. It was also interesting to find that the older segment were more likely to have a hero/heroine. This indicates that the younger respondents were less likely to idolize their role models, reflecting the trend occurring within the American Generation X.

The older respondents were less likely to consider worrying about the future to be a major source of stress. They also tended to be more cynical in their outlook than the younger respondents. This fact is highlighted by the fact that they are more likely to believe that you have to compromise your principles at some stage, and are less likely to believe that all products that pollute the environment should be banned. This shows that they are more realistic in their view of what they can control in terms of the environment. The younger respondents are more idealistic in their outlook, and are more believing of the message in advertisements.

They are also more likely to believe that hard work is the key to success, whereas the older respondents are sceptical in thinking that this is all that it takes to be successful. The older respondents were more materialistic as they stated more frequently that money is the only measure of success. The older respondents were more self-assured and more likely to believe that older people have a positive opinion about them. It was interesting to note that ownership and usage of computers were not related to age. Older and younger respondents were equally likely to have used a computer recently, indicating that the trend towards computer literacy exists within both groups. There was no difference between the groups in terms of television viewing, and newspaper reading. This means that any trends discussed earlier in terms of watching television and reading the newspaper occur across both groups.

5.2.5. HYPOTHESIS ONE REVISITED

It has already been identified that there are differences between the American and South African Generation X when comparing the frequencies to American studies and surveys. This section involves determining which of the groups discussed in 5.2.2. – 5.2.4. are similar to their American counterparts, and which ones are different.

In the review of the literature, it was found that the American Generation X are white, middle class, young people between the ages of 18 to 34 (John, 1991:1). There are a number of similarities reported on at the beginning of the chapter. In order to determine which of the groups are most similar to the American Generation X, comparisons between the groups have been made, and conclusions reached in the section below.

Computer literacy

- White respondents were more likely to own a computer and were more likely to have used a computer in the recent past.
- Both age groups are likely to be similar in their computer usage.
- Professionals were more likely to have used a computer recently.
- Those respondents with a higher education and income level were more likely to have used a computer recently.

- In conclusion, this is slightly different from the American Generation X in that the upper social class is likely to be more computer literate.

Travel

- White respondents were found to travel the most both domestically and internationally.
- Upper income groups that had a tertiary education and were employed as professionals were most likely to have travelled.
- Overseas travel was similar for both age groups, with the older segment having travelled domestically more frequently.
- This is similar to the definition of the American Generation X, except for the income level.

Important voice

- Asian respondents were more likely to believe that they had an important voice that no-one seemed to hear.
- Respondents that had a secondary education level were also more likely to believe that they had an important voice that no-one seemed to hear.
- All income and occupation groups felt that they had an important voice that no-one seemed to hear.
- The younger segment of respondents believed that they had an important voice that no-one seemed to hear.
- This is different from the characteristics of the American Generation X.

Compromise your principles

- Coloured respondents were more likely to believe that you have to compromise your principles.
- Older respondents were more likely to agree with the statements as well indicating that they were less idealistic than younger respondents.
- All income, education and occupation groups felt that sometimes it was necessary to compromise.
- This is different from the characteristics of the American Generation X.

Money = success

- Black respondents, those respondents with a secondary education level, and older respondents were most likely to believe that money is the only measure of success.
- All income and occupation groups were likely to agree
- This is different from the American Generation X characteristics.

One day I will get to where I want to be

- All race, income, education, occupation and age groups were in agreement with this statement.
- This is different from the American Generation X.

Older people know best

- Black respondents, and respondents belonging to the middle income bracket were more likely to believe that older people know best.
- Respondents of all education, occupation and age groups were not likely to believe that older people know best.
- This is different from the American Generation X.

Money versus Experience

- All income, race, education and age groups agree that money is not as important as experiencing life.
- Those respondents with a tertiary education were most likely to agree with this statement.
- This is different from the American Generation X.

Appropriate behaviour

- All race, income, occupation and age groups agree that sometimes it is necessary to adopt the appropriate behaviour to get ahead.
- This is different from the American Generation X.

Newspaper readership

- All race, occupation and age groups are likely to be the same with regard to newspaper readership i.e. not likely to read the newspaper every night.
- Those respondents in the upper income level, and that have a tertiary education are likely to read the newspaper frequently.
- This is different from the American Generation X.

Parts of the newspaper read

- All race, occupation and age groups are more likely to skim read.
- Those with a tertiary education, and those in the upper income groups are likely to read the newspaper in depth
- The characteristics here are fairly similar to the American Generation X.

Parents' relationship

- Asian respondents were more likely to have married parents.
- Upper income respondents' parents were also more likely to be married.
- All education, occupation and age groups were more likely to have the same characteristics to the American Generation X.

Living at home

- Asian and coloured respondents were more likely to still be living at home.
- Those respondents who were between the ages of 18 to 26, those who are still studying, and those who have secondary education levels are also more likely to be living at home.
- This is different from the American Generation X.

Expected companies

- All race, income, occupation and age groups expected to work for a number of companies in their career.
- This is different from the American Generation X.

Still studying

- All race, income and education groups are likely to be the same in terms of studying.
- Those in the 18 – 26 age category were more likely to be studying.

In conclusion, there are too many differences between the South African and American Generation X to justify classifying the two groups in the same way. This means that Generation X does not exist in South Africa in the same way that they exist in America, and for this reason marketers should avoid using the term 'Generation X' to describe the South African market so as to avoid confusion, and to avoid marketers applying American principles that may not work in South Africa. There are some similarities found between all the groups researched, and these could provide the starting point for segmenting the South African market.

5.3. RECOMMENDATIONS

There are a number of recommendations that can be made in terms of future research on the subject of Generation X in South Africa.

- Future research should also include respondents from other provinces to determine whether these findings are relevant to other provinces as well.
- It is also important to remember that this study was very general, and therefore, did not relate to specific buying behaviour patterns in specific industries. Researchers in the future need to relate the study to specific products and industries to get a more accurate reflection of the influences of the values and attitudes that were uncovered in this research study.

- The question relating to how the respondents saw themselves, and how they believe that older people see them need to be re-phrased as there appeared to be a lack of understanding of the answers required on the part of the respondents.
- More questions need to be asked to gather more in depth responses, and for this reason depth interviews might be a better method to use to gather the required information

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APPENDIX A

QUESTIONNAIRE

MASTERS QUESTIONNAIRE TO DETERMINE THE OPINIONS OF YOUNG PEOPLE IN SOUTH AFRICA.

My name is _____, and I am conducting research about young people in South Africa. Please could I interview you - it will only take 10 minutes of your time and would be greatly appreciated. The information will be confidential and your name is not required.

Interviewer needs to ask Question 1

1. Screening question: What age category do you fall into?

A) 18 - 26 years old 1

B) 27 - 34 years old 2

If the respondent does not fall into either of these two groups, thank them for their time and stop the interview

The respondent then fills in the rest of the questionnaire.

Please ensure that you circle ONLY ONE of the numbers as your response for each of the following questions

2. Do you or any-one in your household own a computer?

A) Yes 1

B) No 2

3. When was the last time you worked / played on a computer?

A) Today 1

B) Yesterday 2

C) Last week 3

D) Last month 4

E) Last year 5

F) Cannot remember 6

Please tick one of the boxes for each question	Yes 1	No 2
4. Have you travelled overseas in the last three years?		
5. Have you been on a domestic trip in the last year?		
6. Do you have a hero /heroine?		

If the answer to 6 is No, go to question 8.

7. If the answer to 6 is yes: Who is that person? (please circle ONLY ONE number below)

A) A Parent 1

B) A movie star 2

C) A singer/ group 3

D) A sports star 4

E) A religious person 5

F) A politician 6

G) Other _____ 7

Please tick **ONLY ONE** of the boxes for each question in the table below

	Agree strongly 1	Agree 2	Neither 3	Disagree 4	Disagree strongly 5
8. Do you believe that people your age have an important voice but no-one seems to hear it?					
9. Worrying about the future is a major source of stress?					
10. I like to compete: it makes me perform better					
11. In this world sometimes you have to compromise your principles					
12. I believe that the government can be trusted					
13. All products that pollute the environment should be banned					
14. The only meaningful measure of success is money					
15. I am sure that one day I will get to where I want to be in life					
16. I believe that older people always know what is best.					
17. Money is not as important as experiencing life					
18. I believe that when I get married it will be for life					
19. I believe that investing money for my retirement is important					
20. I believe it is necessary to adopt appropriate behaviours to get ahead					
21. The term Generation X is a good term to describe my generation					
22. Hard work is the key to getting ahead					
23. I generally believe the message in adverts?					

Please circle the **ONE** number that most adequately reflects your views

How do you see yourself?

24. Lazy	1	2	3	4	5	Ambitious
25. Confused	1	2	3	4	5	Self-confident
26. Unfocussed	1	2	3	4	5	Focussed
27. Dependent	1	2	3	4	5	Independent

Please ensure that you circle **ONE** of the numbers as your response for each of the following questions

28. How often do you watch TV?

A) Every night	1
B) A few nights a week	2
C) Once a week	3
D) Once a month	4
E) Never	5

29. How often do you read the newspaper?

- | | |
|------------------------|---|
| A) Every night | 1 |
| B) A few nights a week | 2 |
| C) Once a week | 3 |
| D) Once a month | 4 |
| E) Never | 5 |

If the answer to Question 29 is E, go to Question 31, if the answer is A, B, C OR D, then go to Question 30, and then Question 31.

30. When you read the newspaper do you

- | | |
|--|---|
| A) read the whole newspaper | 1 |
| B) read certain sections in detail, eg sports, entertainment etc | 2 |
| C) skim through the newspaper | 3 |
| D) never | 4 |

31. Are your parents: (circle ONLY ONE of the following alternatives)

- | | |
|--------------------|---|
| A) Married | 1 |
| B) Divorced | 2 |
| C) Never married | 3 |
| D) Separated | 4 |
| E) Living together | 5 |
| F) Widowed | 6 |
| G) Other _____ | 7 |

32. Do you still live at home?

- | | |
|--------|---|
| A) Yes | 1 |
| B) No | 2 |

Please circle the response that most adequately reflects your views

How do people your parents' age see you?

- | | | | | | | |
|----------------|---|---|---|---|---|----------------|
| 33. Lazy | 1 | 2 | 3 | 4 | 5 | Ambitious |
| 34. Confused | 1 | 2 | 3 | 4 | 5 | Self-confident |
| 35. Unfocussed | 1 | 2 | 3 | 4 | 5 | Focussed |
| 36. Dependent | 1 | 2 | 3 | 4 | 5 | Independent |

37. Which one of these best describes your working life? (Can tick more than one)

- | | |
|------------------|---|
| A) Permanent | 1 |
| B) Temporary | 2 |
| C) Contract | 3 |
| D) Self-employed | 4 |
| E) Not working | 5 |

If the answer is A, B, or C, D answer Question 38 and then Question 39, If E go to Question 39

38. Is this your first job?

- | | |
|--------|---|
| A) Yes | 1 |
| B) No | 2 |

39. How many companies have you previously worked for on a full-time basis:

- | | |
|-------------------|---|
| A) none | 1 |
| B) one | 2 |
| C) two | 3 |
| D) three | 4 |
| E) four | 5 |
| F) More than four | 6 |

40:How many companies do you expect to work for on a full-time basis before you retire?

- | | |
|------------------|---|
| A) One | 1 |
| B) Two | 2 |
| C) Three | 3 |
| D) Four | 4 |
| E) Five | 5 |
| F) Six | 6 |
| G) More than six | 7 |

41. Do you see yourself at the moment as

- | | |
|--------------------|---|
| A) working to live | 1 |
| B) living to work | 2 |

42. Which letter best describes your monthly household income. Please include all sources of income:

- | | |
|-------------------|---|
| A) 0-999 | 1 |
| B) 1000-1999 | 2 |
| C) 2000-2999 | 3 |
| D) 3000-3999 | 4 |
| E) 4000-4999 | 5 |
| F) 5000-5999 | 6 |
| G) 6000-6999 | 7 |
| H) 7000 -7999 | 8 |
| I) More that 8000 | 9 |

43. What is your current marital status? (Circle ONLY ONE answer)

- | | |
|------------------------|---|
| A) Single | 1 |
| B) Married | 2 |
| C) Divorced | 3 |
| D) Living with someone | 4 |
| E) widow / widower | 5 |

44. What is the highest level of education you have achieved?

- | | |
|-------------------------------------|---|
| A) Some high school | 1 |
| B) Matric/ O levels | 2 |
| C) Technical education (Level_____) | 3 |
| D) Diploma | 4 |
| E) Degree | 5 |
| F) Secretarial course | 6 |
| G) Other | 7 |

45. Are you currently studying/ attending a course?

- A) Yes 1
- B) No 2

Please write your response in the space given :

46. What is your father's occupation? _____

47. What is your mother's occupation? _____

48. What is your occupation? _____

49. Is this the field that you studied in?

- A) Yes 1
- B) No 2

The following information is required for office use only in comparing findings against official population statistics:

50. What is your race?:

- A) Black 1
- B) White 2
- C) Asian 3
- D) Coloured 4

52. What is your gender?:

- A) Male 1
- B) Female 2

Thank you very much for the time and effort you have taken in completing this questionnaire. It is greatly appreciated

APPENDIX B

CORRELATIONS FOR QUESTIONS RELATING TO MARKETING

		Have you travelled overseas in the last three years?	Have you been on a domestic trip in the last year?	Do you have a hero or heroine?	If yes, who is that person?
Have you travelled overseas in the last three years?	Pearson Correlation Sig. (2-tailed) N	1.000 300	.247** .000 300	-.125* .030 300	-.170** .003 300
Have you been on a domestic trip in the last year?	Pearson Correlation Sig. (2-tailed) N	.247** .000 300	1.000 300	-.083 .150 300	-.133* .021 300
Do you have a hero or heroine?	Pearson Correlation Sig. (2-tailed) N	-.125* .030 300	-.083 .150 300	1.000 300	.825** .000 300
If yes, who is that person?	Pearson Correlation Sig. (2-tailed) N	-.170** .003 300	-.133* .021 300	.825** .000 300	1.000 300
Believe you have an important voice	Pearson Correlation Sig. (2-tailed) N	-.097 .095 300	-.074 .200 300	.082 .156 300	.095 .102 300
Product that pollute should be banned	Pearson Correlation Sig. (2-tailed) N	.011 .856 300	.003 .954 300	-.047 .420 300	-.089 .123 300
The term Generation X is a good term for my gen	Pearson Correlation Sig. (2-tailed) N	.010 .868 300	.049 .401 300	.055 .341 300	-.007 .908 300
Believe message in adverts	Pearson Correlation Sig. (2-tailed) N	-.090 .118 300	-.096 .098 300	.055 .339 300	.046 .424 300
Believe government can be trusted	Pearson Correlation Sig. (2-tailed) N	-.154** .007 300	-.076 .188 300	.114* .048 300	.055 .345 300
How often do you watch tv?	Pearson Correlation Sig. (2-tailed) N	-.056 .331 300	-.004 .938 300	.145* .012 300	.112 .053 300
How often do you read newspaper?	Pearson Correlation Sig. (2-tailed) N	.056 .336 300	.127* .028 300	.052 .371 300	.044 .448 300
What part do you read?	Pearson Correlation Sig. (2-tailed) N	-.043 .455 300	.084 .148 300	.052 .374 300	.048 .408 300

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

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

		Believe you have an important voice	Product that pollute should be banned	The term Generation X is a good term for my gen	Believe message in adverts
Have you travelled overseas in the last three years?	Pearson Correlation Sig. (2-tailed) N	-.097 .095 300	.011 .856 300	.010 .868 300	-.090 .118 300
Have you been on a domestic trip in the last year?	Pearson Correlation Sig. (2-tailed) N	-.074 .200 300	.003 .954 300	.049 .401 300	-.096 .098 300
Do you have a hero or heroine?	Pearson Correlation Sig. (2-tailed) N	.082 .156 300	-.047 .420 300	.055 .341 300	.055 .339 300
If yes, who is that person?	Pearson Correlation Sig. (2-tailed) N	.095 .102 300	-.089 .123 300	-.007 .908 300	.046 .424 300
Believe you have an important voice	Pearson Correlation Sig. (2-tailed) N	1.000 .078 300	.102 .078 300	-.036 .533 300	.017 .773 300
Product that pollute should be banned	Pearson Correlation Sig. (2-tailed) N	.102 .078 300	1.000 .000 300	.240** .000 300	.145* .012 300
The term Generation X is a good term for my gen	Pearson Correlation Sig. (2-tailed) N	-.036 .533 300	.240** .000 300	1.000 .087 300	.099 .087 300
Believe message in adverts	Pearson Correlation Sig. (2-tailed) N	.017 .773 300	.145* .012 300	.099 .087 300	1.000 .000 300
Believe government can be trusted	Pearson Correlation Sig. (2-tailed) N	-.147* .011 300	.094 .104 300	.075 .194 300	.221** .000 300
How often do you watch tv?	Pearson Correlation Sig. (2-tailed) N	.011 .853 300	.082 .156 300	-.003 .961 300	.022 .708 300
How often do you read newspaper?	Pearson Correlation Sig. (2-tailed) N	-.005 .933 300	-.092 .112 300	-.127* .027 300	-.006 .924 300
What part do you read?	Pearson Correlation Sig. (2-tailed) N	.073 .209 300	-.043 .458 300	-.155** .007 300	-.021 .719 300

		Believe governme nt can be trusted	How often do you watch tv?	How often do you read newspape r?	What part do you read?
Have you travelled overseas in the last three years?	Pearson Correlation Sig. (2-tailed) N	-.154** .007 300	-.056 .331 300	.056 .336 300	-.043 .455 300
Have you been on a domestic trip in the last year?	Pearson Correlation Sig. (2-tailed) N	-.076 .188 300	-.004 .938 300	.127* .028 300	.084 .148 300
Do you have a hero or heroine?	Pearson Correlation Sig. (2-tailed) N	.114* .048 300	.145* .012 300	.052 .371 300	.052 .374 300
If yes, who is that person?	Pearson Correlation Sig. (2-tailed) N	.055 .345 300	.112 .053 300	.044 .448 300	.048 .408 300
Believe you have an important voice	Pearson Correlation Sig. (2-tailed) N	-.147* .011 300	.011 .853 300	-.005 .933 300	.073 .209 300
Product that pollute should be banned	Pearson Correlation Sig. (2-tailed) N	.094 .104 300	.082 .156 300	-.092 .112 300	-.043 .458 300
The term Generation X is a good term for my gen	Pearson Correlation Sig. (2-tailed) N	.075 .194 300	-.003 .961 300	-.127* .027 300	-.155** .007 300
Believe message in adverts	Pearson Correlation Sig. (2-tailed) N	.221** .000 300	.022 .708 300	-.006 .924 300	-.021 .719 300
Believe government can be trusted	Pearson Correlation Sig. (2-tailed) N	1.000 .261 300	-.065 .261 300	-.116* .044 300	-.050 .389 300
How often do you watch tv?	Pearson Correlation Sig. (2-tailed) N	-.065 .261 300	1.000 .001 300	.189** .001 300	.088 .129 300
How often do you read newspaper?	Pearson Correlation Sig. (2-tailed) N	-.116* .044 300	.189** .001 300	1.000 .000 300	.594** .000 300
What part do you read?	Pearson Correlation Sig. (2-tailed) N	-.050 .389 300	.088 .129 300	.594** .000 300	1.000 .000 300

CORRELATIONS RELATING TO QUESTIONS ON FAMILY

		Old people know best	Marriage is for life	lazy versus ambitious: view of yourself	confused versus self-confid ent: view of yourself
Old people know best	Pearson Correlation	1.000	.157**	-.003	-.078
	Sig. (2-tailed)		.007	.965	.180
	N	300	300	300	300
Marriage is for life	Pearson Correlation	.157**	1.000	.019	-.030
	Sig. (2-tailed)	.007		.744	.603
	N	300	300	300	300
lazy versus ambitious: view of yourself	Pearson Correlation	-.003	.019	1.000	.487**
	Sig. (2-tailed)	.965	.744		.000
	N	300	300	300	300
confused versus self-confident: view of yourself	Pearson Correlation	-.078	-.030	.487**	1.000
	Sig. (2-tailed)	.180	.603	.000	
	N	300	300	300	300
unfocussed versus focussed: view of yourself	Pearson Correlation	.051	.006	.512**	.526**
	Sig. (2-tailed)	.379	.923	.000	.000
	N	300	300	300	300
dependent versus independent: view of yourself	Pearson Correlation	.010	-.028	.242**	.293**
	Sig. (2-tailed)	.869	.632	.000	.000
	N	300	300	300	300
What relationship do your parents have?	Pearson Correlation	-.059	.133*	.053	.110
	Sig. (2-tailed)	.306	.022	.361	.056
	N	300	300	300	300
Do you live at home?	Pearson Correlation	.025	.042	.117*	.176**
	Sig. (2-tailed)	.669	.464	.043	.002
	N	300	300	300	300
lazy vs ambitious: older people's view	Pearson Correlation	.060	-.059	.464**	.284**
	Sig. (2-tailed)	.298	.311	.000	.000
	N	300	300	300	300
self-confident vs confused: older people's view	Pearson Correlation	.062	-.044	.275**	.488**
	Sig. (2-tailed)	.281	.452	.000	.000
	N	300	300	300	300
Focussed vs unfocussed: older people's view	Pearson Correlation	.080	-.060	.332**	.295**
	Sig. (2-tailed)	.167	.299	.000	.000
	N	300	300	300	300
Dependent vs independent: older people's view	Pearson Correlation	-.060	-.018	.170**	.269**
	Sig. (2-tailed)	.302	.757	.003	.000
	N	300	300	300	300

		unfocussed d versus focussed: view of yourself	dependent versus independent: view of yourself	What relationship do your parents have?	Do you live at home?
Old people know best	Pearson Correlation	.051	.010	-.059	.025
	Sig. (2-tailed)	.379	.869	.306	.669
	N	300	300	300	300
Marriage is for life	Pearson Correlation	.006	-.028	.133*	.042
	Sig. (2-tailed)	.923	.632	.022	.464
	N	300	300	300	300
lazy versus ambitious: view of yourself	Pearson Correlation	.512**	.242**	.053	.117*
	Sig. (2-tailed)	.000	.000	.361	.043
	N	300	300	300	300
confused versus self-confident: view of yourself	Pearson Correlation	.526**	.293**	.110	.176**
	Sig. (2-tailed)	.000	.000	.056	.002
	N	300	300	300	300
unfocussed versus focussed: view of yourself	Pearson Correlation	1.000	.382**	.029	.103
	Sig. (2-tailed)	.	.000	.616	.074
	N	300	300	300	300
dependent versus independent: view of yourself	Pearson Correlation	.382**	1.000	.048	.254**
	Sig. (2-tailed)	.000	.	.411	.000
	N	300	300	300	300
What relationship do your parents have?	Pearson Correlation	.029	.048	1.000	.108
	Sig. (2-tailed)	.616	.411	.	.063
	N	300	300	300	300
Do you live at home?	Pearson Correlation	.103	.254**	.108	1.000
	Sig. (2-tailed)	.074	.000	.063	.
	N	300	300	300	300
lazy vs ambitious. older people's view	Pearson Correlation	.400**	.427**	.059	.228**
	Sig. (2-tailed)	.000	.000	.311	.000
	N	300	300	300	300
self-confident vs confused: older people's view	Pearson Correlation	.372**	.261**	.052	.172**
	Sig. (2-tailed)	.000	.000	.367	.003
	N	300	300	300	300
Focussed vs unfocussed: older people's view	Pearson Correlation	.506**	.413**	.051	.144*
	Sig. (2-tailed)	.000	.000	.381	.012
	N	300	300	300	300
Dependent vs independent: older people's view	Pearson Correlation	.278**	.557**	.019	.262**
	Sig. (2-tailed)	.000	.000	.743	.000
	N	300	300	300	300

		lazy vs ambitious: older people's view	self-confid ent vs confused: older people's view	Focussed vs unfocussed: older people's view	Dependent vs independent: older people's view
Old people know best	Pearson Correlation	.060	.062	.080	-.060
	Sig. (2-tailed)	.298	.281	.167	.302
	N	300	300	300	300
Marriage is for life	Pearson Correlation	-.059	-.044	-.060	-.018
	Sig. (2-tailed)	.311	.452	.299	.757
	N	300	300	300	300
lazy versus ambitious: view of yourself	Pearson Correlation	.464**	.275**	.332**	.170**
	Sig. (2-tailed)	.000	.000	.000	.003
	N	300	300	300	300
confused versus self-confident: view of yourself	Pearson Correlation	.284**	.488**	.295**	.269**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300
unfocussed versus focussed: view of yourself	Pearson Correlation	.400**	.372**	.506**	.278**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300
dependent versus independent: view of yourself	Pearson Correlation	.427**	.261**	.413**	.557**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300
What relationship do your parents have?	Pearson Correlation	.059	.052	.051	.019
	Sig. (2-tailed)	.311	.367	.381	.743
	N	300	300	300	300
Do you live at home?	Pearson Correlation	.228**	.172**	.144*	.262**
	Sig. (2-tailed)	.000	.003	.012	.000
	N	300	300	300	300
lazy vs ambitious: older people's view	Pearson Correlation	1.000	.494**	.611**	.296**
	Sig. (2-tailed)	.	.000	.000	.000
	N	300	300	300	300
self-confident vs confused: older people's view	Pearson Correlation	.494**	1.000	.609**	.334**
	Sig. (2-tailed)	.000	.	.000	.000
	N	300	300	300	300
Focussed vs unfocussed: older people's view	Pearson Correlation	.611**	.609**	1.000	.414**
	Sig. (2-tailed)	.000	.000	.	.000
	N	300	300	300	300
Dependent vs independent: older people's view	Pearson Correlation	.296**	.334**	.414**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	300	300	300	300

CORRELATIONS FOR QUESTIONS RELATING TO WORK

		Own a computer	Last used a computer	Worrying about the future causes stress	Competing helps me perform better
Own a computer	Pearson Correlation	1.000	.352**	-.045	.014
	Sig. (2-tailed)		.000	.440	.803
	N	300	300	300	300
Last used a computer	Pearson Correlation	.352**	1.000	-.055	-.009
	Sig. (2-tailed)	.000		.339	.875
	N	300	300	300	300
Worrying about the future causes stress	Pearson Correlation	-.045	-.055	1.000	-.030
	Sig. (2-tailed)	.440	.339		.603
	N	300	300	300	300
Competing helps me perform better	Pearson Correlation	.014	-.009	-.030	1.000
	Sig. (2-tailed)	.803	.875	.603	
	N	300	300	300	300
Sometimes you have to compromise your principles	Pearson Correlation	.076	-.108	.092	.081
	Sig. (2-tailed)	.192	.061	.111	.163
	N	300	300	300	300
Money is the only measure of success	Pearson Correlation	-.004	-.229**	.038	.155**
	Sig. (2-tailed)	.943	.000	.513	.007
	N	300	300	300	300
One I will get to where I want to be	Pearson Correlation	.089	.062	.011	.131*
	Sig. (2-tailed)	.125	.285	.850	.023
	N	300	300	300	300
Money is not as important as experiencing life	Pearson Correlation	.006	.017	-.004	.078
	Sig. (2-tailed)	.913	.763	.943	.175
	N	300	300	300	300
Must adopt appropriate behaviour to get ahead	Pearson Correlation	.032	.160**	.092	.063
	Sig. (2-tailed)	.578	.006	.114	.280
	N	300	300	300	300
Hard work is the key to getting ahead	Pearson Correlation	.073	.036	.121*	.025
	Sig. (2-tailed)	.206	.540	.036	.666
	N	300	300	300	300
Describe working life	Pearson Correlation	.078	.216**	-.024	.042
	Sig. (2-tailed)	.178	.000	.676	.465
	N	300	300	300	300
Is this your first job?	Pearson Correlation	.019	.115*	-.032	.021
	Sig. (2-tailed)	.742	.047	.584	.717
	N	300	300	300	300
number of companies previously worked for	Pearson Correlation	-.136*	-.129*	.009	-.097
	Sig. (2-tailed)	.018	.026	.870	.094
	N	300	300	300	300
how many do you expect to work for	Pearson Correlation	-.182**	-.119*	-.036	-.061
	Sig. (2-tailed)	.002	.040	.530	.296
	N	300	300	300	300
how do you see yourself?	Pearson Correlation	-.107	-.053	.085	-.123*
	Sig. (2-tailed)	.065	.362	.144	.034
	N	300	300	300	300

		Own a computer	Last used a computer	Worrying about the future causes stress	Competing helps me perform better
are you currently studying?	Pearson Correlation	.090	-.054	-.054	-.089
	Sig. (2-tailed)	.121	.355	.354	.125
	N	300	300	300	300
field	Pearson Correlation	.139*	.166**	-.051	.072
	Sig. (2-tailed)	.016	.004	.383	.215
	N	300	300	300	300
Investing for retirement is important	Pearson Correlation	.053	.154**	.132*	.102
	Sig. (2-tailed)	.357	.008	.022	.078
	N	300	300	300	300

		Sometime s you have to compromi se your principles	Money is the only measure of success	One I will get to where I want to be	Money is not as important as experienci ng life
Own a computer	Pearson Correlation	.076	-.004	.089	.006
	Sig. (2-tailed)	.192	.943	.125	.913
	N	300	300	300	300
Last used a computer	Pearson Correlation	-.108	-.229**	.062	.017
	Sig. (2-tailed)	.061	.000	.285	.763
	N	300	300	300	300
Worrying about the future causes stress	Pearson Correlation	.092	.038	.011	-.004
	Sig. (2-tailed)	.111	.513	.850	.943
	N	300	300	300	300
Competing helps me perform better	Pearson Correlation	.081	.155**	.131*	.078
	Sig. (2-tailed)	.163	.007	.023	.175
	N	300	300	300	300
Sometimes you have to compromise your principles	Pearson Correlation	1.000	.201**	.113	.055
	Sig. (2-tailed)	.	.000	.051	.347
	N	300	300	300	300
Money is the only measure of success	Pearson Correlation	.201**	1.000	.016	-.282**
	Sig. (2-tailed)	.000	.	.787	.000
	N	300	300	300	300
One I will get to where I want to be	Pearson Correlation	.113	.016	1.000	.142*
	Sig. (2-tailed)	.051	.787	.	.014
	N	300	300	300	300
Money is not as important as experiencing life	Pearson Correlation	.055	-.282**	.142*	1.000
	Sig. (2-tailed)	.347	.000	.014	.
	N	300	300	300	300
Must adopt appropriate behaviour to get ahead	Pearson Correlation	.141*	-.058	.309**	.164**
	Sig. (2-tailed)	.014	.314	.000	.004
	N	300	300	300	300
Hard work is the key to getting ahead	Pearson Correlation	.073	-.024	.427**	.100
	Sig. (2-tailed)	.206	.683	.000	.083
	N	300	300	300	300
Describe working life	Pearson Correlation	.110	-.035	.059	.071
	Sig. (2-tailed)	.057	.551	.310	.220
	N	300	300	300	300
Is this your first job?	Pearson Correlation	.057	-.026	.046	.057
	Sig. (2-tailed)	.321	.649	.427	.324
	N	300	300	300	300
number of companies previously worked for	Pearson Correlation	-.197**	-.110	-.031	-.064
	Sig. (2-tailed)	.001	.058	.595	.267
	N	300	300	300	300
how many do you expect to work for	Pearson Correlation	-.051	-.028	-.042	-.012
	Sig. (2-tailed)	.377	.634	.466	.830
	N	300	300	300	300
how do you see yourself?	Pearson Correlation	-.009	-.018	-.105	-.059
	Sig. (2-tailed)	.876	.760	.070	.310
	N	300	300	300	300
are you currently studying?	Pearson Correlation	-.133*	-.075	-.029	-.011
	Sig. (2-tailed)	.021	.193	.614	.856
	N	300	300	300	300
field	Pearson Correlation	.109	-.078	.048	.089
	Sig. (2-tailed)	.059	.177	.407	.124
	N	300	300	300	300
Investing for retirement is important	Pearson Correlation	.081	-.070	.296**	.108
	Sig. (2-tailed)	.162	.225	.000	.063
	N	300	300	300	300

		Must adopt appropriate behaviour to get ahead	Hard work is the key to getting ahead	Describe working life	Is this your first job?
Own a computer	Pearson Correlation	.032	.073	.078	.019
	Sig. (2-tailed)	.578	.206	.178	.742
	N	300	300	300	300
Last used a computer	Pearson Correlation	.160**	.036	.216**	.115*
	Sig. (2-tailed)	.006	.540	.000	.047
	N	300	300	300	300
Worrying about the future causes stress	Pearson Correlation	.092	.121*	-.024	-.032
	Sig. (2-tailed)	.114	.036	.676	.584
	N	300	300	300	300
Competing helps me perform better	Pearson Correlation	.063	.025	.042	.021
	Sig. (2-tailed)	.280	.666	.465	.717
	N	300	300	300	300
Sometimes you have to compromise your principles	Pearson Correlation	.141*	.073	.110	.057
	Sig. (2-tailed)	.014	.206	.057	.321
	N	300	300	300	300
Money is the only measure of success	Pearson Correlation	-.058	-.024	-.035	-.026
	Sig. (2-tailed)	.314	.683	.551	.649
	N	300	300	300	300
One I will get to where I want to be	Pearson Correlation	.309**	.427**	.059	.046
	Sig. (2-tailed)	.000	.000	.310	.427
	N	300	300	300	300
Money is not as important as experiencing life	Pearson Correlation	.164**	.100	.071	.057
	Sig. (2-tailed)	.004	.083	.220	.324
	N	300	300	300	300
Must adopt appropriate behaviour to get ahead	Pearson Correlation	1.000	.308**	.090	.072
	Sig. (2-tailed)	.	.000	.120	.212
	N	300	300	300	300
Hard work is the key to getting ahead	Pearson Correlation	.308**	1.000	.092	.074
	Sig. (2-tailed)	.000	.	.111	.202
	N	300	300	300	300
Describe working life	Pearson Correlation	.090	.092	1.000	.649**
	Sig. (2-tailed)	.120	.111	.	.000
	N	300	300	300	300
Is this your first job?	Pearson Correlation	.072	.074	.649**	1.000
	Sig. (2-tailed)	.212	.202	.000	.
	N	300	300	300	300
number of companies previously worked for	Pearson Correlation	-.123*	-.010	-.256**	.125*
	Sig. (2-tailed)	.034	.859	.000	.031
	N	300	300	300	300
how many do you expect to work for	Pearson Correlation	.015	.096	-.032	.072
	Sig. (2-tailed)	.790	.095	.582	.212
	N	300	300	300	300
how do you see yourself?	Pearson Correlation	-.120*	-.132*	.167**	.166**
	Sig. (2-tailed)	.037	.023	.004	.004
	N	300	300	300	300
are you currently studying?	Pearson Correlation	-.060	-.063	-.477**	-.325**
	Sig. (2-tailed)	.302	.277	.000	.000
	N	300	300	300	300
field	Pearson Correlation	.093	.000	.499**	.400**
	Sig. (2-tailed)	.108	.997	.000	.000
	N	300	300	300	300
Investing for retirement is important	Pearson Correlation	.320**	.258**	.212**	.169**
	Sig. (2-tailed)	.000	.000	.000	.003
	N	300	300	300	300

		number of companies previously worked for	how many do you expect to work for	how do you see yourself?	are you currently studying?
Own a computer	Pearson Correlation	-.136*	-.182**	-.107	.090
	Sig. (2-tailed)	.018	.002	.065	.121
	N	300	300	300	300
Last used a computer	Pearson Correlation	-.129*	-.119*	-.053	-.054
	Sig. (2-tailed)	.026	.040	.362	.355
	N	300	300	300	300
Worrying about the future causes stress	Pearson Correlation	.009	-.036	.085	-.054
	Sig. (2-tailed)	.870	.530	.144	.354
	N	300	300	300	300
Competing helps me perform better	Pearson Correlation	-.097	-.061	-.123*	-.089
	Sig. (2-tailed)	.094	.296	.034	.125
	N	300	300	300	300
Sometimes you have to compromise your principles	Pearson Correlation	-.197**	-.051	-.009	-.133*
	Sig. (2-tailed)	.001	.377	.876	.021
	N	300	300	300	300
Money is the only measure of success	Pearson Correlation	-.110	-.028	-.018	-.075
	Sig. (2-tailed)	.058	.634	.760	.193
	N	300	300	300	300
One I will get to where I want to be	Pearson Correlation	-.031	-.042	-.105	-.029
	Sig. (2-tailed)	.595	.466	.070	.614
	N	300	300	300	300
Money is not as important as experiencing life	Pearson Correlation	-.064	-.012	-.059	-.011
	Sig. (2-tailed)	.267	.830	.310	.856
	N	300	300	300	300
Must adopt appropriate behaviour to get ahead	Pearson Correlation	-.123*	.015	-.120*	-.060
	Sig. (2-tailed)	.034	.790	.037	.302
	N	300	300	300	300
Hard work is the key to getting ahead	Pearson Correlation	-.010	.096	-.132*	-.063
	Sig. (2-tailed)	.859	.095	.023	.277
	N	300	300	300	300
Describe working life	Pearson Correlation	-.256**	-.032	.167**	-.477**
	Sig. (2-tailed)	.000	.582	.004	.000
	N	300	300	300	300
Is this your first job?	Pearson Correlation	.125*	.072	.166**	-.325**
	Sig. (2-tailed)	.031	.212	.004	.000
	N	300	300	300	300
number of companies previously worked for	Pearson Correlation	1.000	.416**	.085	.201**
	Sig. (2-tailed)	.	.000	.141	.000
	N	300	300	300	300
how many do you expect to work for	Pearson Correlation	.416**	1.000	.027	.012
	Sig. (2-tailed)	.000	.	.637	.840
	N	300	300	300	300
how do you see yourself?	Pearson Correlation	.085	.027	1.000	-.032
	Sig. (2-tailed)	.141	.637	.	.585
	N	300	300	300	300
are you currently studying?	Pearson Correlation	.201**	.012	-.032	1.000
	Sig. (2-tailed)	.000	.840	.585	.
	N	300	300	300	300
field	Pearson Correlation	-.214**	-.022	.059	-.322**
	Sig. (2-tailed)	.000	.700	.307	.000
	N	300	300	300	300
Investing for retirement is important	Pearson Correlation	-.104	-.042	-.059	-.145*
	Sig. (2-tailed)	.072	.464	.305	.012
	N	300	300	300	300

		field	Investing for retirement is important
Own a computer	Pearson Correlation	.139*	.053
	Sig. (2-tailed)	.016	.357
	N	300	300
Last used a computer	Pearson Correlation	.166**	.154**
	Sig. (2-tailed)	.004	.008
	N	300	300
Worrying about the future causes stress	Pearson Correlation	-.051	.132*
	Sig. (2-tailed)	.383	.022
	N	300	300
Competing helps me perform better	Pearson Correlation	.072	.102
	Sig. (2-tailed)	.215	.078
	N	300	300
Sometimes you have to compromise your principles	Pearson Correlation	.109	.081
	Sig. (2-tailed)	.059	.162
	N	300	300
Money is the only measure of success	Pearson Correlation	-.078	-.070
	Sig. (2-tailed)	.177	.225
	N	300	300
One I will get to where I want to be	Pearson Correlation	.048	.296**
	Sig. (2-tailed)	.407	.000
	N	300	300
Money is not as important as experiencing life	Pearson Correlation	.089	.108
	Sig. (2-tailed)	.124	.063
	N	300	300
Must adopt appropriate behaviour to get ahead	Pearson Correlation	.093	.320**
	Sig. (2-tailed)	.108	.000
	N	300	300
Hard work is the key to getting ahead	Pearson Correlation	.000	.258**
	Sig. (2-tailed)	.997	.000
	N	300	300
Describe working life	Pearson Correlation	.499**	.212**
	Sig. (2-tailed)	.000	.000
	N	300	300
Is this your first job?	Pearson Correlation	.400**	.169**
	Sig. (2-tailed)	.000	.003
	N	300	300
number of companies previously worked for	Pearson Correlation	-.214**	-.104
	Sig. (2-tailed)	.000	.072
	N	300	300
how many do you expect to work for	Pearson Correlation	-.022	-.042
	Sig. (2-tailed)	.700	.464
	N	300	300
how do you see yourself?	Pearson Correlation	.059	-.059
	Sig. (2-tailed)	.307	.305
	N	300	300
are you currently studying?	Pearson Correlation	-.322**	-.145*
	Sig. (2-tailed)	.000	.012
	N	300	300
field	Pearson Correlation	1.000	.173**
	Sig. (2-tailed)	.	.003
	N	300	300
Investing for retirement is important	Pearson Correlation	.173**	1.000
	Sig. (2-tailed)	.003	.
	N	300	300

APPENDIX C

ANALYSIS RESULTS

APPENDIX C1: FREQUENCIES

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-26	171	57.0	57.0	57.0
27-34	129	43.0	43.0	100.0
Total	300	100.0	100.0	

Own a computer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	166	55.3	55.3	55.3
no	134	44.7	44.7	100.0
Total	300	100.0	100.0	

Last used a computer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid today	111	37.0	37.0	37.0
yesterday	75	25.0	25.0	62.0
last week	49	16.3	16.3	78.3
last month	24	8.0	8.0	86.3
last year	10	3.3	3.3	89.7
cannot remember	31	10.3	10.3	100.0
Total	300	100.0	100.0	

Have you travelled overseas in the last three years?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	89	29.7	29.7	29.7
no	211	70.3	70.3	100.0
Total	300	100.0	100.0	

Have you been on a domestic trip in the last year?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	180	60.0	60.0	60.0
no	120	40.0	40.0	100.0
Total	300	100.0	100.0	

Do you have a hero or heroine?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	180	60.0	60.0	60.0
no	120	40.0	40.0	100.0
Total	300	100.0	100.0	

If yes, who is that person?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid parent	55	18.3	18.3	18.3
movies star	28	9.3	9.3	27.7
singer/group	20	6.7	6.7	34.3
sports star	31	10.3	10.3	44.7
religious person	16	5.3	5.3	50.0
politician	13	4.3	4.3	54.3
other	18	6.0	6.0	60.3
none	119	39.7	39.7	100.0
Total	300	100.0	100.0	

Believe you have an important voice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	92	30.7	30.7	30.7
agree	125	41.7	41.7	72.3
neither	37	12.3	12.3	84.7
disagree	42	14.0	14.0	98.7
disagree strongly	4	1.3	1.3	100.0
Total	300	100.0	100.0	

Worrying about the future causes stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	101	33.7	33.7	33.7
agree	134	44.7	44.7	78.3
neither	13	4.3	4.3	82.7
disagree	40	13.3	13.3	96.0
disagree strongly	12	4.0	4.0	100.0
Total	300	100.0	100.0	

Competing helps me perform better

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	87	29.0	29.0	29.0
agree	129	43.0	43.0	72.0
neither	37	12.3	12.3	84.3
disagree	38	12.7	12.7	97.0
disagree strongly	9	3.0	3.0	100.0
Total	300	100.0	100.0	

race

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid black	74	24.7	24.7	24.7
white	79	26.3	26.3	51.0
asian	71	23.7	23.7	74.7
coloured	76	25.3	25.3	100.0
Total	300	100.0	100.0	

Sometimes you have to compromise your principles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	41	13.7	13.7	13.7
agree	164	54.7	54.7	68.3
neither	29	9.7	9.7	78.0
disagree	48	16.0	16.0	94.0
disagree strongly	18	6.0	6.0	100.0
Total	300	100.0	100.0	

Believe government can be trusted

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	11	3.7	3.7	3.7
agree	42	14.0	14.0	17.7
neither	46	15.3	15.3	33.0
disagree	106	35.3	35.3	68.3
disagree strongly	95	31.7	31.7	100.0
Total	300	100.0	100.0	

Product that pollute should be banned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	68	22.7	22.7	22.7
agree	98	32.7	32.7	55.3
neither	63	21.0	21.0	76.3
disagree	47	15.7	15.7	92.0
disagree strongly	24	8.0	8.0	100.0
Total	300	100.0	100.0	

Money is the only measure of success

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	29	9.7	9.7	9.7
agree	64	21.3	21.3	31.0
neither	39	13.0	13.0	44.0
disagree	125	41.7	41.7	85.7
disagree strongly	43	14.3	14.3	100.0
Total	300	100.0	100.0	

One day I will get to where I want to be

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	165	55.0	55.0	55.0
agree	112	37.3	37.3	92.3
neither	16	5.3	5.3	97.7
disagree	7	2.3	2.3	100.0
Total	300	100.0	100.0	

Old people know best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree strongly	32	10.7	10.7	10.7
	agree	79	26.3	26.3	37.0
	neither	48	16.0	16.0	53.0
	disagree	114	38.0	38.0	91.0
	disagree strongly	27	9.0	9.0	100.0
	Total	300	100.0	100.0	

Money is not as important as experiencing life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree strongly	79	26.3	26.3	26.3
	agree	148	49.3	49.3	75.7
	neither	36	12.0	12.0	87.7
	disagree	32	10.7	10.7	98.3
	disagree strongly	5	1.7	1.7	100.0
	Total	300	100.0	100.0	

Marriage is for life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree strongly	158	52.7	52.7	52.7
	agree	82	27.3	27.3	80.0
	neither	34	11.3	11.3	91.3
	disagree	21	7.0	7.0	98.3
	disagree strongly	5	1.7	1.7	100.0
	Total	300	100.0	100.0	

Investing for retirement is important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree strongly	157	52.3	52.3	52.3
	agree	120	40.0	40.0	92.3
	neither	17	5.7	5.7	98.0
	disagree	3	1.0	1.0	99.0
	disagree strongly	3	1.0	1.0	100.0
	Total	300	100.0	100.0	

Must adopt appropriate behaviour to get ahead

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree strongly	102	34.0	34.0	34.0
	agree	153	51.0	51.0	85.0
	neither	29	9.7	9.7	94.7
	disagree	13	4.3	4.3	99.0
	disagree strongly	3	1.0	1.0	100.0
	Total	300	100.0	100.0	

The term Generation X is a good term for my gen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	20	6.7	6.7	6.7
agree	100	33.3	33.3	40.0
neither	94	31.3	31.3	71.3
disagree	61	20.3	20.3	91.7
disagree strongly	25	8.3	8.3	100.0
Total	300	100.0	100.0	

Hard work is the key to getting ahead

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	163	54.3	54.3	54.3
agree	115	38.3	38.3	92.7
neither	12	4.0	4.0	96.7
disagree	9	3.0	3.0	99.7
disagree strongly	1	.3	.3	100.0
Total	300	100.0	100.0	

Believe message in adverts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree strongly	15	5.0	5.0	5.0
agree	64	21.3	21.3	26.3
neither	80	26.7	26.7	53.0
disagree	105	35.0	35.0	88.0
disagree strongly	36	12.0	12.0	100.0
Total	300	100.0	100.0	

lazy versus ambitious: view of yourself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very lazy	3	1.0	1.0	1.0
lazy	13	4.3	4.3	5.3
neither	50	16.7	16.7	22.0
ambitious	103	34.3	34.3	56.3
very ambitious	131	43.7	43.7	100.0
Total	300	100.0	100.0	

confused versus self-confident:view of yourself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very confused	5	1.7	1.7	1.7
confused	17	5.7	5.7	7.3
neither	53	17.7	17.7	25.0
self-confident	92	30.7	30.7	55.7
very self-confident	133	44.3	44.3	100.0
Total	300	100.0	100.0	

unfocussed versus focussed:view of yourself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very unfocussed	6	2.0	2.0	2.0
unfocussed	9	3.0	3.0	5.0
neither	55	18.3	18.3	23.3
focussed	105	35.0	35.0	58.3
very focussed	125	41.7	41.7	100.0
Total	300	100.0	100.0	

dependent versus independent:view of yourself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very dependent	10	3.3	3.3	3.3
dependent	11	3.7	3.7	7.0
neither	34	11.3	11.3	18.3
independent	81	27.0	27.0	45.3
very independent	164	54.7	54.7	100.0
Total	300	100.0	100.0	

How often do you watch tv?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid every night	150	50.0	50.0	50.0
a few nights a week	102	34.0	34.0	84.0
once a week	32	10.7	10.7	94.7
once a month	11	3.7	3.7	98.3
never	5	1.7	1.7	100.0
Total	300	100.0	100.0	

How often do you read newspaper?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid every night	67	22.3	22.3	22.3
a few nights a week	104	34.7	34.7	57.0
once a week	68	22.7	22.7	79.7
once a month	39	13.0	13.0	92.7
never	22	7.3	7.3	100.0
Total	300	100.0	100.0	

What part do you read?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid whole newspaper	60	20.0	20.0	20.0
certain sections	138	46.0	46.0	66.0
skim	80	26.7	26.7	92.7
never	22	7.3	7.3	100.0
Total	300	100.0	100.0	

What relationship do your parents have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	married	155	51.7	51.7	51.7
	divorced	53	17.7	17.7	69.3
	never married	28	9.3	9.3	78.7
	seperated	17	5.7	5.7	84.3
	living together	3	1.0	1.0	85.3
	widowed	33	11.0	11.0	96.3
	other	11	3.7	3.7	100.0
	Total	300	100.0	100.0	

Do you live at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	137	45.7	45.7	45.7
	no	163	54.3	54.3	100.0
	Total	300	100.0	100.0	

lazy vs ambitious: older people's view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very lazy	7	2.3	2.3	2.3
	lazy	19	6.3	6.3	8.7
	neither	56	18.7	18.7	27.3
	ambitious	119	39.7	39.7	67.0
	very ambitious	99	33.0	33.0	100.0
	Total	300	100.0	100.0	

self-confident vs confused: older people's view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very confused	11	3.7	3.7	3.7
	confused	11	3.7	3.7	7.3
	neither	47	15.7	15.7	23.0
	self-confident	121	40.3	40.3	63.3
	very self-confident	110	36.7	36.7	100.0
	Total	300	100.0	100.0	

Focussed vs unfocussed: older people's view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very unfocussed	6	2.0	2.0	2.0
	unfocussed	15	5.0	5.0	7.0
	neither	62	20.7	20.7	27.7
	focussed	114	38.0	38.0	65.7
	very unfocussed	103	34.3	34.3	100.0
	Total	300	100.0	100.0	

Dependent vs independent: older people's view

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very dependent	6	2.0	2.0	2.0
	dependent	17	5.7	5.7	7.7
	neither	44	14.7	14.7	22.3
	independent	81	27.0	27.0	49.3
	very independent	152	50.7	50.7	100.0
	Total	300	100.0	100.0	

Describe working life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	permanent	159	53.0	53.0	53.0
	temporary	43	14.3	14.3	67.3
	contract	19	6.3	6.3	73.7
	self-employed	22	7.3	7.3	81.0
	not working	57	19.0	19.0	100.0
	Total	300	100.0	100.0	

Is this your first job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	67	22.3	22.3	22.3
	no	179	59.7	59.7	82.0
	not working	54	18.0	18.0	100.0
	Total	300	100.0	100.0	

number of companies previously worked for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	117	39.0	39.0	39.0
	one	66	22.0	22.0	61.0
	two	62	20.7	20.7	81.7
	three	35	11.7	11.7	93.3
	four	12	4.0	4.0	97.3
	more than four	8	2.7	2.7	100.0
	Total	300	100.0	100.0	

how many do you expect to work for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one	59	19.7	19.7	19.7
	two	49	16.3	16.3	36.0
	three	82	27.3	27.3	63.3
	four	54	18.0	18.0	81.3
	five	25	8.3	8.3	89.7
	six	10	3.3	3.3	93.0
	more than six	21	7.0	7.0	100.0
	Total	300	100.0	100.0	

how do you see yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	working to live	208	69.3	69.3	69.3
	living to work	85	28.3	28.3	97.7
	not working	7	2.3	2.3	100.0
	Total	300	100.0	100.0	

household income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000-4999	138	46.0	46.0	46.0
	5000->	162	54.0	54.0	100.0
	Total	300	100.0	100.0	

current marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	185	61.7	61.7	61.7
	married	62	20.7	20.7	82.3
	divorced	16	5.3	5.3	87.7
	living with come-one	37	12.3	12.3	100.0
	Total	300	100.0	100.0	

highest education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	secondary education	160	53.3	53.3	53.3
	tertiary education	140	46.7	46.7	100.0
	Total	300	100.0	100.0	

are you currently studying?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	129	43.0	43.0	43.0
	no	171	57.0	57.0	100.0
	Total	300	100.0	100.0	

occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	managerial	94	31.3	31.3	31.3
	clerical	111	37.0	37.0	68.3
	Studying	57	19.0	19.0	87.3
	Self-employed	12	4.0	4.0	91.3
	Other	26	8.7	8.7	100.0
	Total	300	100.0	100.0	

APPENDIX C2: RACE ANALYSES **CROSS-TABULATIONS, CHI-SQUARE TESTS** **AND ANOVA**

race * If yes, who is that person?

Crosstab

Count

		If yes, who is that person?					
		parent	movies star	singer/gro up	sports star	religious person	politician
race	black	26	5	4	9	2	9
	white	10	6	5	7	4	
	asian	7	12	6	6	6	1
	coloured	12	5	5	9	4	3
Total		55	28	20	31	16	13

		If yes,		Total
		other	none	
race	black	6	13	74
	white	6	41	79
	asian	4	29	71
	coloured	2	36	76
Total		18	119	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.106 ^a	21	.000
Likelihood Ratio	56.565	21	.000
Linear-by-Linear Association	6.579	1	.010
N of Valid Cases	300		

a. 14 cells (43.8%) have expected count less than 5. The minimum expected count is 3.08.

race * Do you have a hero or heroine?

Crosstab

Count

		Do you have a hero or heroine?		Total
		yes	no	
race	black	61	13	74
	white	37	42	79
	asian	42	29	71
	coloured	40	36	76
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.961 ^a	3	.000
Likelihood Ratio	24.639	3	.000
Linear-by-Linear Association	8.932	1	.003
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.40.

race * Own a computer

Crosstab

Count

		Own a computer		Total
		yes	no	
race	black	26	48	74
	white	60	19	79
	asian	44	27	71
	coloured	36	40	76
Total		166	134	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.017 ^a	3	.000
Likelihood Ratio	29.896	3	.000
Linear-by-Linear Association	.614	1	.433
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.71.

race * Is this your first job?

Crosstab

Count

		Is this your first job?			Total
		yes	no	not working	
race	black	20	35	19	74
	white	10	61	8	79
	asian	17	41	13	71
	coloured	20	42	14	76
Total		67	179	54	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.083 ^a	6	.013
Likelihood Ratio	16.660	6	.011
Linear-by-Linear Association	.483	1	.487
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.78.

race * Do you live at home?

Crosstab

Count

		Do you live at home?		Total
		yes	no	
race	black	31	43	74
	white	26	53	79
	asian	40	31	71
	coloured	40	36	76
Total		137	163	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.350 ^a	3	.016
Likelihood Ratio	10.469	3	.015
Linear-by-Linear Association	4.704	1	.030
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32.42.

race * are you currently studying?

Crosstab

Count

		are you currently studying?		Total
		yes	no	
race	black	35	39	74
	white	34	45	79
	asian	27	44	71
	coloured	33	43	76
Total		129	171	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.279 ^a	3	.734
Likelihood Ratio	1.283	3	.733
Linear-by-Linear Association	.400	1	.527
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.53.

race * field

Crosstab

Count

		field			Total
		yes	no	not working	
race	black	23	37	14	74
	white	38	27	14	79
	asian	24	36	11	71
	coloured	21	41	14	76
Total		106	141	53	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.520 ^a	6	.146
Likelihood Ratio	9.522	6	.146
Linear-by-Linear Association	.369	1	.543
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.54.

Race * Have you been on a domestic trip in the last year?

Crosstab

Count

		Have you been on a domestic trip in the last year?		Total
		yes	no	
race	black	40	34	74
	white	60	19	79
	asian	38	33	71
	coloured	42	34	76
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.416 ^a	3	.010
Likelihood Ratio	11.956	3	.008
Linear-by-Linear Association	.606	1	.436
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.40.

race * Have you travelled overseas in the last three years?

Crosstab

Count

		Have you travelled overseas in the last three years?		Total
		yes	no	
race	black	13	61	74
	white	40	39	79
	asian	23	48	71
	coloured	13	63	76
Total		89	211	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.835 ^a	3	.000
Likelihood Ratio	27.537	3	.000
Linear-by-Linear Association	.857	1	.355
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.06.

ANOVA: RACE

Dependent Variable	(I) race	(J) race	Mean Difference (I-J)	Std. Error	Sig.
Last used a computer	black	white	1.22*	.25	.000
		asian	.98*	.26	.003
		coloured	.40	.25	.479
	white	black	-1.22*	.25	.000
		asian	-.24	.25	.821
		coloured	-.82*	.25	.013
	asian	black	-.98*	.26	.003
		white	.24	.25	.821
		coloured	-.58	.26	.159
	coloured	black	-.40	.25	.479
		white	.82*	.25	.013
		asian	.58	.26	.159
Believe you have an important voice	black	white	-.33	.17	.262
		asian	.18	.17	.782
		coloured	6.86E-02	.17	.983
	white	black	.33	.17	.262
		asian	.51*	.17	.028
		coloured	.40	.17	.119
	asian	black	-.18	.17	.782
		white	-.51*	.17	.028
		coloured	-.11	.17	.937
	coloured	black	-6.86E-02	.17	.983
		white	-.40	.17	.119
		asian	.11	.17	.937
Sometimes you have to compromise your principles	black	white	-.42	.18	.129
		asian	2.63E-02	.18	.999
		coloured	8.89E-02	.18	.969
	white	black	.42	.18	.129
		asian	.45	.18	.100
		coloured	.51*	.17	.038
	asian	black	-2.63E-02	.18	.999
		white	-.45	.18	.100
		coloured	6.26E-02	.18	.989
	coloured	black	-8.89E-02	.18	.969
		white	-.51*	.17	.038
		asian	-6.26E-02	.18	.989
Believe government can be trusted	black	white	-.90*	.18	.000
		asian	-.84*	.18	.000
		coloured	-.43	.18	.127
	white	black	.90*	.18	.000
		asian	5.62E-02	.18	.992
		coloured	.47	.18	.070
	asian	black	.84*	.18	.000
		white	-5.62E-02	.18	.992
		coloured	.41	.18	.158
	coloured	black	.43	.18	.127
		white	-.47	.18	.070
		asian	-.41	.18	.158

Dependent Variable	(I) race	(J) race	Mean Difference (I-J)	Std. Error	Sig.
Money is the only measure of success	black	white	-.70*	.20	.005
		asian	-.46	.20	.156
		coloured	-.49	.20	.105
	white	black	.70*	.20	.005
		asian	.24	.20	.675
		coloured	.21	.19	.749
	asian	black	.46	.20	.156
		white	-.24	.20	.675
		coloured	-3.04E-02	.20	.999
	coloured	black	.49	.20	.105
		white	-.21	.19	.749
		asian	3.04E-02	.20	.999
Old people know best	black	white	-.72*	.19	.003
		asian	-.37	.19	.315
		coloured	-.42	.19	.197
	white	black	.72*	.19	.003
		asian	.35	.19	.352
		coloured	.30	.19	.472
	asian	black	.37	.19	.315
		white	-.35	.19	.352
		coloured	-4.80E-02	.19	.996
	coloured	black	.42	.19	.197
		white	-.30	.19	.472
		asian	4.80E-02	.19	.996
Must adopt appropriate behaviour to get ahead	black	white	1.71E-03	.13	1.000
		asian	.29	.14	.197
		coloured	.33	.13	.109
	white	black	-1.71E-03	.13	1.000
		asian	.29	.13	.189
		coloured	.33	.13	.103
	asian	black	-.29	.14	.197
		white	-.29	.13	.189
		coloured	3.50E-02	.13	.995
	coloured	black	-.33	.13	.109
		white	-.33	.13	.103
		asian	-3.50E-02	.13	.995
Believe message in adverts	black	white	-.76*	.17	.000
		asian	-.68*	.17	.002
		coloured	-.47	.17	.061
	white	black	.76*	.17	.000
		asian	7.81E-02	.17	.976
		coloured	.29	.17	.385
	asian	black	.68*	.17	.002
		white	-7.81E-02	.17	.976
		coloured	.22	.17	.669
	coloured	black	.47	.17	.061
		white	-.29	.17	.385
		asian	-.22	.17	.669

Dependent Variable	(I) race	(J) race	Mean Difference (I-J)	Std. Error	Sig.
dependent versus independent: view of yourself	black	white	.26	.16	.467
		asian	.32	.17	.318
		coloured	.49*	.17	.035
	white	black	-.26	.16	.467
		asian	5.46E-02	.17	.991
		coloured	.23	.16	.585
	asian	black	-.32	.17	.318
		white	-5.46E-02	.17	.991
		coloured	.17	.17	.787
	coloured	black	-.49*	.17	.035
		white	-.23	.16	.585
		asian	-.17	.17	.787
How often do you watch tv?	black	white	-.33	.14	.144
		asian	.36	.15	.108
		coloured	6.05E-03	.14	1.000
	white	black	.33	.14	.144
		asian	.70*	.14	.000
		coloured	.34	.14	.128
	asian	black	-.36	.15	.108
		white	-.70*	.14	.000
		coloured	-.36	.15	.113
	coloured	black	-6.05E-03	.14	1.000
		white	-.34	.14	.128
		asian	.36	.15	.113
What relationship do your parents have?	black	white	.80	.30	.063
		asian	1.12*	.30	.004
		coloured	1.03*	.30	.009
	white	black	-.80	.30	.063
		asian	.32	.30	.765
		coloured	.23	.29	.898
	asian	black	-1.12*	.30	.004
		white	-.32	.30	.765
		coloured	-9.49E-02	.30	.992
	coloured	black	-1.03*	.30	.009
		white	-.23	.29	.898
		asian	9.49E-02	.30	.992
lazy vs ambitious: older people's view	black	white	.31	.16	.268
		asian	.52*	.16	.015
		coloured	.63*	.16	.002
	white	black	-.31	.16	.268
		asian	.21	.16	.618
		coloured	.32	.16	.249
	asian	black	-.52*	.16	.015
		white	-.21	.16	.618
		coloured	.10	.16	.934
	coloured	black	-.63*	.16	.002
		white	-.32	.16	.249
		asian	-.10	.16	.934

Dependent Variable	(I) race	(J) race	Mean Difference (I-J)	Std. Error	Sig.
number of companies previously worked for	black	white	-.43	.22	.274
		asian	-.27	.22	.681
		coloured	-7.68E-02	.22	.989
	white	black	.43	.22	.274
		asian	.15	.22	.918
		coloured	.35	.21	.449
	asian	black	.27	.22	.681
		white	-.15	.22	.918
		coloured	.19	.22	.854
	coloured	black	7.68E-02	.22	.989
		white	-.35	.21	.449
		asian	-.19	.22	.854
how many do you expect to work for	black	white	-.56	.27	.239
		asian	-.18	.28	.938
		coloured	-.24	.28	.861
	white	black	.56	.27	.239
		asian	.38	.28	.590
		coloured	.32	.27	.701
	asian	black	.18	.28	.938
		white	-.38	.28	.590
		coloured	-5.93E-02	.28	.997
	coloured	black	.24	.28	.861
		white	-.32	.27	.701
		asian	5.93E-02	.28	.997
how do you see yourself?	black	white	3.40E-02	8.41E-02	.983
		asian	4.21E-02	8.64E-02	.971
		coloured	-4.37E-02	8.49E-02	.966
	white	black	-3.40E-02	8.41E-02	.983
		asian	8.02E-03	8.50E-02	1.000
		coloured	-7.78E-02	8.35E-02	.833
	asian	black	-4.21E-02	8.64E-02	.971
		white	-8.02E-03	8.50E-02	1.000
		coloured	-8.58E-02	8.58E-02	.801
	coloured	black	4.37E-02	8.49E-02	.966
		white	7.78E-02	8.35E-02	.833
		asian	8.58E-02	8.58E-02	.801

Homogeneous Subsets

Last used a computer

Scheffe^{a,b}

race	N	Subset for alpha = .05		
		1	2	3
white	79	1.90		
asian	71	2.14	2.14	
coloured	76		2.72	2.72
black	74			3.12
Sig.		.821	.152	.480

Believe you have an important voice

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
asian	71	1.93	
coloured	76	2.04	2.04
black	74	2.11	2.11
white	79		2.44
Sig.		.773	.129

Sometimes you have to compromise your principles

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
coloured	76	2.29	
asian	71	2.35	2.35
black	74	2.38	2.38
white	79		2.80
Sig.		.969	.100

Believe government can be trusted

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
black	74	3.23	
coloured	76	3.66	3.66
asian	71		4.07
white	79		4.13
Sig.		.127	.078

lazy vs ambitious: older people's view

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
coloured	76	3.68	
asian	71	3.79	
white	79	4.00	4.00
black	74		4.31
Sig.		.263	.277

What relationship do your parents have?

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
asian	71	1.96	
coloured	76	2.05	
white	79	2.28	2.28
black	74		3.08
Sig.		.764	.067

How often do you watch tv?

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
asian	71	1.37	
coloured	76	1.72	1.72
black	74	1.73	1.73
white	79		2.06
Sig.		.099	.139

dependent versus independent: view of yourself

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
coloured	76	4.04	
asian	71	4.21	4.21
white	79	4.27	4.27
black	74		4.53
Sig.		.599	.304

Believe message in adverts

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
black	74	2.80	
coloured	76	3.26	3.26
asian	71		3.48
white	79		3.56
Sig.		.062	.400

Must adopt appropriate behaviour to get ahead

Scheffe^{a,b}

race	N	Subset for alpha = .05
		1
coloured	76	1.70
asian	71	1.73
white	79	2.03
black	74	2.03
Sig.		.110

Old people know best

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
black	74	2.70	
asian	71	3.07	3.07
coloured	76	3.12	3.12
white	79		3.42
Sig.		.197	.352

Money is the only measure of success

Scheffe^{a,b}

race	N	Subset for alpha = .05	
		1	2
black	74	2.88	
asian	71	3.34	3.34
coloured	76	3.37	3.37
white	79		3.58
Sig.		.106	.674

APPENDIX C3: SOCIAL CLASS ANALYSES
CROSS-TABULATIONS, CHI-SQUARE TESTS
AND ANOVA TESTS

household income * Own a computer

Crosstab

Count

		Own a computer		Total
		yes	no	
household income	2000-4999	57	81	138
	5000->	109	53	162
Total		166	134	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	20.350 ^b	1	.000	.000	.000
Continuity Correction ^a	19.313	1	.000		
Likelihood Ratio	20.539	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	20.282	1	.000		
N of Valid Cases	300				

household income * Have you travelled overseas in the last three years?

Crosstab

Count

		Have you travelled overseas in the last three years?		Total
		yes	no	
household income	2000-4999	30	108	138
	5000->	59	103	162
Total		89	211	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.697 ^b	1	.006	.008	.004
Continuity Correction ^a	7.010	1	.008		
Likelihood Ratio	7.821	1	.005		
Fisher's Exact Test					
Linear-by-Linear Association	7.672	1	.006		
N of Valid Cases	300				

household income * Have you been on a domestic trip in the last year?

Crosstab

Count

		Have you been on a domestic trip in the last year?		Total
		yes	no	
household income	2000-4999	68	70	138
	5000->	112	50	162
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.247 ^b	1	.000	.001	.000
Continuity Correction ^a	11.434	1	.001		
Likelihood Ratio	12.292	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	12.206	1	.000		
N of Valid Cases	300				

household income * Do you have a hero or heroine?

Crosstab

Count

		Do you have a hero or heroine?		Total
		yes	no	
household income	2000-4999	86	52	138
	5000->	94	68	162
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.573 ^b	1	.449	.479	.262
Continuity Correction ^a	.408	1	.523		
Likelihood Ratio	.573	1	.449		
Fisher's Exact Test					
Linear-by-Linear Association	.571	1	.450		
N of Valid Cases	300				

household income * If yes, who is that person?

Crosstab

Count

		If yes, who is that person?					
		parent	movies star	singer/gro up	sports star	religious person	politician
household income	2000-4999	34	9	10	13	7	3
	5000->	21	19	10	18	9	10
Total		55	28	20	31	16	13

		If yes, who is that		Total
		other	none	
household income	2000-4999	10	52	138
	5000->	8	67	162
Total		18	119	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.738 ^a	7	.110
Likelihood Ratio	11.987	7	.101
Linear-by-Linear Association	1.637	1	.201
N of Valid Cases	300		

household income * Do you live at home?

Crosstab

Count

		Do you live at home?		Total
		yes	no	
household income	2000-4999	69	69	138
	5000->	68	94	162
Total		137	163	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.934 ^b	1	.164	.201	.101
Continuity Correction ^a	1.624	1	.203		
Likelihood Ratio	1.935	1	.164		
Fisher's Exact Test					
Linear-by-Linear Association	1.928	1	.165		
N of Valid Cases	300				

household income * Is this your first job?

Crosstab

Count

		Is this your first job?			Total
		yes	no	not working	
household income	2000-4999	30	79	29	138
	5000->	37	100	25	162
Total		67	179	54	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.581 ^a	2	.454
Likelihood Ratio	1.577	2	.455
Linear-by-Linear Association	.826	1	.363
N of Valid Cases	300		

household income * are you currently studying?

Crosstab

Count

		are you currently studying?		Total
		yes	no	
household income	2000-4999	62	76	138
	5000->	67	95	162
Total		129	171	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.387 ^b	1	.534	.560	.307
Continuity Correction ^a	.255	1	.613		
Likelihood Ratio	.387	1	.534		
Fisher's Exact Test					
Linear-by-Linear Association	.386	1	.534		
N of Valid Cases	300				

household income * field

Crosstab

Count

		field			Total
		yes	no	not working	
household income	2000-4999	42	74	22	138
	5000->	64	67	31	162
Total		106	141	53	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.551 ^a	2	.103
Likelihood Ratio	4.561	2	.102
Linear-by-Linear Association	.514	1	.473
N of Valid Cases	300		

highest education level * Own a computer

Crosstab

Count

		Own a computer		Total
		yes	no	
highest education level	secondary education	72	88	160
	tertiary education	94	46	140
Total		166	134	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.812 ^b	1	.000		
Continuity Correction ^a	13.930	1	.000		
Likelihood Ratio	14.979	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	14.763	1	.000		
N of Valid Cases	300				

highest education level

* Have you travelled overseas in the last three years?

Crosstab

Count

		Have you travelled overseas in the last three years?		Total
		yes	no	
highest education level	secondary education	32	128	160
	tertiary education	57	83	140
Total		89	211	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	15.355 ^b	1	.000	.000	.000
Continuity Correction ^a	14.378	1	.000		
Likelihood Ratio	15.455	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	15.303	1	.000		
N of Valid Cases	300				

highest education level

* Have you been on a domestic trip in the last year?

Crosstab

Count

		Have you been on a domestic trip in the last year?		Total
		yes	no	
highest education level	secondary education	81	79	160
	tertiary education	99	41	140
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.556 ^b	1	.000	.000	.000
Continuity Correction ^a	11.733	1	.001		
Likelihood Ratio	12.712	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	12.514	1	.000		
N of Valid Cases	300				

highest education level * Do you have a hero or heroine?

Crosstab

Count

		Do you have a hero or heroine?		Total
		yes	no	
highest education level	secondary education	100	60	160
	tertiary education	80	60	140
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.893 ^b	1	.345	.348	.204
Continuity Correction ^a	.684	1	.408		
Likelihood Ratio	.892	1	.345		
Fisher's Exact Test					
Linear-by-Linear Association	.890	1	.346		
N of Valid Cases	300				

highest education level * If yes, who is that person?

Crosstab

Count

		If yes, who is that person?				
		parent	movies star	singer/gro up	sports star	religious person
highest education level	secondary education	35	12	17	17	8
	tertiary education	20	16	3	14	8
Total		55	28	20	31	16

		If yes, who is that person?			Total
		politician	other	none	
highest education level	secondary education	4	8	59	160
	tertiary education	9	10	60	140
Total		13	18	119	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.643 ^a	7	.029
Likelihood Ratio	16.695	7	.019
Linear-by-Linear Association	3.619	1	.057
N of Valid Cases	300		

highest education level * Do you live at home?

Crosstab

Count

		Do you live at home?		Total
		yes	no	
highest education level	secondary education	86	74	160
	tertiary education	51	89	140
Total		137	163	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.029 ^b	1	.003	.004	.002
Continuity Correction ^a	8.344	1	.004		
Likelihood Ratio	9.090	1	.003		
Fisher's Exact Test					
Linear-by-Linear Association	8.999	1	.003		
N of Valid Cases	300				

highest education level * Is this your first job?

Crosstab

Count

		Is this your first job?			Total
		yes	no	not working	
highest education level	secondary education	40	82	38	160
	tertiary education	27	97	16	140
Total		67	179	54	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.460 ^a	2	.003
Likelihood Ratio	11.692	2	.003
Linear-by-Linear Association	.809	1	.368
N of Valid Cases	300		

highest education level * field

Crosstab

Count

		field			Total
		yes	no	not working	
highest education level	secondary education	24	103	33	160
	tertiary education	82	38	20	140
Total		106	141	53	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.839 ^a	2	.000
Likelihood Ratio	66.562	2	.000
Linear-by-Linear Association	37.166	1	.000
N of Valid Cases	300		

highest education level * are you currently studying?

Crosstab

Count

		are you currently studying?		Total
		yes	no	
highest education level	secondary education	66	94	160
	tertiary education	63	77	140
Total		129	171	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.428 ^b	1	.513		
Continuity Correction ^a	.289	1	.591		
Likelihood Ratio	.428	1	.513		
Fisher's Exact Test				.559	.295
Linear-by-Linear Association	.427	1	.513		
N of Valid Cases	300				

occupation * Have you travelled overseas in the last three years?

Crosstab

Count

		Have you travelled overseas in the last three years?		Total
		yes	no	
occupation	managerial	41	53	94
	clerical	25	86	111
	Studying	11	46	57
	Self-employed	5	7	12
	Other	7	19	26
Total		89	211	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.341 ^a	4	.004
Likelihood Ratio	15.099	4	.005
Linear-by-Linear Association	3.812	1	.051
N of Valid Cases	300		

occupation * Have you been on a domestic trip in the last year?

Crosstab

Count

		Have you been on a domestic trip in the last year?		Total
		yes	no	
occupation	managerial	63	31	94
	clerical	72	39	111
	Studying	28	29	57
	Self-employed	8	4	12
	Other	9	17	26
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.038 ^a	4	.011
Likelihood Ratio	12.872	4	.012
Linear-by-Linear Association	9.527	1	.002
N of Valid Cases	300		

occupation * Do you have a hero or heroine?

Crosstab

Count

		Do you have a hero or heroine?		Total
		yes	no	
occupation	managerial	56	38	94
	clerical	74	37	111
	Studying	27	30	57
	Self-employed	7	5	12
	Other	16	10	26
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.892 ^a	4	.207
Likelihood Ratio	5.849	4	.211
Linear-by-Linear Association	.357	1	.550
N of Valid Cases	300		

occupation * If yes, who is that person?

Crosstab

Count

		If yes, who is that person?					
		parent	movies star	singer/gro up	sports star	religious person	politician
occupation	managerial	12	15	1	9	7	5
	clerical	26	10	13	14	5	1
	Studying	9	2	4	3	1	4
	Self-employed		1	1	2	1	2
	Other	8		1	3	2	1
Total		55	28	20	31	16	13

		If yes, who is that		Total
		other	none	
occupation	managerial	7	38	94
	clerical	6	36	111
	Studying	4	30	57
	Self-employed		5	12
	Other	1	10	26
Total		18	119	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.765 ^a	28	.023
Likelihood Ratio	51.318	28	.005
Linear-by-Linear Association	.135	1	.713
N of Valid Cases	300		

occupation * Is this your first job?

Crosstab

Count

		Is this your first job?			Total
		yes	no	not working	
occupation	managerial	17	77		94
	clerical	37	70	4	111
	Studying	6	12	39	57
	Self-employed	3	9		12
	Other	4	11	11	26
Total		67	179	54	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	155.876 ^a	8	.000
Likelihood Ratio	149.324	8	.000
Linear-by-Linear Association	27.256	1	.000
N of Valid Cases	300		

occupation * Do you live at home?

Crosstab

Count

		Do you live at home?		Total
		yes	no	
occupation	managerial	31	63	94
	clerical	53	58	111
	Studying	40	17	57
	Self-employed	2	10	12
	Other	11	15	26
Total		137	163	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.277 ^a	4	.000
Likelihood Ratio	25.074	4	.000
Linear-by-Linear Association	2.553	1	.110
N of Valid Cases	300		

occupation * are you currently studying?

Crosstab

Count

		are you currently studying?		Total
		yes	no	
occupation	managerial	27	67	94
	clerical	32	79	111
	Studying	57		57
	Self-employed	2	10	12
	Other	11	15	26
Total		129	171	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	95.870 ^a	4	.000
Likelihood Ratio	117.678	4	.000
Linear-by-Linear Association	14.802	1	.000
N of Valid Cases	300		

occupation * field

Crosstab

Count

		field			Total
		yes	no	not working	
occupation	managerial	56	38		94
	clerical	33	77	1	111
	Studying	3	3	51	57
	Self-employed	6	6		12
	Other	8	17	1	26
Total		106	141	53	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	273.352 ^a	8	.000
Likelihood Ratio	241.441	8	.000
Linear-by-Linear Association	32.452	1	.000
N of Valid Cases	300		

occupation * Own a computer

Crosstab

Count

		Own a computer		Total
		yes	no	
occupation	managerial	64	30	94
	clerical	55	56	111
	Studying	31	26	57
	Self-employed	7	5	12
	Other	9	17	26
Total		166	134	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.267 ^a	4	.015
Likelihood Ratio	12.446	4	.014
Linear-by-Linear Association	7.529	1	.006
N of Valid Cases	300		

T-TESTS: INCOME

	household income	N	Mean	Std. Deviation	Std. Error Mean
Believe you have an important voice	2000-4999	138	2.07	1.03	8.80E-02
	5000->	162	2.20	1.06	8.30E-02
Worrying about the future causes stress	2000-4999	138	2.04	1.10	9.36E-02
	5000->	162	2.14	1.15	9.04E-02
Competing helps me perform better	2000-4999	138	2.20	1.10	9.32E-02
	5000->	162	2.15	1.07	8.38E-02
Sometimes you have to compromise your	2000-4999	138	2.49	1.05	8.98E-02
	5000->	162	2.44	1.14	8.93E-02
Believe government can be trusted	2000-4999	138	3.60	1.21	.10
	5000->	162	3.92	1.07	8.44E-02
Product that pollute should be banned	2000-4999	138	2.45	1.20	.10
	5000->	162	2.61	1.24	9.76E-02
Money is the only measure of success	2000-4999	138	3.16	1.22	.10
	5000->	162	3.41	1.23	9.66E-02
One I will get to where I want to be	2000-4999	138	1.60	.77	6.55E-02
	5000->	162	1.51	.64	5.05E-02
Old people know best	2000-4999	138	2.88	1.15	9.78E-02
	5000->	162	3.26	1.21	9.49E-02
Money is not as important as experiencing life	2000-4999	138	2.09	.96	8.13E-02
	5000->	162	2.15	.99	7.79E-02
Marriage is for life	2000-4999	138	1.85	1.05	8.96E-02
	5000->	162	1.72	.97	7.66E-02
Investing for retirement is important	2000-4999	138	1.61	.75	6.38E-02
	5000->	162	1.56	.72	5.67E-02
Must adopt appropriate behaviour to get ahead	2000-4999	138	1.89	.86	7.32E-02
	5000->	162	1.86	.80	6.31E-02
The term Generation X is a good term for my gen	2000-4999	138	2.91	1.05	8.90E-02
	5000->	162	2.90	1.08	8.50E-02
Hard work is the key to getting ahead	2000-4999	138	1.54	.67	5.74E-02
	5000->	162	1.59	.79	6.23E-02
Believe message in adverts	2000-4999	138	3.14	1.08	9.15E-02
	5000->	162	3.40	1.08	8.46E-02
lazy versus ambitious: view of yourself	2000-4999	138	4.05	.90	7.65E-02
	5000->	162	4.24	.93	7.32E-02
confused versus self-confident:view of	2000-4999	138	4.03	1.07	9.14E-02
	5000->	162	4.17	.92	7.23E-02
unfocussed versus focussed:view of yourself	2000-4999	138	3.98	.96	8.19E-02
	5000->	162	4.23	.91	7.18E-02
dependent versus independent:view of	2000-4999	138	4.29	1.02	8.68E-02
	5000->	162	4.23	1.02	8.05E-02
How often do you watch tv?	2000-4999	138	1.75	.92	7.84E-02
	5000->	162	1.72	.91	7.14E-02
How often do you read newspaper?	2000-4999	138	2.65	1.17	9.95E-02
	5000->	162	2.34	1.18	9.27E-02
What part do you read?	2000-4999	138	2.33	.84	7.15E-02
	5000->	162	2.11	.84	6.61E-02
What relationship do your parents have?	2000-4999	138	2.59	1.88	.16
	5000->	162	2.13	1.84	.14
lazy vs ambitious: older people's view	2000-4999	138	3.96	.93	7.93E-02
	5000->	162	3.93	1.04	8.17E-02
self-confident vs confused: older people's	2000-4999	138	3.89	1.06	9.07E-02
	5000->	162	4.14	.93	7.32E-02
Focussed vs unfocussed: older people's view	2000-4999	138	3.87	1.00	8.47E-02
	5000->	162	4.07	.93	7.33E-02
Dependent vs independent: older	2000-4999	138	4.14	1.05	8.94E-02
	5000->	162	4.22	.98	7.73E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Believe you have an important voice	Equal variances assumed	-1.092	298	.276	-.13
	Equal variances not assumed	-1.094	292.317	.275	-.13
Worrying about the future causes stress	Equal variances assumed	-.707	298	.480	-9.23E-02
	Equal variances not assumed	-.709	294.022	.479	-9.23E-02
Competing helps me perform better	Equal variances assumed	.388	298	.698	4.86E-02
	Equal variances not assumed	.388	287.890	.699	4.86E-02
Sometimes you have to compromise your principles	Equal variances assumed	.371	298	.711	4.72E-02
	Equal variances not assumed	.373	295.777	.709	4.72E-02
Believe government can be trusted	Equal variances assumed	-2.417	298	.016	-.32
	Equal variances not assumed	-2.395	277.194	.017	-.32
Product that pollute should be banned	Equal variances assumed	-1.141	298	.255	-.16
	Equal variances not assumed	-1.144	293.153	.254	-.16
Money is the only measure of success	Equal variances assumed	-1.794	298	.074	-.25
	Equal variances not assumed	-1.795	291.441	.074	-.25
One I will get to where I want to be	Equal variances assumed	1.169	298	.243	9.53E-02
	Equal variances not assumed	1.152	267.775	.250	9.53E-02
Old people know best	Equal variances assumed	-2.794	298	.006	-.38
	Equal variances not assumed	-2.806	294.390	.005	-.38
Money is not as important as experiencing life	Equal variances assumed	-.542	298	.588	-6.12E-02
	Equal variances not assumed	-.543	293.553	.587	-6.12E-02
Marriage is for life	Equal variances assumed	1.125	298	.262	.13
	Equal variances not assumed	1.118	282.128	.265	.13
Focussed vs unfocussed: older people's view	Equal variances assumed	-1.779	298	.076	-.20
	Equal variances not assumed	-1.770	283.704	.078	-.20
Dependent vs independent: older people's view	Equal variances assumed	-.657	298	.512	-7.73E-02
	Equal variances not assumed	-.654	283.617	.514	-7.73E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Investing for retirement is important	Equal variances assumed	.552	298	.581	4.70E-02
	Equal variances not assumed	.550	286.772	.582	4.70E-02
Must adopt appropriate behaviour to get ahead	Equal variances assumed	.346	298	.729	3.33E-02
	Equal variances not assumed	.344	283.085	.731	3.33E-02
The term Generation X is a good term for my gen	Equal variances assumed	.037	298	.971	4.56E-03
	Equal variances not assumed	.037	293.267	.970	4.56E-03
Hard work is the key to getting ahead	Equal variances assumed	-.500	298	.617	-4.29E-02
	Equal variances not assumed	-.507	297.999	.613	-4.29E-02
Believe message in adverts	Equal variances assumed	-2.065	298	.040	-.26
	Equal variances not assumed	-2.065	290.607	.040	-.26
lazy versus ambitious: view of yourself	Equal variances assumed	-1.790	298	.074	-.19
	Equal variances not assumed	-1.795	293.377	.074	-.19
confused versus self-confident: view of yourself	Equal variances assumed	-1.196	298	.233	-.14
	Equal variances not assumed	-1.181	271.713	.239	-.14
unfocussed versus focussed: view of yourself	Equal variances assumed	-2.305	298	.022	-.25
	Equal variances not assumed	-2.296	285.157	.022	-.25
dependent versus independent: view of yourself	Equal variances assumed	.467	298	.641	5.53E-02
	Equal variances not assumed	.467	290.927	.641	5.53E-02
How often do you watch tv?	Equal variances assumed	.286	298	.775	3.03E-02
	Equal variances not assumed	.286	289.233	.775	3.03E-02
How often do you read newspaper?	Equal variances assumed	2.297	298	.022	.31
	Equal variances not assumed	2.298	291.304	.022	.31
What part do you read?	Equal variances assumed	2.282	298	.023	.22
	Equal variances not assumed	2.282	290.624	.023	.22
What relationship do your parents have?	Equal variances assumed	2.158	298	.032	.46
	Equal variances not assumed	2.154	288.213	.032	.46
lazy vs ambitious: older people's view	Equal variances assumed	.276	298	.783	3.17E-02
	Equal variances not assumed	.278	297.253	.781	3.17E-02
self-confident vs confused: older people's view	Equal variances assumed	-2.175	298	.030	-.25
	Equal variances not assumed	-2.151	274.559	.032	-.25

T-TESTS: EDUCATION

	highest education level	N	Mean	Std. Deviation	Std. Error Mean
Believe you have an important voice	secondary education	160	2.01	1.03	8.17E-02
	tertiary education	140	2.28	1.05	8.84E-02
Worrying about the future causes stress	secondary education	160	2.01	1.08	8.57E-02
	tertiary education	140	2.19	1.17	9.88E-02
Competing helps me perform better	secondary education	160	2.16	1.06	8.34E-02
	tertiary education	140	2.20	1.11	9.36E-02
Sometimes you have to compromise your	secondary education	160	2.43	1.06	8.35E-02
	tertiary education	140	2.49	1.15	9.70E-02
Believe government can be trusted	secondary education	160	3.76	1.14	8.98E-02
	tertiary education	140	3.79	1.16	9.82E-02
Product that pollute should be banned	secondary education	160	2.41	1.15	9.06E-02
	tertiary education	140	2.68	1.30	.11
Money is the only measure of success	secondary education	160	3.07	1.21	9.60E-02
	tertiary education	140	3.56	1.20	.10
One I will get to where I want to be	secondary education	160	1.57	.72	5.72E-02
	tertiary education	140	1.53	.68	5.77E-02
Old people know best	secondary education	160	3.00	1.21	9.55E-02
	tertiary education	140	3.18	1.18	9.95E-02
Money is not as important as experiencing life	secondary education	160	2.23	1.01	7.99E-02
	tertiary education	140	1.99	.92	7.75E-02
Marriage is for life	secondary education	160	1.86	1.03	8.12E-02
	tertiary education	140	1.69	.99	8.37E-02
Investing for retirement is important	secondary education	160	1.66	.81	6.39E-02
	tertiary education	140	1.49	.63	5.32E-02
Must adopt appropriate behaviour to get ahead	secondary education	160	1.96	.86	6.77E-02
	tertiary education	140	1.78	.79	6.65E-02
The term Generation X is a good term for my gen	secondary education	160	2.90	1.07	8.47E-02
	tertiary education	140	2.91	1.06	8.95E-02
Hard work is the key to getting ahead	secondary education	160	1.58	.75	5.92E-02
	tertiary education	140	1.56	.73	6.19E-02
Believe message in adverts	secondary education	160	3.13	1.11	8.78E-02
	tertiary education	140	3.44	1.03	8.68E-02
lazy versus ambitious: view of yourself	secondary education	160	4.08	.96	7.57E-02
	tertiary education	140	4.24	.87	7.35E-02
confused versus self-confident: view of	secondary education	160	3.99	1.04	8.20E-02
	tertiary education	140	4.23	.93	7.88E-02
unfocussed versus focussed: view of yourself	secondary education	160	3.99	1.01	7.96E-02
	tertiary education	140	4.25	.85	7.18E-02
dependent versus independent: view of	secondary education	160	4.13	1.09	8.65E-02
	tertiary education	140	4.41	.91	7.71E-02
How often do you watch tv?	secondary education	160	1.61	.82	6.52E-02
	tertiary education	140	1.87	.99	8.35E-02
How often do you read newspaper?	secondary education	160	2.64	1.22	9.61E-02
	tertiary education	140	2.31	1.12	9.50E-02
What part do you read?	secondary education	160	2.33	.84	6.68E-02
	tertiary education	140	2.08	.83	7.03E-02
What relationship do your parents have?	secondary education	160	2.38	1.83	.14
	tertiary education	140	2.30	1.92	.16
lazy vs ambitious: older people's view	secondary education	160	3.76	1.06	8.34E-02
	tertiary education	140	4.16	.87	7.33E-02
self-confident vs confused: older people's	secondary education	160	3.89	1.09	8.62E-02
	tertiary education	140	4.18	.87	7.33E-02
Focussed vs unfocussed: older people's view	secondary education	160	3.86	.99	7.80E-02
	tertiary education	140	4.11	.93	7.83E-02
Dependent vs independent: older	secondary education	160	4.07	1.04	8.23E-02
	tertiary education	140	4.32	.97	8.19E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Believe you have an important voice	Equal variances assumed	-2.211	298	.028	-.27
	Equal variances not assumed	-2.210	291.795	.028	-.27
Worrying about the future causes stress	Equal variances assumed	-1.434	298	.153	-.19
	Equal variances not assumed	-1.427	285.635	.155	-.19
Competing helps me perform better	Equal variances assumed	-.350	298	.727	-4.38E-02
	Equal variances not assumed	-.349	288.472	.727	-4.38E-02
Sometimes you have to compromise your principles	Equal variances assumed	-.484	298	.629	-6.16E-02
	Equal variances not assumed	-.482	284.666	.631	-6.16E-02
Believe government can be trusted	Equal variances assumed	-.175	298	.861	-2.32E-02
	Equal variances not assumed	-.175	290.845	.862	-2.32E-02
Product that pollute should be banned	Equal variances assumed	-1.885	298	.060	-.27
	Equal variances not assumed	-1.869	279.467	.063	-.27
Money is the only measure of success	Equal variances assumed	-3.502	298	.001	-.49
	Equal variances not assumed	-3.506	293.864	.001	-.49
One I will get to where I want to be	Equal variances assumed	.492	298	.623	4.02E-02
	Equal variances not assumed	.494	296.257	.621	4.02E-02
Old people know best	Equal variances assumed	-1.293	298	.197	-.18
	Equal variances not assumed	-1.295	294.559	.196	-.18
Money is not as important as experiencing life	Equal variances assumed	2.127	298	.034	.24
	Equal variances not assumed	2.141	297.591	.033	.24
Marriage is for life	Equal variances assumed	1.459	298	.146	.17
	Equal variances not assumed	1.463	295.211	.145	.17
Focussed vs unfocussed: older people's view	Equal variances assumed	-2.203	298	.028	-.24
	Equal variances not assumed	-2.212	296.512	.028	-.24
Dependent vs independent: older people's view	Equal variances assumed	-2.166	298	.031	-.25
	Equal variances not assumed	-2.176	296.837	.030	-.25

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Investing for retirement is important	Equal variances assumed	2.008	298	.046	.17
	Equal variances not assumed	2.041	294.134	.042	.17
Must adopt appropriate behaviour to get ahead	Equal variances assumed	1.861	298	.064	.18
	Equal variances not assumed	1.872	297.275	.062	.18
The term Generation X is a good term for my gen	Equal variances assumed	-.058	298	.954	-7.14E-03
	Equal variances not assumed	-.058	293.596	.954	-7.14E-03
Hard work is the key to getting ahead	Equal variances assumed	.208	298	.835	1.79E-02
	Equal variances not assumed	.209	294.300	.835	1.79E-02
Believe message in adverts	Equal variances assumed	-2.511	298	.013	-.31
	Equal variances not assumed	-2.524	297.095	.012	-.31
lazy versus ambitious: view of yourself	Equal variances assumed	-1.454	298	.147	-.15
	Equal variances not assumed	-1.463	297.579	.144	-.15
confused versus self-confident: view of yourself	Equal variances assumed	-2.051	298	.041	-.23
	Equal variances not assumed	-2.066	297.784	.040	-.23
unfocussed versus focussed: view of yourself	Equal variances assumed	-2.365	298	.019	-.26
	Equal variances not assumed	-2.392	297.625	.017	-.26
dependent versus independent: view of yourself	Equal variances assumed	-2.352	298	.019	-.28
	Equal variances not assumed	-2.381	297.350	.018	-.28
How often do you watch tv?	Equal variances assumed	-2.533	298	.012	-.27
	Equal variances not assumed	-2.503	271.859	.013	-.27
How often do you read newspaper?	Equal variances assumed	2.431	298	.016	.33
	Equal variances not assumed	2.444	297.064	.015	.33
What part do you read?	Equal variances assumed	2.604	298	.010	.25
	Equal variances not assumed	2.606	293.870	.010	.25
What relationship do your parents have?	Equal variances assumed	.375	298	.708	8.13E-02
	Equal variances not assumed	.374	288.684	.709	8.13E-02
lazy vs ambitious: older people's view	Equal variances assumed	-3.509	298	.001	-.39
	Equal variances not assumed	-3.554	296.876	.000	-.39
self-confident vs confused: older people's view	Equal variances assumed	-2.479	298	.014	-.28
	Equal variances not assumed	-2.517	295.372	.012	-.28

ANOVA:OCCUPATION

		Sum of Squares	df	Mean Square	F	Sig.
Believe you have an important voice	Between Groups	5.192	4	1.298	1.188	.316
	Within Groups	322.204	295	1.092		
	Total	327.397	299			
Worrying about the future causes stress	Between Groups	4.947	4	1.237	.974	.422
	Within Groups	374.440	295	1.269		
	Total	379.387	299			
Competing helps me perform better	Between Groups	6.332	4	1.583	1.368	.245
	Within Groups	341.304	295	1.157		
	Total	347.637	299			
Sometimes you have to compromise your principles	Between Groups	12.474	4	3.119	2.643	.034
	Within Groups	348.046	295	1.180		
	Total	360.520	299			
Believe government can be trusted	Between Groups	16.956	4	4.239	3.329	.011
	Within Groups	375.630	295	1.273		
	Total	392.587	299			
Product that pollute should be banned	Between Groups	4.523	4	1.131	.751	.558
	Within Groups	444.073	295	1.505		
	Total	448.597	299			
Money is the only measure of success	Between Groups	4.408	4	1.102	.729	.573
	Within Groups	446.188	295	1.513		
	Total	450.597	299			
One I will get to where I want to be	Between Groups	2.682	4	.670	1.359	.248
	Within Groups	145.568	295	.493		
	Total	148.250	299			
Old people know best	Between Groups	10.197	4	2.549	1.805	.128
	Within Groups	416.720	295	1.413		
	Total	426.917	299			
Money is not as important as experiencing life	Between Groups	.494	4	.123	.129	.972
	Within Groups	283.186	295	.960		
	Total	283.680	299			
Marriage is for life	Between Groups	3.265	4	.816	.795	.529
	Within Groups	302.772	295	1.026		
	Total	306.037	299			
Investing for retirement is important	Between Groups	4.062	4	1.015	1.910	.109
	Within Groups	156.855	295	.532		
	Total	160.917	299			
Must adopt appropriate behaviour to get ahead	Between Groups	2.557	4	.639	.930	.446
	Within Groups	202.630	295	.687		
	Total	205.187	299			
The term Generation X is a good term for my gen	Between Groups	9.389	4	2.347	2.106	.080
	Within Groups	328.808	295	1.115		
	Total	338.197	299			
Hard work is the key to getting ahead	Between Groups	6.083	4	1.521	2.847	.024
	Within Groups	157.583	295	.534		
	Total	163.667	299			
Believe message in adverts	Between Groups	17.473	4	4.368	3.875	.004
	Within Groups	332.563	295	1.127		
	Total	350.037	299			

		Sum of Squares	df	Mean Square	F	Sig.
lazy versus ambitious: view of yourself	Between Groups	3.976	4	.994	1.178	.321
	Within Groups	248.971	295	.844		
	Total	252.947	299			
confused versus self-confident:view of yourself	Between Groups	.710	4	.178	.177	.950
	Within Groups	295.087	295	1.000		
	Total	295.797	299			
unfocussed versus focussed:view of yourself	Between Groups	3.747	4	.937	1.053	.380
	Within Groups	262.400	295	.889		
	Total	266.147	299			
dependent versus independent:view of yourself	Between Groups	9.893	4	2.473	2.417	.049
	Within Groups	301.827	295	1.023		
	Total	311.720	299			
How often do you watch tv?	Between Groups	9.000	4	2.250	2.764	.028
	Within Groups	240.130	295	.814		
	Total	249.130	299			
How often do you read newspaper?	Between Groups	10.532	4	2.633	1.902	.110
	Within Groups	408.385	295	1.384		
	Total	418.917	299			
What part do you read?	Between Groups	3.860	4	.965	1.353	.251
	Within Groups	210.486	295	.714		
	Total	214.347	299			
What relationship do your parents have?	Between Groups	12.259	4	3.065	.875	.479
	Within Groups	1033.378	295	3.503		
	Total	1045.637	299			
lazy vs ambitious: older people's view	Between Groups	6.043	4	1.511	1.552	.187
	Within Groups	287.104	295	.973		
	Total	293.147	299			
self-confident vs confused: older people's view	Between Groups	2.778	4	.694	.690	.600
	Within Groups	297.009	295	1.007		
	Total	299.787	299			
Focussed vs unfocussed: older people's view	Between Groups	2.170	4	.543	.579	.678
	Within Groups	276.666	295	.938		
	Total	278.837	299			
Dependent vs independent: older people's view	Between Groups	20.747	4	5.187	5.335	.000
	Within Groups	286.799	295	.972		
	Total	307.547	299			
Describe working life	Between Groups	414.409	4	103.602	88.372	.000
	Within Groups	345.841	295	1.172		
	Total	760.250	299			
number of companies previously worked for	Between Groups	59.871	4	14.968	9.352	.000
	Within Groups	472.165	295	1.601		
	Total	532.037	299			
how many do you expect to work for	Between Groups	20.024	4	5.006	1.766	.136
	Within Groups	836.306	295	2.835		
	Total	856.330	299			
how do you see yourself?	Between-Groups	1.958	4	.489	1.842	.121
	Within Groups	78.372	295	.266		
	Total	80.330	299			

Last used a computer

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	50.483	4	12.621	5.127	.001
Within Groups	726.184	295	2.462		
Total	776.667	299			

Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.
Last used a computer	professional	services	-.76*	.22	.021
		Studying	-.79	.26	.064
		Self-employed	-.86	.48	.531
		Other	-1.26*	.35	.012
	services	professional	.76*	.22	.021
		Studying	-3.56E-02	.26	1.000
		Self-employed	-.10	.48	1.000
		Other	-.51	.34	.702
	Studying	professional	.79	.26	.064
		services	3.56E-02	.26	1.000
		Self-employed	-6.58E-02	.50	1.000
		Other	-.47	.37	.809
	Self-employed	professional	.86	.48	.531
		services	.10	.48	1.000
		Studying	6.58E-02	.50	1.000
		Other	-.40	.55	.969
	Other	professional	1.26*	.35	.012
		services	.51	.34	.702
		Studying	.47	.37	.809
		Self-employed	.40	.55	.969
Believe government can be trusted	professional	services	.33	.16	.352
		Studying	.16	.19	.952
		Self-employed	.00	.35	1.000
		Other	.85*	.25	.024
	services	professional	-.33	.16	.352
		Studying	-.18	.18	.923
		Self-employed	-.33	.34	.918
		Other	.51	.25	.363
	Studying	professional	-.16	.19	.952
		services	.18	.18	.923
		Self-employed	-.16	.36	.996
		Other	.69	.27	.159
	Self-employed	professional	.00	.35	1.000
		services	.33	.34	.918
		Studying	.16	.36	.996
		Other	.85	.39	.331
	Other	professional	-.85*	.25	.024
		services	-.51	.25	.363
		Studying	-.69	.27	.159
		Self-employed	-.85	.39	.331
The term Generation X is a good term for my gen	professional	services	.29	.15	.448
		Studying	-3.73E-03	.18	1.000
		Self-employed	-.19	.32	.987
		Other	-.25	.23	.884
	services	professional	-.29	.15	.448
		Studying	-.29	.17	.590
		Self-employed	-.47	.32	.704
		Other	-.54	.23	.247
	Studying	professional	3.73E-03	.18	1.000
		services	.29	.17	.590
		Self-employed	-.18	.34	.990
		Other	-.25	.25	.911
	Self-employed	professional	.19	.32	.987
		services	.47	.32	.704
		Studying	.18	.34	.990
		Other	-6.41E-02	.37	1.000
	Other	professional	.25	.23	.884
		services	.54	.23	.247
		Studying	.25	.25	.911
		Self-employed	6.41E-02	.37	1.000
Hard work is the key to getting ahead	professional	services	-.18	.10	.564
		Studying	-7.26E-02	.12	.986
		Self-employed	-.15	.22	.980
		Other	-.53*	.16	.035
	services	professional	.18	.10	.564
		Studying	.10	.12	.943
		Self-employed	2.93E-02	.22	1.000
		Other	-.35	.16	.311
	Studying	professional	7.26E-02	.12	.986
		services	-.10	.12	.943
		Self-employed	-7.46E-02	.23	.999
		Other	-.45	.17	.147
	Self-employed	professional	.15	.22	.980
		services	-2.93E-02	.22	1.000
		Studying	7.46E-02	.23	.999
		Other	-.38	.26	.699
	Other	professional	.53*	.16	.035
		services	.35	.16	.311
		Studying	.45	.17	.147
		Self-employed	.38	.26	.699

Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.
Believe message in adverts	professional	services	.57*	.15	.007
		Studying	.33	.18	.494
		Self-employed	-8.87E-03	.33	1.000
		Other	.31	.24	.794
	services	professional	-.57*	.15	.007
		Studying	-.24	.17	.760
		Self-employed	-.57	.32	.531
		Other	-.26	.23	.867
	Studying	professional	-.33	.18	.494
		services	.24	.17	.760
		Self-employed	-.34	.34	.909
		Other	-2.36E-02	.25	1.000
	Self-employed	professional	8.87E-03	.33	1.000
		services	.57	.32	.531
		Studying	.34	.34	.909
		Other	.31	.37	.949
	Other	professional	-.31	.24	.794
		services	.26	.23	.867
		Studying	2.36E-02	.25	1.000
		Self-employed	-.31	.37	.949
dependent versus independent: view of yourself	professional	services	-4.28E-02	.14	.999
		Studying	.36	.17	.342
		Self-employed	-.44	.31	.731
		Other	.15	.22	.976
	services	professional	4.28E-02	.14	.999
		Studying	.40	.16	.202
		Self-employed	-.40	.31	.794
		Other	.20	.22	.938
	Studying	professional	-.36	.17	.342
		services	-.40	.16	.202
		Self-employed	-.80	.32	.185
		Other	-.21	.24	.946
	Self-employed	professional	.44	.31	.731
		services	.40	.31	.794
		Studying	.80	.32	.185
		Other	.60	.35	.584
	Other	professional	-.15	.22	.976
		services	-.20	.22	.938
		Studying	.21	.24	.946
		Self-employed	-.60	.35	.584
How often do you watch tv?	professional	services	-7.34E-02	.13	.987
		Studying	-.24	.15	.647
		Self-employed	.47	.28	.574
		Other	-.44	.20	.309
	services	professional	7.34E-02	.13	.987
		Studying	-.17	.15	.867
		Self-employed	.55	.27	.414
		Other	-.37	.20	.487
	Studying	professional	.24	.15	.647
		services	.17	.15	.867
		Self-employed	.71	.29	.191
		Other	-.20	.21	.928
	Self-employed	professional	-.47	.28	.574
		services	-.55	.27	.414
		Studying	-.71	.29	.191
		Other	-.91	.31	.082
	Other	professional	.44	.20	.309
		services	.37	.20	.487
		Studying	.20	.21	.928
		Self-employed	.91	.31	.082
Dependent vs independent: older people's view	professional	services	5.75E-04	.14	1.000
		Studying	.61*	.17	.009
		Self-employed	-.45	.30	.692
		Other	.14	.22	.979
	services	professional	-5.75E-04	.14	1.000
		Studying	.61*	.16	.007
		Self-employed	-.45	.30	.684
		Other	.14	.21	.978
	Studying	professional	-.61*	.17	.009
		services	-.61*	.16	.007
		Self-employed	-1.07*	.31	.022
		Other	-.47	.23	.401
	Self-employed	professional	.45	.30	.692
		services	.45	.30	.684
		Studying	1.07*	.31	.022
		Other	.60	.34	.558
	Other	professional	-.14	.22	.979
		services	-.14	.21	.978
		Studying	.47	.23	.401
		Self-employed	-.60	.34	.558

Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.
number of companies previously worked for	professional	services	.46	.18	.148
		Studying	1.28*	.21	.000
		Self-employed	6.74E-02	.39	1.000
		Other	.46	.28	.601
	services	professional	-.46	.18	.148
		Studying	.81*	.21	.004
		Self-employed	-.40	.38	.900
		Other	1.04E-03	.28	1.000
	Studying	professional	-1.28*	.21	.000
		services	-.81*	.21	.004
		Self-employed	-1.21	.40	.062
		Other	-.81	.30	.120
	Self-employed	professional	-6.74E-02	.39	1.000
		services	.40	.38	.900
		Studying	1.21	.40	.062
		Other	.40	.44	.937
	Other	professional	-.46	.28	.601
		services	-1.04E-03	.28	1.000
		Studying	.81	.30	.120
		Self-employed	-.40	.44	.937
how do you see yourself?	professional	services	8.65E-02	7.22E-02	.838
		Studying	-.11	8.65E-02	.812
		Self-employed	-3.55E-03	.16	1.000
		Other	-.13	.11	.856
	services	professional	-8.65E-02	7.22E-02	.838
		Studying	-.20	8.40E-02	.251
		Self-employed	-9.01E-02	.16	.988
		Other	-.22	.11	.438
	Studying	professional	.11	8.65E-02	.812
		services	.20	8.40E-02	.251
		Self-employed	.11	.16	.981
		Other	-2.29E-02	.12	1.000
	Self-employed	professional	3.55E-03	.16	1.000
		services	9.01E-02	.16	.988
		Studying	-.11	.16	.981
		Other	-.13	.18	.973
	Other	professional	.13	.11	.856
		services	.22	.11	.438
		Studying	2.29E-02	.12	1.000
		Self-employed	.13	.18	.973
Describe working life	professional	services	3.89E-02	.15	.999
		Studying	-2.79*	.18	.000
		Self-employed	-2.26*	.33	.000
		Other	-1.78*	.24	.000
	services	professional	-3.89E-02	.15	.999
		Studying	-2.83*	.18	.000
		Self-employed	-2.30*	.33	.000
		Other	-1.82*	.24	.000
	Studying	professional	2.79*	.18	.000
		services	2.83*	.18	.000
		Self-employed	.53	.34	.666
		Other	1.01*	.26	.004
	Self-employed	professional	2.26*	.33	.000
		services	2.30*	.33	.000
		Studying	-.53	.34	.666
		Other	.48	.38	.805
	Other	professional	1.78*	.24	.000
		services	1.82*	.24	.000
		Studying	-1.01*	.26	.004
		Self-employed	-.48	.38	.805

Homogeneous Subsets

Last used a computer

Scheffe^{a,b}

occupation	N	Subset for alpha = .05	
		1	2
professional	94	1.89	
services	111	2.65	2.65
Studying	57	2.68	2.68
Self-employed	12	2.75	2.75
Other	26		3.15
Sig.		.324	.803

Believe government can be trusted

Scheffe^{a,b}

occupation	N	Subset for alpha = .05
		1
Other	26	3.15
services	111	3.67
Studying	57	3.84
professional	94	4.00
Self-employed	12	4.00
Sig.		.068

The term Generation X is a good term for my gen

Scheffe^{a,b}

occupation	N	Subset for alpha = .05
		1
services	111	2.69
professional	94	2.98
Studying	57	2.98
Self-employed	12	3.17
Other	26	3.23
Sig.		.399

Hard work is the key to getting ahead

Scheffe^{a,b}

occupation	N	Subset for alpha = .05
		1
professional	94	1.44
Studying	57	1.51
Self-employed	12	1.58
services	111	1.61
Other	26	1.96
Sig.		.090

Believe message in adverts

Scheffe^{a,b}

occupation	N	Subset for alpha = .05
		1
services	111	3.01
Studying	57	3.25
Other	26	3.27
professional	94	3.57
Self-employed	12	3.58
Sig.		.333

How often do you watch tv?

Scheffe^{a,b}

occupation	N	Subset for alpha = .05	
		1	2
Self-employed	12	1.17	
professional	94	1.64	1.64
services	111	1.71	1.71
Studying	57		1.88
Other	26		2.08
Sig.		.222	.447

Describe working life

Scheffe^{a,b}

occupation	N	Subset for alpha = .05		
		1	2	3
services	111	1.45		
professional	94	1.49		
Other	26		3.27	
Self-employed	12		3.75	3.75
Studying	57			4.28
Sig.		1.000	.542	.439

Dependent vs independent: older people's view

Scheffe^{a,b}

occupation	N	Subset for alpha = .05	
		1	2
Studying	57	3.68	
Other	26	4.15	4.15
services	111	4.30	4.30
professional	94	4.30	4.30
Self-employed	12		4.75
Sig.		.195	.222

dependent versus independent:view of yourself

Scheffe^{a,b}

occupation	N	Subset for alpha = .05	
		1	2
Studying	57	3.95	
Other	26	4.15	4.15
professional	94	4.31	4.31
services	111	4.35	4.35
Self-employed	12		4.75
Sig.		.644	.246

how do you see yourself?

Scheffe^{a,b}

occupation	N	Subset for alpha = .05
		1
services	111	1.24
professional	94	1.33
Self-employed	12	1.33
Studying	57	1.44
Other	26	1.46
Sig.		.589

number of companies previously worked for

Scheffe^{a,b}

occupation	N	Subset for alpha = .05	
		1	2
Studying	57	1.46	
Other	26	2.27	2.27
services	111	2.27	2.27
Self-employed	12		2.67
professional	94		2.73
Sig.		.167	.713

APPENDIX C4: AGE

CROSS-TABULATIONS, CHI-SQUARE TESTS, AND T-TESTS

AGE * Have you been on a domestic trip in the last year?

Crosstab

Count

		Have you been on a domestic trip in the last year?		Total
		yes	no	
AGE	18-26	94	77	171
	27-34	86	43	129
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.191 ^b	1	.041	.044	.027
Continuity Correction ^a	3.718	1	.054		
Likelihood Ratio	4.223	1	.040		
Fisher's Exact Test					
Linear-by-Linear Association	4.177	1	.041		
N of Valid Cases	300				

AGE * Have you travelled overseas in the last three years?

Crosstab

Count

		Have you travelled overseas in the last three years?		Total
		yes	no	
AGE	18-26	44	127	171
	27-34	45	84	129
Total		89	211	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.952 ^b	1	.086	.097	.056
Continuity Correction ^a	2.530	1	.112		
Likelihood Ratio	2.937	1	.087		
Fisher's Exact Test					
Linear-by-Linear Association	2.942	1	.086		
N of Valid Cases	300				

AGE * Own a computer

Crosstab

Count

		Own a computer		Total
		yes	no	
AGE	18-26	90	81	171
	27-34	76	53	129
Total		166	134	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.174 ^b	1	.278	.293	.167
Continuity Correction ^a	.934	1	.334		
Likelihood Ratio	1.177	1	.278		
Fisher's Exact Test					
Linear-by-Linear Association	1.171	1	.279		
N of Valid Cases	300				

AGE * If yes, who is that person?

Crosstab

Count

		If yes, who is that person?						
		parent	movies star	singer/gro up	sports star	religious person	politician	other
AGE	18-26	29	17	11	9	6	8	11
	27-34	26	11	9	22	10	5	7
Total		55	28	20	31	16	13	18

		If yes,	Total
		none	
AGE	18-26	80	171
	27-34	39	129
Total		119	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.287 ^a	7	.011
Likelihood Ratio	18.410	7	.010
Linear-by-Linear Association	5.010	1	.025
N of Valid Cases	300		

AGE * Do you have a hero or heroine?

Crosstab

Count

		Do you have a hero or heroine?		Total
		yes	no	
AGE	18-26	90	81	171
	27-34	90	39	129
Total		180	120	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.996 ^b	1	.003	.003	.002
Continuity Correction ^a	8.297	1	.004		
Likelihood Ratio	9.117	1	.003		
Fisher's Exact Test					
Linear-by-Linear Association	8.966	1	.003		
N of Valid Cases	300				

AGE * Is this your first job?

Crosstab

Count

		Is this your first job?			Total
		yes	no	not working	
AGE	18-26	48	81	42	171
	27-34	19	98	12	129
Total		67	179	54	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.452 ^a	2	.000
Likelihood Ratio	26.346	2	.000
Linear-by-Linear Association	.067	1	.796
N of Valid Cases	300		

AGE * Do you live at home?

Crosstab

Count

		Do you live at home?		Total
		yes	no	
AGE	18-26	101	70	171
	27-34	36	93	129
Total		137	163	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	28.769 ^b	1	.000	.000	.000
Continuity Correction ^a	27.527	1	.000		
Likelihood Ratio	29.472	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	28.673	1	.000		
N of Valid Cases	300				

AGE * field

Crosstab

Count

		field			Total
		yes	no	not working	
AGE	18-26	45	79	47	171
	27-34	61	62	6	129
Total		106	141	53	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.908 ^a	2	.000
Likelihood Ratio	34.617	2	.000
Linear-by-Linear Association	28.194	1	.000
N of Valid Cases	300		

AGE * are you currently studying?

Crosstab

Count

		are you currently studying?		Total
		yes	no	
AGE	18-26	89	82	171
	27-34	40	89	129
Total		129	171	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.279 ^b	1	.000	.000	.000
Continuity Correction ^a	12.435	1	.000		
Likelihood Ratio	13.475	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	13.235	1	.000		
N of Valid Cases	300				

T-Test

	AGE	N	Mean	Std. Deviation	Std. Error Mean
Last used a computer	18-26	171	2.46	1.50	.11
	27-34	129	2.48	1.75	.15
Believe you have an important voice	18-26	171	1.95	1.00	7.68E-02
	27-34	129	2.38	1.05	9.29E-02
Worrying about the future causes stress	18-26	171	1.94	1.11	8.46E-02
	27-34	129	2.30	1.12	9.88E-02
Competing helps me perform better	18-26	171	2.19	1.08	8.25E-02
	27-34	129	2.16	1.08	9.52E-02
Sometimes you have to compromise your	18-26	171	2.59	1.16	8.88E-02
	27-34	129	2.29	.99	8.68E-02
Believe government can be trusted	18-26	171	3.77	1.14	8.70E-02
	27-34	129	3.78	1.16	.10
Product that pollute should be banned	18-26	171	2.39	1.21	9.25E-02
	27-34	129	2.73	1.22	.11
Money is the only measure of success	18-26	171	3.43	1.18	9.05E-02
	27-34	129	3.12	1.27	.11
One I will get to where I want to be	18-26	171	1.53	.68	5.20E-02
	27-34	129	1.58	.74	6.48E-02
Old people know best	18-26	171	3.05	1.21	9.27E-02
	27-34	129	3.13	1.18	.10
Money is not as important as experiencing life	18-26	171	2.09	1.00	7.68E-02
	27-34	129	2.16	.93	8.22E-02
Marriage is for life	18-26	171	1.68	.95	7.25E-02
	27-34	129	1.90	1.08	9.52E-02
Investing for retirement is important	18-26	171	1.56	.73	5.57E-02
	27-34	129	1.61	.74	6.54E-02
Must adopt appropriate behaviour to get ahead	18-26	171	1.82	.80	6.12E-02
	27-34	129	1.94	.86	7.61E-02
The term Generation X is a good term for my gen	18-26	171	2.89	1.07	8.17E-02
	27-34	129	2.91	1.06	9.34E-02
Hard work is the key to getting ahead	18-26	171	1.44	.62	4.77E-02
	27-34	129	1.74	.84	7.43E-02
Believe message in adverts	18-26	171	3.12	1.11	8.49E-02
	27-34	129	3.49	1.01	8.88E-02
lazy versus ambitious: view of yourself	18-26	171	4.06	.95	7.26E-02
	27-34	129	4.28	.87	7.62E-02
confused versus self-confident: view of	18-26	171	4.02	.99	7.60E-02
	27-34	129	4.21	.99	8.71E-02
unfocussed versus focussed: view of yourself	18-26	171	4.01	.96	7.37E-02
	27-34	129	4.25	.90	7.94E-02
dependent versus independent: view of	18-26	171	4.08	1.10	8.39E-02
	27-34	129	4.50	.86	7.56E-02
How often do you watch tv?	18-26	171	1.70	.94	7.18E-02
	27-34	129	1.77	.88	7.74E-02
How often do you read newspaper?	18-26	171	2.57	1.21	9.24E-02
	27-34	129	2.37	1.15	.10
What part do you read?	18-26	171	2.24	.86	6.61E-02
	27-34	129	2.18	.82	7.25E-02

	AGE	N	Mean	Std. Deviation	Std. Error Mean
What relationship do your parents have?	18-26	171	2.26	1.75	.13
	27-34	129	2.45	2.02	.18
lazy vs ambitious: older people's view	18-26	171	3.78	1.00	7.68E-02
	27-34	129	4.17	.93	8.17E-02
self-confident vs confused: older people's	18-26	171	3.94	1.04	7.99E-02
	27-34	129	4.14	.93	8.22E-02
Focussed vs unfocussed: older people's view	18-26	171	3.85	.98	7.51E-02
	27-34	129	4.15	.92	8.10E-02
Dependent vs independent: older	18-26	171	3.99	1.06	8.13E-02
	27-34	129	4.45	.88	7.78E-02
Describe working life	18-26	171	2.57	1.65	.13
	27-34	129	1.83	1.42	.13
number of companies previously worked for	18-26	171	1.91	1.22	9.36E-02
	27-34	129	2.77	1.32	.12
how many do you expect to work for	18-26	171	3.18	1.69	.13
	27-34	129	3.16	1.70	.15
how do you see yourself?	18-26	171	1.36	.54	4.12E-02
	27-34	129	1.29	.49	4.32E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Last used a computer	Equal variances assumed	-.130	298	.897	-2.45E-02
	Equal variances not assumed	-.127	250.631	.899	-2.45E-02
Believe you have an important voice	Equal variances assumed	-3.564	298	.000	-.43
	Equal variances not assumed	-3.540	268.504	.000	-.43
Worrying about the future causes stress	Equal variances assumed	-2.823	298	.005	-.37
	Equal variances not assumed	-2.818	273.788	.005	-.37
Competing helps me perform better	Equal variances assumed	.193	298	.847	2.43E-02
	Equal variances not assumed	.193	275.556	.847	2.43E-02
Sometimes you have to compromise your principles	Equal variances assumed	2.391	298	.017	.30
	Equal variances not assumed	2.446	293.837	.015	.30
Believe government can be trusted	Equal variances assumed	-.024	298	.981	-3.26E-03
	Equal variances not assumed	-.024	272.867	.981	-3.26E-03
Product that pollute should be banned	Equal variances assumed	-2.377	298	.018	-.34
	Equal variances not assumed	-2.373	274.178	.018	-.34
Money is the only measure of success	Equal variances assumed	2.128	298	.034	.30
	Equal variances not assumed	2.107	265.085	.036	.30
One I will get to where I want to be	Equal variances assumed	-.670	298	.503	-5.51E-02
	Equal variances not assumed	-.663	263.578	.508	-5.51E-02
Old people know best	Equal variances assumed	-.609	298	.543	-8.50E-02
	Equal variances not assumed	-.612	280.040	.541	-8.50E-02
Money is not as important as experiencing life	Equal variances assumed	-.660	298	.510	-7.51E-02
	Equal variances not assumed	-.667	285.379	.505	-7.51E-02
Marriage is for life	Equal variances assumed	-1.830	298	.068	-.22
	Equal variances not assumed	-1.796	255.014	.074	-.22

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Investing for retirement is important	Equal variances assumed	-.595	298	.552	-5.10E-02
	Equal variances not assumed	-.594	272.855	.553	-5.10E-02
Must adopt appropriate behaviour to get ahead	Equal variances assumed	-1.175	298	.241	-.11
	Equal variances not assumed	-1.162	263.967	.246	-.11
The term Generation X is a good term for my gen	Equal variances assumed	-.161	298	.872	-2.00E-02
	Equal variances not assumed	-.161	276.815	.872	-2.00E-02
Hard work is the key to getting ahead	Equal variances assumed	-3.517	298	.001	-.30
	Equal variances not assumed	-3.375	226.366	.001	-.30
Believe message in adverts	Equal variances assumed	-2.982	298	.003	-.37
	Equal variances not assumed	-3.023	287.879	.003	-.37
lazy versus ambitious: view of yourself	Equal variances assumed	-2.068	298	.040	-.22
	Equal variances not assumed	-2.095	287.514	.037	-.22
confused versus self-confident: view of yourself	Equal variances assumed	-1.607	298	.109	-.19
	Equal variances not assumed	-1.608	276.401	.109	-.19
unfocussed versus focussed: view of yourself	Equal variances assumed	-2.161	298	.031	-.24
	Equal variances not assumed	-2.182	284.593	.030	-.24
dependent versus independent: view of yourself	Equal variances assumed	-3.546	298	.000	-.41
	Equal variances not assumed	-3.668	297.607	.000	-.41
How often do you watch tv?	Equal variances assumed	-.616	298	.538	-6.57E-02
	Equal variances not assumed	-.622	284.379	.534	-6.57E-02
How often do you read newspaper?	Equal variances assumed	1.416	298	.158	.20
	Equal variances not assumed	1.427	282.834	.155	.20
What part do you read?	Equal variances assumed	.622	298	.534	6.15E-02
	Equal variances not assumed	.626	282.347	.532	6.15E-02

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
What relationship do your parents have?	Equal variances assumed	-.855	298	.393	-.19
	Equal variances not assumed	-.838	253.075	.403	-.19
lazy vs ambitious: older people's view	Equal variances assumed	-3.463	298	.001	-.39
	Equal variances not assumed	-3.502	286.024	.001	-.39
self-confident vs confused: older people's view	Equal variances assumed	-1.701	298	.090	-.20
	Equal variances not assumed	-1.728	289.523	.085	-.20
Focussed vs unfocussed: older people's view	Equal variances assumed	-2.685	298	.008	-.30
	Equal variances not assumed	-2.710	284.515	.007	-.30
Dependent vs independent: older people's view	Equal variances assumed	-3.997	298	.000	-.46
	Equal variances not assumed	-4.101	295.150	.000	-.46
Describe working life	Equal variances assumed	4.070	298	.000	.74
	Equal variances not assumed	4.155	292.721	.000	.74
number of companies previously worked for	Equal variances assumed	-5.832	298	.000	-.86
	Equal variances not assumed	-5.771	264.151	.000	-.86
how many do you expect to work for	Equal variances assumed	.133	298	.894	2.62E-02
	Equal variances not assumed	.133	274.724	.895	2.62E-02
how do you see yourself?	Equal variances assumed	1.028	298	.305	6.22E-02
	Equal variances not assumed	1.042	287.498	.298	6.22E-02

Appendix D: Conclusions of Results

Below are the summaries of the findings reported in Chapter four.

Table 28: Results that indicate that the American and South African

Generation X are similar

QUESTIONS

- | |
|---|
| 1. Own a computer |
| 2. Last used a computer |
| 3. Traveled overseas in the last three years |
| 4. Traveled domestically in the last year |
| 5. Important voice that no-one seems to hear |
| 6. Sometimes you have to compromise your principles |
| 7. Money is the only measure of success |
| 8. One day I will get to where I want to be |
| 9. Older people know best |
| 10. Money is not as important as experiencing life |
| 11. Adopt appropriate behaviour |
| 12. Newspaper readership |
| 13. Depth of newspaper read |
| 14. Parents' relationship |
| 15. Living at home |
| 16. Number of companies you expect to work for |
| 17. Marital status |
| 18. Are you still studying? |

Table 29: Results that indicate that the American and South African

Generation X are different

QUESTIONS
1. Do you have a hero / heroine?
2. Who is that person?
3. Worrying about the future is a major source of stress
4. Competing helps me perform better
5. I believe that the government can be trusted
6. Products that pollute the environment should be banned
7. Marriage is for life
8. Investing for retirement is important
9. The term Generation x is a good term to describe my generation
10. Hard work is the key to getting ahead
11. Believe the message in adverts
12. View of Generation X: how they see themselves : how they think older people see them
13. Frequency of television viewing
14. See themselves as living to work or working to live

Table 30:Results that indicate that the race groups are different

QUESTIONS	MOST LIKELY	LEAST LIKELY
1. Traveled domestically	White	Asian
2. Traveled overseas	White	Coloured
3. Have a hero / heroine	Black	White
4. Who is their hero?	Black	White, Coloured, Asian
5. Own a computer	White	Coloured
6. Last used a computer	White	Black
7. Employed in first job	Black, Coloured	White
8. Living at home	Asian, Coloured	Black and White
9. Important voice	Asian	White
10. Compromise principles	Coloured	White
11. Trust government	Black	White
12. Money = success	Black	White
13. Older people know best	Black	White
14. Believe adverts	Black	White
15. View yourself: independent	Coloured	Black
16. TV viewing	Asian	White
17. Parents' married	Asian	Black
18. Older people: ambitious	Black	Coloured, Asian

Table 31: Results that indicate that the race groups are similar

QUESTIONS
1. Currently studying
2. Are you employed in the field for which you studied?
3. Necessary to adopt appropriate behaviour
4. Worrying about the future
5. Competing helps me perform better
6. Ban products that pollute the environment
7. Get to where I want to be
8. Money is not as important as experiencing life
9. Investing for retirement is important
10. The term Generation X is a good term to describe my generation
11. Hard work is the key to getting ahead
12. View yourself: ambitious
13. View yourself: self-confident
14. View yourself: focussed
15. Newspaper readership
16. Part of newspaper read
17. Older people: focussed
18. Older people: self-confident
19. Older people: independent
20. Describe working life
21. Number of previous companies worked for
22. Number of companies you expect to work for
23. See yourself as living to work or working to live

Table 32: Results that indicate that the social classes groups are different

QUESTIONS	MOST LIKELY	LEAST LIKELY
INCOME		
1. Own a computer	Upper	Middle
2. Traveled overseas	Upper	Middle
3. Traveled domestically	Upper	Middle
4. Trust government	Middle	Upper
5. Older people know best	Middle	Upper
6. Believe message in adverts	Middle	Upper
7. See themselves: ambitious	Upper	Middle
8. Newspaper readership	Upper	Middle
9. Parents : married	Upper	Middle
10. Older people: self-confident	Upper	Middle
EDUCATION		
1. Own a computer	Tertiary	Secondary
2. Traveled overseas	Tertiary	Secondary
3. Traveled domestically	Tertiary	Secondary
4. Living at home	Secondary	Tertiary
5. Employed in field you studied for	Tertiary	Secondary
6. First job	Secondary	Tertiary
7. Importance voice	Secondary	Tertiary
8. Money = success	Tertiary	Secondary
9. Money vs. experience	Tertiary	Secondary
10. investing for retirement	Tertiary	Secondary

QUESTIONS	MOST LIKELY	LEAST LIKELY
11. Believe advertising messages	Tertiary	Secondary
12. View yourself: self-confident	Tertiary	Secondary
13. View yourself: focussed	Tertiary	Secondary
14. View yourself: independent	Tertiary	Secondary
15. TV viewing	Secondary	Tertiary
16. Newspaper readership	Tertiary	Secondary
17. Part of newspaper read	Tertiary	Secondary
18. Older people: ambitious	Tertiary	Secondary
19. Older people: self – confident	Tertiary	Secondary
20. Older people: focussed	Tertiary	Secondary
21. Older people: independent	Tertiary	Secondary
OCCUPATION		
1. Own a computer	Professionals	"Other"
2. Last used a computer	Professionals	"Other"
3. Traveled overseas	Professionals	
4. Traveled domestically	Services, Profess.	
5. Living at home	Studying	Professionals
6. Who is your hero / heroine	Services	Professionals
7. Advertising messages	Services	Professionals
8. Trust government	"Other"	Professionals
9. Older people: independent		Services
10. Hard work	Professionals	"Other"

Table 33: Results that indicate that the social classes groups are similar

QUESTIONS	INCOME
1. Do you have a hero / heroine?	2. Who is that person?
3. Living at home	4. First job
5. Still studying	6. Older people: ambitious
7. Competing helps me perform better	8. View yourself: self-confident
9. View yourself: independent	10. Ban polluting products
11. Expected number of companies	12. Older people: focussed
13. Worrying about the future	14. The term Generation X
15. Appropriate behaviour	16. Hard work is the key
17. Older people: independent	18. Investing for retirement
19. View yourself: ambitious	20. One day I will get to where I want
21. Marriage is for life	22. Money = success
23. Money vs. experience	24. Previous companies worked for
25. Compromise principles	26. TV viewing
27. Important voice	
QUESTIONS	EDUCATION
1. Do you have a hero?	2. Still studying
3. Competing helps me perform better	4. Worrying about the future
5. Compromise principles	6. Trust government
7. Ban polluting products	8. One day I will get to where I want to be
9. Older people know best	10. Marriage is for life
11. Appropriate behaviour	12. The term Generation X
13. Hard work is the key	14. View yourself: ambitious
15. Parent's relationship	

QUESTIONS	OCCUPATION
1. Do you have a hero / heroine?	2. Parents' relationship
3. The term Generation X	4. View yourself: ambitious
5. View yourself: self-confident	6. View yourself: focussed
7. Newspaper reading	8. Parts of newspaper read
9. Marriage is for life	10. Investing for retirement
11. Appropriate behaviour	12. Ban polluting product
13. Money = success	14. One day I will get to where I want
15. Older people know best	16. Money vs. experience
17. Important voice	18. Worrying about the future
19. Competing helps me perform better	20. Compromise principles
21. Older people: ambitious	22. Older people: self-confident
23. Older people: focussed	24. Number of expected companies
25. See yourself: living to work, vice versa	

Table 34: Results that indicate that the age groups are different

QUESTIONS	MOST LIKELY	LEAST LIKELY
1. Traveled domestically	27 - 34	18 -26
2. Do you have hero / heroine?	27 - 34	18 -26
3. Living at home	18 -26	27 - 34
4. First job	18 -26	27 - 34
5. Still studying	18 -26	27 - 34
6. Employed in field you studied for	27 - 34	18 -26
7. Who is their hero / heroine?	27 - 34	18 -26
8. Important voice	18 -26	27 - 34
9. Worrying about the future	18 -26	27 - 34
10. Compromise your principles	27 - 34	18 -26
11. Ban polluting products	18 -26	27 - 34
12. Money = success	27 - 34	18 -26
13. Hard work is the key	18 -26	27 - 34
14. Believe advertising messages	18 -26	27 - 34
15. View yourself: ambitious	27 - 34	18 -26
16. View yourself: focussed	27 - 34	18 -26
17. View yourself: independent	27 - 34	18 -26
18. Older people: ambitious	27 - 34	18 -26
19. Older people: focussed	27 - 34	18 -26
20. Older people: independent	27 - 34	18 -26

Table 35: Results that indicate that the age groups are similar

QUESTIONS
1. Computer ownership
2. Traveled overseas
3. Last used a computer
4. Competing helps me perform better
5. Trust government
6. One day I will get to where I want
7. Older people know best
8. Money vs. experience
9. Marriage is for life
10. Investing for retirement
11. Appropriate behaviour
12. The term Generation X
13. View yourself: self-confident
14. Watch TV
15. Read newspaper
16. Parts of newspaper read
17. Parents' relationship
18. Expected companies
19. See yourself