

**DURBAN UNIVERSITY OF TECHNOLOGY**

**FACEBOOK AS A MARKETING TOOL TO INFORM SOUTH  
AFRICAN MILLENNIALS ON SOCIAL ISSUES**

**THENJIWE SLINDILE MDLETSHE**

**April 2017**

**FACEBOOK AS A MARKETING TOOL TO INFORM SOUTH AFRICAN  
MILLENNIALS ON SOCIAL ISSUES**

Submitted in fulfilment of the requirements of the degree of

**Master of Technology: Marketing**

In the Faculty of Management Sciences at the

**Durban University of Technology**

**Durban, South Africa**

**Thenjiwe Slindile Mdletshe**

**20911659**

**Approved for final submission:**

**Supervisor: Dr C.Meintjes. (Qualifications)**

**Signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**April 2017**

## **ABSTRACT**

Social networking is the use of dedicated websites and applications to interact with other users sharing interests, activities, backgrounds or real life events. The use of social media has been predominantly reported among young adults, accounting for about 93% of all users. Social networking websites such as Facebook, Twitter and Skype are member based Internet communities that permit users to share views, perceptions and ideologies. Social media influences youth development, most especially among the millennials who invest approximately seven hours per day with media. More so, the social media shapes the millennials perception, ideology and principles. Bearing this in mind, this tool can serve as an effective tool for bringing both social awareness among youths and the society at large. Therefore, this study sought to determine how Facebook can be used as an effective social awareness tool among millennials.

The current study focused on Facebook as it has the highest number of subscribers globally, and also due to its wide acceptance among South African Millennials in tertiary institutions. Questionnaires were distributed to a total of 400 undergraduate students. These included 150 students from the Durban University of Technology, 125 from the Mangosuthu University of Technology; and 125 from the University of KwaZulu-Natal.

The study revealed that millennials are digital natives and their lives are basically lived through the internet and technology. Based on the findings the majority of millennials spend between at least two to well over six hours every day on social media. This proves that Facebook as a social network can be used to reach out and provide much needed information to millennials.

## DECLARATION

I hereby declare that the work (described) in this thesis is my original work and has not previously been submitted in its entirety or in part for a degree at any other university. I further declare that this work does not infringe or violate the rights of others, as all the sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

Thenjiwe Slindile Mdletshe

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **DEDICATION**

To God Almighty

The Lord Almighty who had made this research possible, His love and mercy endureth forever

## **ACKNOWLEDGEMENTS**

To my late beloved Mother, Ms Kholiwe Precious Mdletshe, my diamond, a woman who inspired me to become who I am today.

To my Dad for always financially supporting me.

To my priceless Aunt who sacrificed so much; for believing in me, for her words of encouragement at all times. For making me believe in myself even when things were not looking good.

To my inestimable family for the endless support and love.

To my supervisor, Prof Corne Meintjes who transformed my academic pursuit without realising it and who energised, inspired and motivated me throughout the research process.

To my countless friends, relatives and loved ones for the encouragement and prayers.

To Mr Deepak Singh for analysing the questionnaires used in this study.

To Mr Olayemi Bakre for his encouragement, advice and support; and who always saw the potential in me.

To Gilbert at the writing centre, for agreeing to help even when I didn't have an appointment.

To Dr Bloodles Dzwairo and everyone at the research office for their professionalism and encouragement.

To the students of the Durban University of Technology, University of KwaZulu-Natal and Mangosuthu University of Technology who participated in the study.

To the editor, for doing a great job.

And to everyone who in one way or the other supported this research.

Thank you all, I love you so much from the Moon and back.

## Table of Contents

<b>DECLARATION .....</b>	<b>3</b>
<b>DEDICATION .....</b>	<b>4</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>5</b>
Table of Contents .....	7
List of Tables .....	11
List of Abbreviations .....	12
Chapter One.....	13
Orientation and overview.....	13
1.1 Introduction.....	13
1.2 Background of the Study .....	13
1.3 Research Problems and Aim.....	14
1.5 Significance of the Study .....	15
1.6 Research Methodology.....	15
1.7 Scope and Limitation of the Study .....	16
1.8 Structure of Dissertation .....	17
1.9 Summary .....	18
Chapter Two.....	19
Literature Review .....	19
2.1 Introduction.....	19
2.2 Theoretical Framework.....	19
2.2.1 Social Marketing.....	19
2.2.2 Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB) .....	20
2.2.3 Word-of-Mouth Theory .....	21
2.3 Millennials.....	22
2.3.1 Millennials defined.....	23
2.3.2 Common behavioural characteristics of millennials.....	23
2.3.3 South African millennials .....	25
2.3.4 Social issues faced by South African millennials.....	27
2.4 Facebook .....	31
2.4.1 History of Facebook .....	31
2.4.2 Millennials use of Facebook .....	32
2.4.3 Facebook as a marketing tool .....	33
2.5 Viral Marketing .....	37



2.5.1	Viral marketing defined.....	37
2.5.2	Campaign Seeding.....	38
2.5.3	The Advantages of Viral Marketing .....	39
2.5.4	Influence of Facebook On A Global Perspective .....	40
2.6	Summary .....	42
	Chapter Three .....	44
	Research Methodology .....	44
3.1	Introduction.....	44
3.2	Objectives of the study .....	44
3.3	Research design .....	45
3.4	Target population .....	45
3.5	Sampling technique .....	46
3.6	Sample size .....	47
3.7	Data Collection Method .....	48
3.8	Questionnaire .....	49
3.8.1	Questionnaire design and format .....	50
3.8.2	Administration of questionnaires .....	51
3.9	Pilot .....	51
3.9.1	Steps of the pilot study .....	51
3.10	Validity and reliability.....	52
3.11	Data analysis.....	53
3.12	Inclusive and exclusive criteria .....	54
3.14	Ethical consideration .....	54
3.15	Gatekeeper's Consent.....	55
3.16	Summary .....	55
	Chapter Four .....	57
	Results .....	57
4.1	Introduction.....	57
4.2	Questionnaire response rate .....	57
4.3	Questionnaire reliability .....	57
4.4	Questionnaire Validity.....	58
4.5	Section A: Biographical Data .....	61
4.5.1	Demographic Information .....	61
4.6	Section B: Social Media Usage .....	65
4.7	Section C: Section Analysis.....	66

4.7.1 Social Challenges Faced by Millennials .....	66
4.8 Current Tools of Promoting Social Awareness .....	68
4.9 Using Facebook as a Social Awareness Tool .....	70
4.10 Section D: Further Tests on the Effectiveness of Facebook as a Social Awareness Tool .....	72
4.11 Explanations provided by participants on the usefulness of Facebook as an awareness tool .....	72
4.12 Chi-Square ( $\chi^2$ ).....	74
4.13 Correlation.....	76
4.14 Summary.....	79
Chapter Five.....	80
Conclusions.....	80
5.1 Introduction.....	80
5.2 Discussion .....	80
5.3 Conclusions.....	89
5.4 Limitations .....	91
5.5 Recommendations for future research .....	91
5.6 Summary .....	92
REFERENCES.....	93

## List of Figures

Figure 2.1. Sources of Intention .....	21
Figure 2.2: Results of students' activities on campus.....	27
Figure 2.3: The three parts of viral marketing.....	38
Figure 3.1: Respondents of the study.....	48
Figure 4.1: Racial composition of the sample.....	63
Figure 4.2: Participant faculties at DUT, UKZN and MUT .....	64
Figure 4.3: Social media usage.....	65
Figure 4.4: Responses to challenges faced by Millennials .....	67
Figure 4.5: Results of Section Analysis of Tools Used by Universities for Social Awareness .....	69
Figure 4.6: Section Analysis Results on the Effectiveness of Facebook as an Awareness Tool .....	71

## List of Tables

Table 1.1: Synopsis of research methodology.....	16
Table 2.1: The Four Campaigns in the Kosovo Case Study .....	35
Table 3.1: Sampling techniques.....	46
Table 3.2: Respondents of the study.....	48
Table 3.3: Feedback on questions and changes addressed through the pilot study..	52
Table 4.1: Internal reliability of scales.....	58
Table 4.2: Results from Factor Analysis.....	59
Table 4.3: Factor Analysis of the Questions on Tools to Promote Social Awareness	60
Table 4.4: Factor Analysis Results on the Inter-Correlation of Items.....	60
Table 4.5: Demographic results on gender.....	61
Table 4.6: Demographic results of age.....	61
Table 4.7: Gender and Age cross-tabulation results.....	62
Table 4.8: Questions asked on challenges faced by Millennials.....	66
Table 4.9: Questions on Current Tools of Promoting Social Awareness .....	68
Table 4.10: Questions on the effectiveness of Facebook as a social awareness tool.....	71
Table 4.11: Participants' opinion on whether Facebook can be used as a social awareness tool.....	73
Table 4.12 Chi-Square test results.....	75

## List of Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
TB	Tuberculosis
KZN	KwaZulu-Natal
SNS	Social Networking Sites
SPSS	Statistical Package for the Social Sciences
MUT	Mangosuthu University of Technology
DUT	Durban University of Technology
UKZN	University of Kwazulu-Natal
STD's	Sexually Transmitted Diseases
STI's	Sexually Transmitted Infections

## **Chapter One**

### **Orientation and overview**

---

#### **1.1 Introduction**

This chapter provides an overview of the study. Aspects such as background of the study, problem statement, research aim and objectives are discussed. This chapter also provides a justification for undertaking this study. More so, the research methodology followed is briefly discussed; the scope of study is highlighted and the chapter concludes with the structure of the dissertation.

#### **1.2 Background of the Study**

Social Networking Sites (SNS) such as Facebook are one of the most recent examples of communication tools that have been widely used by students and have the potential to become an important resource to support their educational related communications (Roblyer, Mc Daniel, Webb, Herman and Witty 2010: 134). As at 3<sup>rd</sup> quarter of 2016, Facebook had an estimated 1,750,000,000 subscribers (Statista 2017). In South Africa, 93% of the subscribers have predominantly been youth aged between 18 to 29 years (Lenhart, Purcell, Smith, and Zickuhr 2010: 202). Facebook allows individuals to share their opinions, ideas and experiences directly with one another. Social media are an influence in youth behavioural development as most of the youth rely on social media for information (June 2011:1436).

Social networking sites have a wide range of advantages; such as marketing; networking and providing personalised and interactive services (Roblyer, Mc Daniel, Webb, Herman and Witty 2010:137). On the contrary, it is also reported to have contributed to an increase in the prevalence of crime, HIV and drug abuse. According to O'Toole (2011) social network teens are five times more likely to use tobacco; three times more likely to use alcohol; and twice as likely to use marijuana than teens who do not spend any of their day on social networking sites. Many among the millennials lack parental guidance as compared to decades ago (Rhodes 2004:16). Boyd (2007: 120) asserts that in recent times, social media has influenced the millennials ideology,

perception and concepts which are built upon the society and peer group they interact with on this media. Millennials adapt to trending issues, consciously and unconsciously by building their lifestyle on what they learn through the media (Roblyer *et al* 2010: 135). In line with this argument, authors, such as Ruth, Bolton and Solnet (2013:248); Wohn, Ellison, Laeeq, Fewin-Bliss and Gray, (2013:426-427) are of the opinion that a positive approach to social media has a role in shaping the future of the youth. In view of the fact that Facebook is a modern phenomenon, there is a tremendous lack of understanding of its potential. Therefore, the purpose of this study is to determine the extent to which social networking sites, more particularly, Facebook can be used as a medium to inform South African millennials on social issues.

### **1.3 Research Problems and Aim**

Empirical studies have shown that Social Networking Sites have numerous advantages (Pampek, Yermolayeva, Calvert, 2009: 288). However, many among the millennials often do not use it for productive purposes; rather, it has revealed that some often share negative ideas, ideology and perceptions on these websites which has an adverse connotation on some other users. Some of these negative ideologies and perceptions being promoted include cybercrimes and acts of terrorism which has become a privacy threat to the people worldwide (Neelamar and Chitra 2009: 126). More so, the South African millennials are faced with a variety of challenges. These are inclusive of unemployment, drug abuse, bullying, HIV, and poor education. The government being aware of these concerns have created initiatives such as Accelerated and Shared Growth Initiative for South Africa (ASGISA), Joint Initiative for Priority Skills Acquisition (JIPSA), (Beltman, Marée, De Boer, 2009) and National Youth Development Agency (NYDA), (National Youth Policy, 2015). However, vices exhibited among the millennials which include alcoholism, drug abuse, suicide, unplanned pregnancy, gangsterism, STD's and STI's, (Tomlison, Beauregard, Bremmer and Mangcu 2014: 185-186), are strong indicators that more proactive measures and approaches are required by the government and non-governmental organisations to address the challenges faced by South African millennials.

In line with the above, the study's aim and objectives are as follows:

## **1.4 Aim**

The Aim of this study is to determine the imperative role of Facebook as a marketing tool in bringing about social awareness among South African millennials in selected tertiary institutions in KwaZulu-Natal.

## **Objectives**

- To determine the current social challenges faced by millennials at selected tertiary institutions.
- To determine current tools of promoting social awareness at selected tertiary institutions in Durban.
- To determine how Facebook can be an effective marketing tool to bring about social awareness among millennials.
- To formulate guidelines of how tertiary institutions can use Facebook as a tool for marketing social awareness.

## **1.5 Significance of the Study**

Studies centred on Facebook and South African millennials are relatively limited as few studies have been conducted in this regard. More so, there has been no study conducted in South Africa advocating the use of Facebook as a tool to create awareness on social awareness amongst the millennials (Roblyer *et al* 2010:135).

In line with the above sentiments, the significance of the current study is based on the premise that the study explores several strategies and approaches through which Facebook can be used to create social awareness amongst millennials, while attempting to address some of the predominant challenges faced by this group.

## **1.6 Research Methodology**

The study followed a quantitative approach as questionnaires were administered to 400 undergraduates within KwaZulu-Natal. The target population comprised of students from the Durban University of Technology, Mangosuthu University of



Technology and University of KwaZulu-Natal. The questions posed in the questionnaire were structured in English and were carefully linked to the study's aim and objectives. This target population was considered by the researcher as the study intends to determine how Facebook can be used as a tool to inform South African millennials on social issues. The purposive non-probability sampling technique was utilised in this regards. Pertinent information was obtained through the application of the questionnaires; which was then collated and classified into themes. Thus, the information was analysed using a statistical program, wherein recommendations and conclusions were drawn. The third chapter of this dissertation provides a more detailed description of the methodology implemented in this study. The synopsis of the research methodology is provided in Table 1.1.

**Table 1.1: Synopsis of research methodology**

	<b>Order of sequence</b>	
<b>1</b>	Method	<b>Quantitative</b>
<b>2</b>	Instrument	<b>Questionnaire</b>
<b>3</b>	Population	<b>400 (DUT, UKZN and MUT students)</b>
<b>4</b>	Sampling	<b>Non-probability</b>
<b>5</b>	Data collection	<b>Self-Administration (researcher)</b>
<b>6</b>	Response rate	<b>100 percent</b>
<b>7</b>	Analysis	<b>SPSS (version 24.0)</b>

## **1.7 Scope and Limitation of the Study**

The study entails social networking sites with a prime focus on Facebook. The research only addresses issues faced by the South African millennials, which excludes

other age groups. The study population comprised only of registered students of the 2015/2016 academic session from the Durban University of Technology, Mangosuthu University of Technology as well as the University of KwaZulu-Natal. Hence, the findings of the current study cannot be generalised to other tertiary institutions of South Africa, or non-South African millennials.

## **1.8 Structure of Dissertation**

This dissertation comprises of five chapters. These chapters are segmented as follows:

### **Chapter One: Orientation and overview**

Chapter one demarcates the field of study and provides the significance, scope and limitation of the research topic. It further highlights the aim and objectives and serves to provide an overview of the entire research.

### **Chapter Two: Facebook as a marketing tool to inform South African millennials on social issues**

This chapter presents existing literature on Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues within Durban KwaZulu-Natal.

### **Chapter Three: Research Methodology**

This chapter focuses on the research approach, sampling technique, sample size, target population, data collection method, validity and reliability, data analysis, inclusive and exclusive criteria, confidentiality and anonymity, ethical consideration as well as the limitations of the study.

## **Chapter Four: Data analysis and Interpretation**

This chapter presents the statistical results of the questionnaires that were distributed among the students from the aforementioned institutions. The findings are thereafter discussed and analysed in relation to the study's objectives.

## **Chapter Five: Conclusions**

The conclusions to this study are drawn. Also, the recommendations are made in relation to the aim and objectives of this study.

### **1.9 Summary**

Chapter one provided a background to the study; research problem; aim and objectives. Wherein the primary aim was to determine the imperative role of Facebook as a marketing tool in bringing about social awareness among South African millennials in selected tertiary institutions in KwaZulu-Natal.

The chapter briefly explained the importance of the research; the research methodology; as well as the scope and limitations. This chapter also provided an insight into the topic: "Facebook as a marketing tool to inform South African millennials on social issues" while discussing the imperative role of Facebook as a marketing tool in bringing about social awareness among South African millennials in selected tertiary institutions in KwaZulu-Natal. It finally concluded with the structure of dissertation. The next chapter reviews the literature on the effectiveness of using social media as a marketing tool to inform South African millennials on Social issues.

## **Chapter Two**

### **Literature Review**

---

#### **2.1 Introduction**

This chapter includes literature discussions on a variety of aspects within the context of this study. The study applies two theories that will be used to underpin the research. Subsequent to the theoretical framework discussions, the focus shifts to a set of subsections relating to millennials, and more specifically South African millennials, social issues faced by South African millennials, Facebook and its effectiveness as a social marketing tool as well as viral marketing. The chapter ends with a summary as well as an insight of the next chapter of this research study.

#### **2.2 Theoretical Framework**

Two theories form the theoretical framework upon which this study is premised. These theories are not only directed towards justifying social marketing which is the focus of this study, but they also relate to the issue of social problems. A brief explanation of social marketing is given, followed by the theories.

##### **2.2.1 Social Marketing**

Social marketing in its essence is people oriented, because it is aimed at addressing social challenges (Social Marketing Theory, 2010). It has to do with social well-being through encouraging and discouraging different types of social behaviours. Kotler and Lee (2008: 27) define social marketing as “a process that applies marketing principles, tools and techniques to create, communicate and deliver value in order to influence target audience behaviours that benefit society.” To that effect, theories chosen in this study suit social marketing very well. Social marketing relates to the study in the sense that it tries to bring awareness of social problems being faced by millennials through the use of social media.

### **2.2.2 Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB)**

The theory of reasoned action was first proposed in 1967 by Fishbein as a means of explaining voluntary behaviour amongst individuals (Theory of Reasoned Action and Planned Behaviour, 2010). The central argument of the theory is that behaviour is as a result of the actor having an underlying intention (Theory of Reasoned Action, Theory of Planned Behaviour and the Integrated Behavioural Model, 2013). This theory fits this study very well because it brings an understanding of behaviour that can be useful in social marketing strategies that shape how millennials feel and act in South Africa.

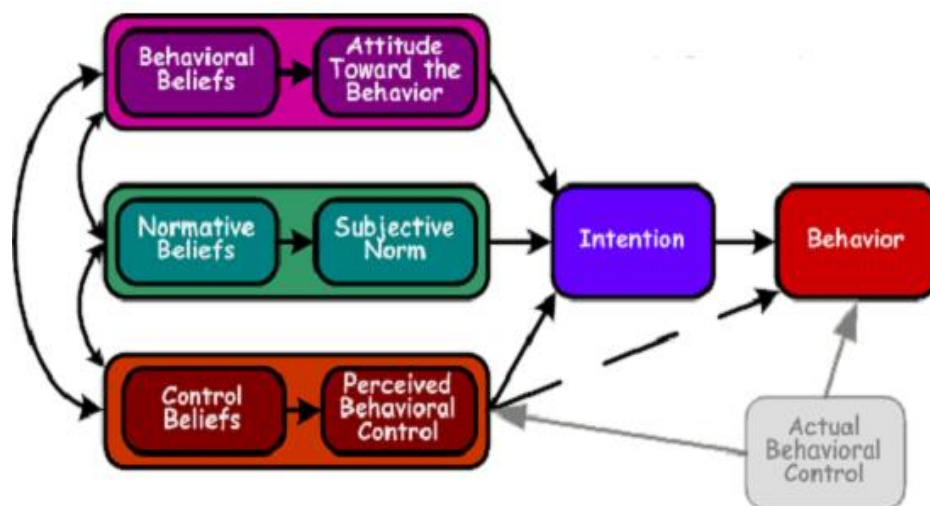
As part of the theory, Fishbein proposed that there are two main things that are the source of the intention to behave in a certain way. The first concerns one's attitude towards a certain kind of behaviour and this has to do with positive or negative feelings attributed to the behaviour (Bloom and Gundlach, 2000). In addressing the issues of HIV/AIDS, as well as substance abuse, social marketing strategies have to therefore target changing how millennials feel as well as what they believe concerning premarital sex, engaging in unprotected sex, binge drinking, smoking marijuana and other risky behaviours. If the attitude is changed, the behaviour will begin to change.

The second source of the intention to behave in a certain manner has to do with what is called subjective norms. This deals with the individual belief systems; thus, people tend to evaluate what they think and believe with what other influential people believe (Theory of Reasoned Action, Theory of Planned Behaviour and Integrated Behavioural Model 2013, (Montano and Kasprzyk, 2015) The fact that different people have different beliefs means that through evaluation, individuals seek appraisal of their behaviour. If others condone it, then the behaviour seizes. Facebook's social media marketing strategies should therefore include the condoning of risky socially damaging behaviour while promoting responsible living among millennials. There should be a tug at their belief systems that are not informed by traditional culture, but by modernisation and independence of action and thought.

In 1980, the theory of reasoned action was modified by Fishbein together with Ajzen, after the realisation that behaviour is sometimes beyond the control of the individual (Theory of Reasoned Action and Planned Behaviour, 2010). Due to this realisation,

one other source of the intention to act was proposed; hence the theory became known as the theory of planned behaviour. The source of intent that was added to the original theory is perceived control. It seeks to explain situations where an individual if faced with situations beyond his or her control the actions he might exhibit so as to try and gain some sort of control. (Theory of Reasoned Action, Theory of Planned behaviour and the Integrated Model, 2013). The theory of planned behaviour is one that brings about issues of power and dominance. Such issues as peer pressure begin to come to light and yet it is true to a large extent that sometimes irresponsible behaviour is carried out as a way of pleasing other people. In such instances, attitudes and subjective norms lose value and control takes precedence. This is then yet another angle that should be included in social marketing strategies on Facebook. The figure below provides a visual presentation of how attitudes, subjective norms and perceived control all drive the intention to act, resulting in behaviour.

**Figure 2.1. Sources of Intention**



Source: Theory of Reasoned Action and Planned Behaviour (2010)

### 2.2.3 Word-of-Mouth Theory

This theory is a culmination of various viral marketing views and theories. The choice to include this theory in the theoretical framework of this study was necessitated by the fact that it addresses the use and effectiveness of Facebook as a social as well as viral marketing strategy.

The word-of-mouth theory focuses on how information spreads amongst individuals, forming awareness, which then leads to interest thereafter making sound decisions (Abdul Waheed and Gaur, 2012). Due to the naturally interactive nature of human beings, word-of-mouth communication has effectiveness unique to that of traditional advertising. Palka, Pouscetti and Wiedenmann (2009) emphasize the power of word-of-mouth communication by stating that it has the ability to shape attitudes. That is if the information shared is received well and regarded as valuable.

The effectiveness of word-of-mouth depends on four factors which are tie strength, perception affinity, demographic similarities and source expertise. Tie strength is the closeness of the relationship between people sharing information. Perception affinity is concerned with whether millennials share any interests. Demographic similarities have to do with being of the same age, gender, race and the like. Source expertise has to do with the credibility of the source of information (Abdul Waheed and Gaur, 2012). In light of the above factors, information is mostly taken to heart when it is shared by someone whom one is familiar with. For that reason, not only is information regarded as trustworthy and actionable when it comes from a friend or a family member, but information technologies including Facebook facilitate that individuals receive personally meaningful messages from sources they deem credible (leggio,2008).

Complex networks of relationships exist on Facebook and are based on countless interests and beliefs. Word-of-mouth marketing on Facebook not only becomes viral, spreading from one complex relationship network to another, but is more likely to make an impact since relationships on Facebook meet most of the criteria for the effectiveness of word-of-mouth communication.

## **2.3 Millennials**

There has been a significant amount of literature written by authors the world over about millennials (Stein, 2013, Sweeny, 2006 and The Media Insight Project, 2016). The amount of attention that has been given to the topic, coupled with the different angles from which research has been conducted highlights the significance of this area

of research as a means of enriching discourse. For that reason, this subject area was chosen for this study. To begin with, clarification on the term millennials is provided.

### **2.3.1 Millennials defined**

Disparities in available literature can be noted in terms of how millennials are demographically defined. For that reason, different researchers use slightly different demographics. Stein (2013: 1) states that the millennial generation was born between 1980 and 2000, The Media Insight Project (2015) states that they were born between 1981 and 1997, while Sweeny (2006) states that they were born between 1979 and 1994. Despite these notable differences, it is clear that to date; millennials are somehow between the ages of 18-37. What this means is that, most millennials are now pursuing their careers, while others are still at university or other higher learning institutions.

Sweeny (2006:01) provides a comprehensive definition of the term millennials which states that, “they are a huge generation of impatient learners, digital natives, multitaskers and gamers who love the flat, networked world and expect nomadic connectivity.” The definition highlights how this generation significantly differ from older generations. What is important to note about millennials is that their lives revolve around information technology (Oblinger, 2003). Regardless of the popularity of the term millennials, other names are used to refer to this same generation. Some of them as highlighted by Sweeny (2006) are, Next Generation, Generation Y, C Generation, M Generations and lastly Echo Boomers. Some of the common, but significant behavioural characteristics of this generation are outlined in this review.

### **2.3.2 Common behavioural characteristics of millennials**

Social media, acculturation as well as globalisation have influenced millennials all over the world in such a way that despite different geographical locations and cultures, they are more or less similar to each other in terms of behaviour (Stein, 2013). For that reason, it is through significant behavioural characteristics that differences between millennials and older generations are recognisable. There are many characteristics



that seemingly highlight how millennials behave. However, four significant characteristics used to justify why the study is important are discussed below.

### ***Experiential learning***

Millennials have what can be regarded as a trial and error approach to learning (Oblinger, 2003). This view is supported by The Media Insight Project (2015), which state that most of the time, millennials discover new things incidentally. Major reasons why millennials learn mostly by doing are because they do not just conform to set standards and very much value to be in control of their lives.

### ***Multitasking***

Engaging in different activities at the same time is also another attribute of the millennial generation (Sweeny, 2006). This behavioural characteristic is exacerbated by the availability of gadgets that allow easy access to the internet and social media. The intensity of multitasking to such an extent that gadgets are viewed as a body part, meaning that they are always where the person is (Pew Research Center, 2010).

### ***Nomadic communication***

Another significant behavioural characteristic of millennials is the need to always be in touch with friends, regardless of time and space. This is what (Stein, 2013) calls communication mobility and it is facilitated by the never-ending use of social networks like Facebook. Nomadic communication has resulted in a substantial amount of dialogue impatience among millennials. What this means is that during dialogue, feedback should be instant; hence much value is placed on efficiency (Oblinger, 2003).

### ***Less reading***

Lastly, millennials hardly read newspapers or any other printed material (The Media Insight Project, 2015). Unlike previous generations, millennials are not news oriented, but rather entertainment oriented. The most effective way of getting any news to them would therefore be through social media, which Sweeny (2006) calls their favourite

environment. Having made a more general approach to the review of literature on millennials, the next section narrows the focus of this study strictly to South Africa.

### **2.3.3 South African millennials**

On a national scale, South Africa has a very large population of millennials. A survey conducted by Statistics South Africa (2014:10) reveal that the millennials constitute 26.5 % of the South African population. This translates into 14,311,930 of the entire 54,001,953 citizens of South Africa. Statistics South Africa provides a breakdown of the millennial age groups as follows:

- **20-24 age group:** 5 267 117
- **25-29 age group:** 4 954 531
- **30-34 age group:** 4 090 282

At a provincial level, the majority of South African youth (millennials) reside in KwaZulu-Natal (KZN), accounting for 22.2%; while the lowest percentage of youths reside in the Northern Cape, accounting for 2.2% (Human Sciences Research Council, 2012). The reason why the population of this study was confined to KZN is because the majority of South African millennials are based in this province.

Like all the other millennials throughout the world, South African millennials are natives of this information technology era. Statistics provided in the Visa Generation Y Report (2012) indicate that at that time, 89% of South African millennials could not live without computers, while 80% could not live without smart phones. This heavy reliance on technology has brought forth a different approach to learning by university students who now prefer online learning as compared to expert knowledge and going to the library. Millennials preference to the online platform of studying makes them more responsive to awareness campaigns through social media (Johnston, 2013).

The end of apartheid brought forth massive changes in South African universities, which included massification and managerialism (Johnston, 2013). These changes facilitated heavy reliance on information technology, to such an extent that even students from marginalised areas where there is no access to internet need to quickly

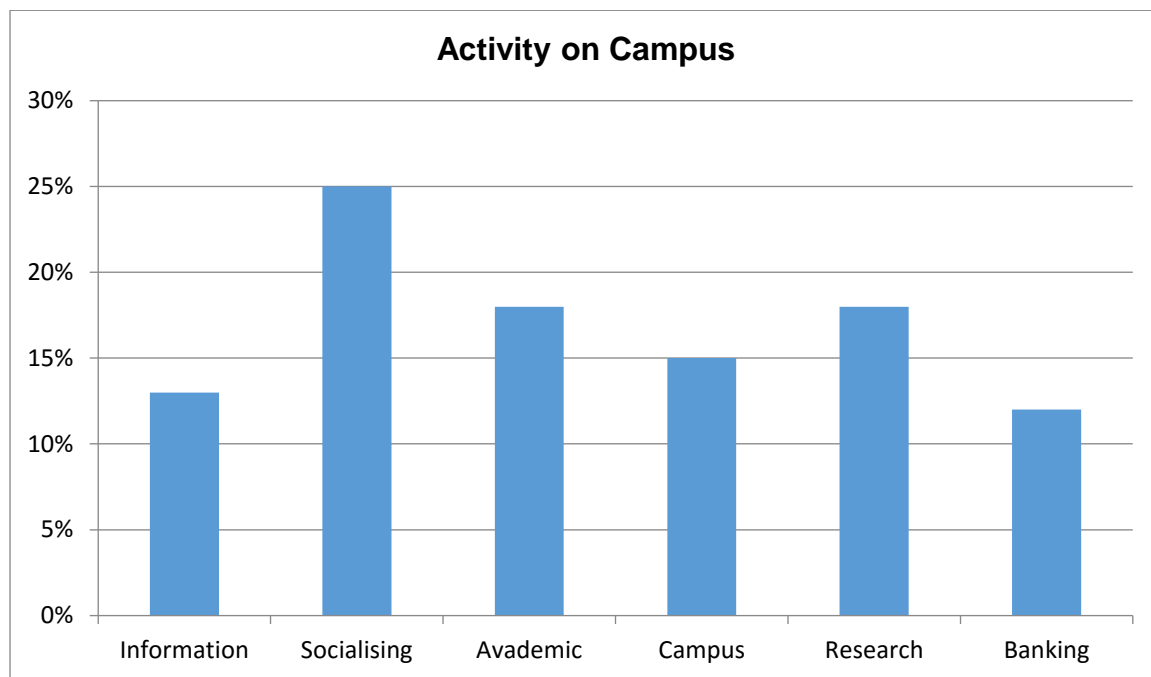
grasp this new form of learning after enrolling into a university. On top of this, easy access to the internet at university through free Wi-Fi, provides South African millennials with unlimited access to social networks especially Facebook; hence statistics in the Visa Generation Y Report (2012) also indicated that there was very high weekly usage (94%) of Facebook by South African millennials.

Johnston (2013: 267) states that, 572 students from seven South African universities were asked about the intensity of their Facebook usage. The particular intensity scale used in that study obtained a Cronbach's Alpha of ( $\alpha = 0.84$ ), meaning that it was very reliable for use. Additionally, reported means and standard deviations from that study showed that at that particular time the majority of university students in South Africa used Facebook for about 10 to 30 minutes per day, a figure which has most probably increased due to the growing use of the social network over time.

In a study conducted by Johnston (2013:268), 298 South African students were asked to give details on what they used their cell phones for while on campus. The results obtained in that particular study together with explanations on each of the categories are provided below:

- Information: News and sports
- Socialising: Facebook, instant messaging and the like
- Academic: School work
- Campus: Available resources
- Recreation: Playing games, watching videos and listening to music

**Figure 2.2: Results of students' activities on campus**



Source: (Johnston 2013: 268)

### **2.3.4 Social issues faced by South African millennials**

Regardless of the fact that South African millennials at university live more or less in the same way as those all around the world, their lives are also constrained by socio-economic issues that they face on a daily basis. Among the major challenges include unemployment (Nordt, Warnke, Seifritz and Kawohl; 2015), crime, HIV prevalence, drugs (Tomlison, Beauregard, Bremmer and Mangcu, 2014: 185-186) and poor education (Dinkelman, 2011: 3078). A study conducted by Cenat, Hebert, Blais and Lovoie (2014:7) also highlight the challenges faced by the millennials at tertiary institutions; namely, low self-esteem, lack of skills, excessive intoxicants and poor parental guidance (Baquedano-Lopez, Alexander and Hernandez 2013: 149). These challenges are sometimes the result of reckless university/college behavior, while some arise from greater challenges facing the country. This is why in this study a viable means of raising awareness among millennials is sought out. Some of the very common challenges faced by university millennials in South Africa are discussed in detail below.

## ***High prevalence of HIV/AIDS***

The Human Immunodeficiency Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS) constitute one of the issues countries all around the world are trying to combat. On a national level, South Africa is one of the countries in the world with a high prevalence of HIV/AIDS. The crisis in South Africa is very much ongoing (Stellenbosch University: HIV/AIDS Policy for Students and Staff, 2011). The prevalence rate is to such an extent that it has been noted that unless there is victory in South Africa, the global fight is a losing battle (Navaro, Bekker, Blecher, Darkoh, Hecht, McIntyre, Nattrass, Ramjee, Rees, Venter, Whiteside, Wolvaardt and Wood, 2012). A significant amount of evidence of the HIV/AIDS crisis in South Africa is provided in the available literature. Statistics show that, during the decade from the beginning of the new millennium, the percentage of HIV/AIDS related deaths in South Africa was 47% (Gobind and Ukpere 2014: 346). On top of that, Navaro *et al.* (2012: 1) state that approximately 20% of all people living with HIV/AIDS all over the world are from South Africa. Between 350 000 and 500 000 new infections are recorded in the country every year and about five million individuals are expected to get infected up to the year 2030 if prevalence continues at the current rate.

A closer focus on millennials still at university reveals that they have not been spared from the devastating impacts of the South African HIV/AIDS crisis. Gobind and Ukpere (2014) express real concern about the number of cases within universities. It is quite evident that a notable spike has been recorded within the country with regard to new infections among youths and university students in their late teens to early twenties. More specifically statistics show that there are at least 2% and 1.5% new infections among young adult women and men, respectively (Navaro *et al.* 2012). There has been general agreement among researchers that due to a lack of supervision, convergence of hundreds of young people all in their sexual prime and readily available drugs are the most important reasons why there is a rampant spread of HIV on university campuses (Gobind and Ukpere, 2014).

It is imperative to find effective ways of raising awareness on the devastating effects of HIV/AIDS among university millennials. Some of the reasons why this is important is that, HIV/AIDS has social, economic, cultural and psychological effects on

individuals, communities and the country at large, making it multi-dimensional in nature (Stellenbosch University: HIV/AIDS Policy for Students and Staff, 2011).

This view is supported by Gobind and Ukpere (2014) who state that HIV/AIDS is on the greater part, a development crisis. What this means is that, because there are so many people dying, including millennials who carry the future of South Africa, over time the country will begin to face severe lack of human capital, crippling development in all developmental sectors. It is also important to raise awareness among millennials because they are a high-risk population and reducing infections among them can go a long way in fighting the national crisis (Stellenbosch University: HIV/AIDS Policy for Students and Staff, 2011).

### ***Substance Abuse***

South Africa as a whole has experienced a rapid increase in drug related issues such as drug abuse and trafficking since the attainment of independence (Parry and Pathey, 2013). The Limpopo Provincial Government (2013) conducted research on some of the commonly abused substances in South Africa. Regardless of the increasing availability of narcotic and amphetamine drugs, alcohol was acknowledged as the most abused substance generally, followed by tobacco and marijuana (Limpopo Provincial Government, 2013). To that regard, it is important to note that in South Africa alone, at least 5 billion litres of alcohol are consumed annually (Kyei and Ramagoma 2013). Other studies in the same subject area also reveal how other illegal drugs are also being used in the country. This includes among them cocaine and heroin, that have drastic effects on the individual's health, causing rapid physical deterioration, together with irreversible damage to the nervous system (Parry and Pathey 2008; Limpopo Provincial Government 2013).

As is the case with HIV/AIDS, substance abuse among millennials is rapidly increasing. Pengpid, Peltzer, van der Heever and Skaal (2013) show great concern with the pattern of abuse among university students; hence they go even further to justify their concern by stating that the use of other drugs like tobacco and marijuana by students makes the issue worse than ever. Substance abuse on university campuses can be regarded as having grown out of control. Kyei and Ramagoma, (2013) support this view stating that university authorities are failing to control this

behaviour. A look at literature reveals a clear gap in terms of studies conducted on university campuses so as to provide substantial data. However, one particular follow up study on alcohol abuse conducted in 2010 at a university in South Africa reveal that at that time, 57.9% of male students and 57.8% of female students were destructive drinkers (Pengpid, *et al.* 2013). Considering the continual rise of the problem, those figures are likely to have slightly increased.

There are many reasons why university millennials use alcohol and other drugs ranging from experimentation, to alleviate depression as well as following role models (Kyei and Ramagoma, 2013). It is very clear though that awareness needs to be raised in order to curb resulting problems of social and sexual orientation, coupled with skipping classes and poor performance (Kyei and Ramagoma, 2013). The developmental future of South Africa can be improved if crippling millennial social behaviour is effectively addressed.

### ***Graduate Unemployment***

Unemployment is a major talking point in South Africa with thousands of able bodied and in some extreme cases well educated people failing to find formal employment. As at the first quarter of 2015, the unemployment rate rose sharply to 26.4 percent (Nordt, Warnke, Seifritz and Kawohl, 2015). This figure is expected to continue to rise unless underlying economic challenges like rising inflation and low industrial production are addressed. South Africa has nearly 36 million employable people, but only 15.5 million are currently employed. Five-and-a-half million people are out of work; while the rest are not economically active (Nordt, Warnke, Seifritz and Kawohl, 2015).

Majority of the unemployed citizens in South Africa comprise of millennials who carry enormous economic potential, but due to them being currently unemployed this potential is not being exploited (Nordt, Warnke, Seifritz and Kawohl, 2015). A very informative report by Lowman (2015: 21) reveals that unemployment amongst youth who are younger than 25 years of age was at an incredible 63.1%. This figure shows that there is very low absorption of university graduates into the labour market at the present moment. Ramutloa (2014) expresses that the major contributors of

unemployment in South Africa is the lack of job creation in all sectors of the country and lack of sustained economic growth.

It should be noted that rampant unemployment leads to other resulting social issues such as an increased crime rate as well as widespread poverty which are also on the rise in South Africa (The Media Insight Project, 2016). Raising awareness on the unemployment situation together with the possibility of failing to find a formal job after graduating should be done in such a way that options such as entrepreneurship are emphasized. To that effect alternative and yet legitimate ways of making a living should be the essential message being communicated to millennials studying at university.

The following section of this review looks at Facebook and how it can be used as an effective way of raising awareness on social issues, among university millennials in South Africa.

## **2.4 Facebook**

Social Networking sites such as Facebook is one of the most recent example of communication tools that have been widely adopted by students which has the potential to become an important resource to support their education (Roblyer *et al* 2010: 134). More so, the use of social media has been predominantly reported among young adults (Lenhart *et al* 2010: 202), accounting for about 93% of all users. In this section, a very brief history of Facebook is given, followed by a review of millennials' use of Facebook. Furthermore, how Facebook can generally be used as a marketing tool is looked at and finally, how it can be an effective tool for raising awareness.

### **2.4.1 History of Facebook**

Facebook is a popular Social Network Site (SNS). Social Network Sites are web-designed and allow greater and easier connection among individuals (Grimmelmann, 2008). It is known that, social networks started with Six.Degrees.com in 1997 followed by other social networks sites such as Livejournal, Friendster, LinkedIn, MySpace, Last.fm, Flickr, YouTube, and finally Facebook was launched, attracting great



numbers of registered users in a short space of time (Boyd & Ellison, 2007). In essence, Facebook along with other SNSs facilitate communication between users.

Since the rise of SNS's in the 90's they have drawn on billions of users around the world; users who have accepted them as part of their everyday living (Boyd and Ellison, 2010). It is important to note that Facebook was developed by a Harvard student and later launched in 2004 (Grimmelmann, 2008). The very fact that it was designed by a student reveals its appeal to young minds. According to Cassidy (2006), Facebook provides a personalized profile to the user while allowing for communication, information sharing, creating a friends list, photo albums, forming or applying to social interest groups, and different kinds of online games. In short, as members of Facebook, people can share their photos, send messages, chat, tag themselves or others on photos, write on friends' walls, join groups, create new groups, share ideas in group discussions, add different kinds of applications, and play games on Facebook.

Facebook has been accessed by millions of users in a short time while becoming a part of users' daily lives. It is quite clear that ever since its burst onto the scene, Facebook has rapidly grown to become the most used social network, thus Cryon (2012) states that the word addiction can never be regarded as too strong a term to use considering the way in which people are so drawn to the site. Many users, most of whom are millennials spend countless minutes and even hours on the site every day.

#### **2.4.2 Millennials use of Facebook**

Millennials use Facebook more than any other generation. A white paper called millennials plus Money: The Unfiltered Journey (2016), state the fact that all the data gathered was solely from Facebook reveals how the two are inseparable. Being digital natives, millennials use Facebook more than any other SNS. This view is supported by a study conducted in well over 90 countries around the world; hence findings indicate that without a doubt, Facebook is the number one site when it comes to use (GWI Audience Report, 2014). This very high usage of the site by millennials is

because it allows uninhibited self-expression, which comes naturally among millennials.

Pintos and Mansfield (2012: 2) report that approximately 90% of all millennials are on Facebook, but this figure stands at 96% for those studying at university. The popularity of the use of the site among university millennials makes it fertile ground for getting messages across to this generation. It has become an integral part of college students' culture (Brew, Cervantes and Shepard, 2013).

### **2.4.3 Facebook as a marketing tool**

Advertising requires that a message be communicated to a target audience. Lately, a number of organisations have been shifting away from solely using traditional media advertising, such as newspapers and television, to social media marketing (Al-Muani, Saydam and Calicioglu 2014). This is because the greater majority of people now spend most of their time on Facebook and other social networks. A study conducted by Ramsaran and Fowder (2013) aimed to explore the effectiveness of Facebook as a marketing tool reveal that many top of the range organisations now have a separate marketing department, which now focuses on social media marketing and the other, traditional marketing methods. This goes to show the viability of Facebook as a strong avenue for reaching millennials at universities if proper marketing strategies are put in place.

There are two extremely important marketing advantages that Facebook offers. Firstly, it allows what is called hypertargeting or micro-targeting, meaning that recipients of the message can be targeted based on three main aspects which are location, demographics and interests (Urbanek, 2012). Based on this particular study, the location would be KwaZulu-Natal while demographic criteria would include young adults between the ages of 18-35, both male and female who are enrolled at university. To that regard, Ramsaran and Fowder (2013) emphasise that Facebook allows for advertising that is quite direct as well as personalised. Secondly, Facebook satisfies advertisers' need to reach as many people as possible as often as possible and at very low costs (Ramsaran and Fowder, 2013). This gives enough motivation to include Facebook as one of the primary ways in which organisations communicate with

millennials. Each and every time that an individual visit Facebook the message goes across and begins to spread throughout different smaller networks on the site.

### ***Raising awareness through Facebook***

The use of social media as a mobilisation tool has proven highly imperative in various parts of the globe. Social media has been used in parts of Asia, Africa, Europe and South America to mobilise individuals and to communicate specific messages on plans to both governments and ordinary people. Two case studies are discussed, which are based on Haiti and Kosovo. These case studies were chosen for the simple reason that they give valuable as well as practical evidence of instances where Facebook was used as a social marketing strategy to raise awareness, resulting in tremendous results.

#### **i) Haiti Earthquake 2010**

It was a really sad day in the Port-au Prince region of a not very well known country called Haiti, on January 12, 2010, when one of the biggest earthquakes ever recorded (7.0. magnitude) completely devastated the region. Sheedy (2011) states that on a broader spectrum, the earthquake affected more than three million people, one third of the entire Haiti population. Specific data is provided by DesRoches, Comerio, Eberhard, Mooney and Rix (2010) who state that after the earthquake, a figure of approximately 316 000 was recorded for both dead and missing people, about 300 000 were left injured, while 80% to 90% of buildings had been destroyed.

The situation after the earthquake was made worse by the fact that Haiti was already one of the poorest countries in the world. (DesRoches *et al.* 2010) highlight some of the long term socio-economic conditions in Haiti which included that, less than 10% of the entire population had access to tap water, less than half of the population had access to electricity, there was extreme poverty with more than half the population living on less than \$1 per day and finally the country had a very high infant mortality rate. In the aftermath of the earthquake the government of Haiti was in no capacity to help its citizens and help had to come from outside the country. Margesson and Taft-Morales (2010) note that at that time, president Rene Preval of Haiti made an international cry for much needed help. The country was without a doubt facing a

humongous humanitarian crisis that included problems such as the lack of medical resources, hunger and starvation, as well as homelessness.

The cry was indeed heard far and wide; hence one of the ways in which awareness was raised throughout the world over with what was happening in Haiti was through Facebook. According to the Pew Research Center (2010) soon after the earthquake, social media played a critical role in the dissemination of information as well as in fundraising efforts. On Facebook, numerous Haiti related groups materialised quickly and efficiently, with the biggest one being a group that had well over 170 000 members and called Earthquake Haiti (Pew Research Center 2010). The response to social media awareness was so tremendous that donations were being made by individuals and groups all around the world. Sheedy (2011) states that it took approximately 48 hours to raise a sum of \$3 million as people responded efficiently to the cry for immediate help and this far outweighed how people had responded to Hurricane Katrina. Facebook is therefore an effective way of raising social awareness, considering the widespread use of SNSs as well as its top ranking as the most used social network.

## ii) Kosovo Case Study

According to the National Demographic Institute (2013) activists in Kosovo, many of whom are young, take advantage of the availability of social networks like Facebook and use them as tools of promoting political and social causes on a national level. In light of this, in the year 2013, 25 individuals were brought together by USAID in Kosovo, so they could learn different ways of using social media as an advocacy tool (USAID 2013). This resulted in four different campaigns that were all carried out through Facebook. Information on the campaigns is tabulated below and shows the power that lies with the use of Facebook as a social marketing tool.

**Table 2.1: The Four Campaigns in the Kosovo Case Study**

<b>Campaign</b>	<b>Social Issue</b>	<b>Results</b>
Save the cave	To save a cave called Gadine which was in danger of permanent damage	The cave was closed to tourists for some time

Campaign	Social Issue	Results
	due to water seepage and water damage	while repairs were being gone.
Half the population: Right Representation	Kosovo has a gender equality based legislation which stated that there should be at least 40% women employed in the public service yet there was less than 30% in six municipalities. On top of that, in 11 municipalities women had no leadership positions.	For the first time in the election that followed a woman municipal mayor was elected after female members of parliament used the campaign to encourage citizens to vote women into government.
Facedog Campaign	To stop the widespread killing of stray dogs through promoting adoption and the setting up of shelters.	A Holland based international organisation is now partnering with the group to promote adoptions.
Don't Smoke Campaign	To raise awareness about new legislation which had been enacted prohibiting public smoking.	

Source: National Demographic Institute (2013) and USAID (2013).

### ***Other marketing tools that were being used by universities***

The fact that Facebook is proposed in this study as a marketing tool to raise awareness does not mean a total disregard of previously used methods. A rather holistic stance is taken that allows the introduction of Facebook along the continual use of methods that have long since been affected in universities thus increasing the probability of the message having an impact.

Universities have for a long time used many other awareness methods. To a greater extent, awareness strategies in universities have mainly been focused on preventing the spread of HIV/AIDS. In 1996, a national HIV/AIDS policy was introduced by the South African Ministry of Education; hence one of its requirements of universities is

that they need to have HIV/AIDS centres (Sandy and Mavhandu-Mudzusi, 2014). These centres have the responsibility of not only raising awareness, but providing services like counselling, testing and support to students. It has been noted that besides having HIV/AIDS centres, universities usually limit other awareness programmes to the orientation period at the beginning of the year (Reddy and Frantz, 2012). It is during this time that campus wide peer education, pamphlet distribution, condom distribution and many other help strategies take place.

A clear gap exists in literature in terms of awareness strategies used by universities, targeting substance abuse, unemployment and many other social challenges that affect millennials and communities at large. Universities basically have policies that prohibit alcohol and drugs on campus, but interventions aimed at long term awareness are really limited if there are any.

## **2.5 Viral Marketing**

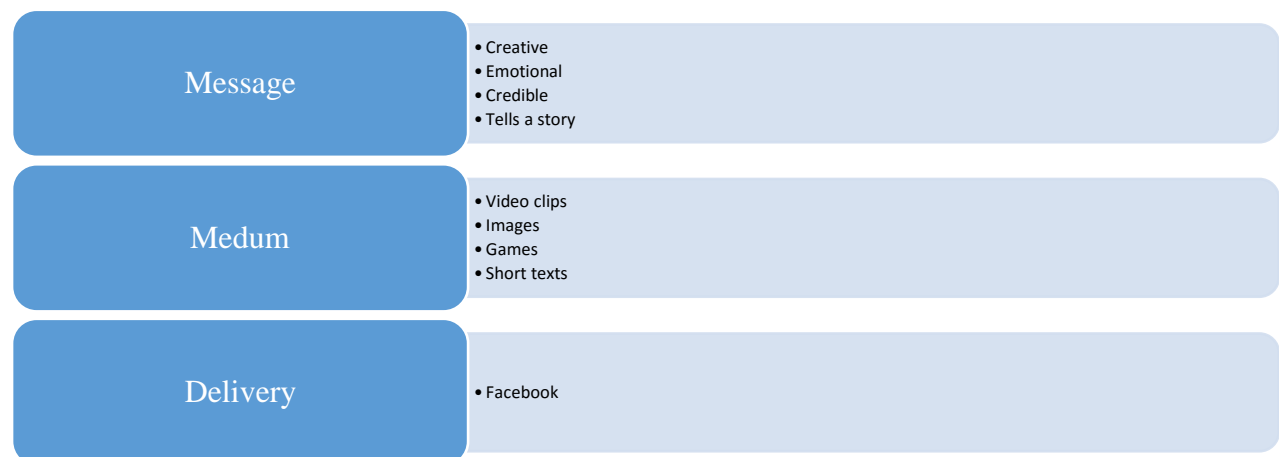
There are many different marketing strategies that can be used to suit different situations and contexts. Keeping in mind that this study explores the use of Facebook as a social marketing tool, viral marketing was chosen as the strategy that best suits the situation and is discussed in detail in this section.

### **2.5.1 Viral marketing defined**

Literature shows general agreement among marketing researchers concerning the meaning of viral marketing. In the white paper, *Viral Marketing: Understanding the Concepts and Benefits of Viral Marketing* (2008:3), it is defined as “a marketing technique that seeks to exploit pre-existing social networks, to produce exponential increases in awareness, through viral processes similar to the spread of an epidemic.” A very similar definition is provided by IMT Strategies (2001:8) and it states that “viral marketing describes any strategy that encourages individuals to pass on a marketing message to others, creating a potential for exponential growth in the message’s exposure as well as influence.” Again, Leskovec, Adamic and Huberman (2006) define viral marketing as encouraging uncontrolled sharing of an advertising message through the exploitation of social networks.

It is clear from the definitions above that an integral part of a viral marketing strategy is the message, which people should accept and spread. For that reason, viral marketing is also called Word-of-Mouth or Word-of-Mouse (Viral Marketing: Understanding the Concepts and Benefits of Viral Marketing, 2008). Unless the message spreads in the same manner that a disease like Ebola or a virus like HIV does, then it lacks effectiveness. Apart from the message, Urbanek (2012) states that medium and delivery are also important parts of a viral marketing strategy. The figure below clearly depicts the components of the message, medium and delivery which are the parts of viral marketing.

**Figure 2.3: The three parts of viral marketing**



Source: Urbanek (2012)

### 2.5.2 Campaign Seeding

The success of a viral marketing strategy largely depends on what is called campaign seeding. It can best be understood as strategically planting an advertisement within a very small, well-chosen group whose individuals will then spread it to others (Viral Marketing: Understanding the Concepts and Benefits of Viral Marketing). The Harry Potter Case study is utilised in this review to demonstrate how successful campaign seeding can make a huge difference to a viral marketing strategy.

### ***Harry Potter Case Study: 7 = 350 000 000***

Harry Potter became a worldwide phenomenon in a very short space of time. The Harry Potter books by J.K Rowling have sold more than 350 million copies in well over 200 countries, having been translated into 65 languages (Scott 2008:6). The books were later made into a number of films that grossed over \$3.5 billion from Box Office (Scott, 2008).

“Ask 100 people how they first heard about Harry Potter and the vast majority will tell you that they heard about it from another person, such as a friend or family member” is what Genelius (2010) states about how viral marketing led to the widespread popularity of this global phenomenon. Cindy Gordon who was head of the initiative to promote Harry Potter developed a very strategic viral marketing strategy that encompassed telling just seven individuals from well selected fan sites (Scott 2008). That became the onset of an online promotional strategy that required minimum in-house work. Sprung (2011) states that, success was as a result of fans taking over the promotion of Harry Potter when they started putting together viral campaigns as a means of expressing excitement concerning upcoming books and movies; hence Facebook alone has countless Harry Potter pages. It is quite evident therefore that there is a tremendous amount of power in using social networks like Facebook to enhance word-of-mouth marketing. It clearly worked when telling only seven well selected individuals led to over 350 million people receiving the news.

### **2.5.3 The Advantages of Viral Marketing**

There are quite a number of advantages that come with using viral marketing strategies. To begin with, viral marketing relies solely on the use of the internet and therefore allows marketers to effectively reach their audience (Viral Marketing: Understanding the Concepts and Benefits of Viral Marketing 2008). The widespread move away from media as newspapers and television means that marketers not only avoid the clutter surrounding traditional marketing, but they also reach a wider network of people. This leads to yet another advantage of viral marketing which is that it facilitates free publicity and public awareness (Ruffalo, 2010). Due to its word-of-mouth as well as word-of-mouse nature, recipients of the message do most of the work. The marketers only need to have done their campaign seeding effectively. On



top of that, viral marketing facilitates rapidly grew in a remarkably short space of time (Ruffalo, 2010). This is because social network users are ever present and once the message starts spreading it becomes viral, leading to excessive growth of the promotional campaign. Finally, viral marketing is not interruptive towards the recipients of advertisements and is premised on peer-to-peer endorsements.

Clearly, using Facebook as a social marketing tool all the while being part of a viral marketing strategy targeting university millennials in Durban can yield tremendous results if properly implemented.

#### **2.5.4. Influence of Facebook On A Global Perspective**

The use of social media as a mobilisation tool has proven highly imperative in various parts of the globe in 2015. Social media has been used in parts of Asia, Africa and South America to mobilise protesters or communicate specific messages on planning protests. This study however emphasises the imperativeness of social media as an informational tool through two major protests which took place in Brazil and Lebanon in 2015.

##### ***The Brazilian corruption rally of March 2015***

Wyre Davies, a British Broadcasting Corporation (BBC) news reporter reported on a series of protests which took place across Brazil in April 2015. The highlight of the series of protest was instigated by the alleged corruption of the Brazilian government. More so, the protests were staged to denounce the government of President Dilma Rousseff. Wyre Davies (2015) further mentions that the protest were incited by revelations that various politicians, mostly from Brazil's Workers' Party, were being investigated for accepting bribes from the state-owned energy company Petrobras between 2003 to 2010, during which time President Dilma Rousseff was on the company's board of directors. The initial protests occurred on March 15, 2015 with protestors generally estimated to number around a million, while police stated 2,400,000 and organisers 3,000,000, took to the streets to protest the scandal, as well as the country's poor economic situation. In response, the government introduced anti-corruption legislation. A second day of major protesting occurred on April 12, with estimates of 696,000 protestors by police and 1,500,000 by organisers. On August

16, protests were staged in all of Brazil's 26 states, in 200 cities. This protest was mainly organised by a group of activists on social networking websites. Within a couple of days, the meeting place where the protesters were to converge on, time and motive for the demonstration were communicated via social media (Wyre Davies, 2015). Worth mentioning at this juncture is the fact that within a short period of time, social media was used to mobilise (inform) millions of people in Brazil, and similar occurrence has taken place across some North African countries as well as the middle east.

### ***The Lebanese trash crises demonstration of July 2015***

A mass protest was organised by a few Facebook subscribers in Lebanon in July 2015. These few individuals were able to mobilise thousands of Lebanese residents; and also, gave details of time and venue where the protest was to take place (Nour Samaha, 2015). A media report by Nour Samaha, an Aljazeera news correspondent reveals that the stench of uncollected garbage had permeated the streets of Beirut in the Lebanese capital. This unbearable stench had compelled some Lebanese residents to burn the trash which had further heightened the challenge. Samaha (2015) further report that "hundreds of protesters showed up in the sweltering summer heat on in downtown Beirut to demonstrate against the sea of garbage taking over the capital's streets, as Lebanon's politicians have failed to find a solution". This massive protest compelled Mr Mouhamad Machnouq (the Lebanese Environment Minister) to act on and address the demands of the Lebanese populace. Hence, it can be emphasised that through such protests, social media can serve as an imperative tool for informing the youth as well as a large populace.

### ***Ban of Facebook in China***

Yu, Asur and Huberman (2011:1) affirm the overwhelming expansion of online social networking platforms across the globe. Yu *et al.* (2011:2) further assert that the growth of the Internet in China is synonymous with that of the globe as China has recorded a staggering number of 253 million subscribers in 2008, while it outnumbered that of the United States of America when it reached an estimated number of 420 million subscribers in 2010.

As reported by Kunan (2015: 903), Facebook has an estimated 1.23 billion monthly subscribers across the globe. The number of Facebook subscribers would have been

higher than this estimated figure, however the ban of Facebook in countries such as China and Iran has constrained this growth (Shim, Dekleva, French and Guo, 2013:1). The Chinese government “controls Internet content and restricts, deletes, or bans content it deems is not in the interest of the state” (Zucchi, 2015:1). Hence, this signifies that there is a limitation to freedom of speech in China as the government controls the content of social networking platforms. As stipulated in the Chinese Laws and Regulations, the Chinese government has enacted such laws and regulations as a means to protecting national interests (Zucchi, 2015:2). These stringent measures have brought about the ban of social networking sites such as Facebook, Twitter and YouTube in China (Shim *et al*, 2013:3).

This decision to ban Facebook in China was largely attributed to the protest which broke out in a western Chinese province- Xinjiang. This protest was instigated and organised through Facebook. This trend led to the restricted access to highly populated cities in China such as Beijing, as the Chinese government presumed that social media networks such as Facebook could be used to perpetuate a similar protest in Beijing (Zucchi, 2015:2). The Chinese governments understanding the “influence” of social networking sites such as Facebook as a strong tool to inform and mobilise great amounts of populace decided to take this firm decision as a means to curtail further unrest in the highly populated country. In line with this argument, it can be deduced that social networking platforms such as Facebook have inverse and adverse impacts. Such adverse impacts are inclusive of staging unrest which could threaten the peace and stability of highly populated countries such as China.

## **2.6 Summary**

The South African millennial generation constitutes a significant percentage of the entire nation; representing one-third of the country’s population. This group is faced with a variety of social challenges, ranging from HIV/AIDS to drug abuse. In a bid to address these challenges, the South African government together with tertiary institutions have used different platforms to communicate with millennials. Some of these communicative approaches have often been criticised, thus considering the percentage of millennials on social networking sites such as Facebook, the study

proposes this platform as a progressive communicative tool. This is because of the widespread influence of Facebook on youth across the globe.

Viral marketing, which is a strategy that not only suits social media, but also raising awareness was explored and the Harry Potter case study was used to show how effective it can be. In fact, several examples that justify the effectiveness of Facebook as a marketing tool were given in the review. However, as a basis for the study, two theories were discussed at the onset of this chapter as part of the theoretical framework guiding the study. These were the theory of reasoned action and the theory of planned behaviour, as well as the word-of-mouth theory. These theories were included to explain specific variables important in the study. The next chapter discusses the methodology used in the study.

## **Chapter Three**

### **Research Methodology**

---

#### **3.1 Introduction**

This chapter outlines the research methodology of this study; this study only focuses on one research approach which is the quantitative research approach and method. The geographical area where the study will be conducted, the study design, target population and sample are described. The instrument used to collect the data, including methods implemented to maintain validity and reliability of the instrument, are described as well as the inclusive and exclusive criteria.

#### **3.2 Aim and Objectives of the study**

##### **Research aim**

The Aim of this study is to determine the imperative role of Facebook as a marketing tool in bringing about social awareness among South African millennials in selected tertiary institutions in KwaZulu-Natal.

##### **Objectives**

- To determine the current social challenges faced by millennials at selected tertiary institutions.
- To determine the current tools used in promoting social awareness at selected tertiary institutions in Durban.
- To determine how Facebook can be an effective marketing tool to bring about social awareness among millennials.
- To formulate guidelines of how tertiary institutions can use Facebook as a tool for marketing social awareness.

### **3.3 Research design**

Research design is aptly defined by Kumar (2011: 94) as the overall plan of aligning the research questions or objectives to the relevant empirical study. Kumar further stipulates that the research design ascertains what type of data is required; what technique will be used to obtain the data; and how this will be used to provide answers to the research questions. This study used a quantitative research approach as questionnaires were used to collect pertinent information. This study involves a large group of participants, and for this reason, a questionnaire was used. This justification is based on Rea and Parker's (2012: 03) assertion when they mention that questionnaires are effective research tools for collecting information from a large population.

### **3.4 Target population**

A target population is the entire group a researcher is interested in from which conclusions will be drawn (Welman, Kruger and Mitchell 2005:52). According to Wilson (2010:190), defining the right target population is very important and depends on the research questions and the context of the study. The target population of this study were students from tertiary institutions in Kwa-Zulu Natal. This target population was chosen by the researcher as the study intends to determine how Facebook can be used as a tool to inform South African millennials on social issues. As the focus is on millennials (those individuals whose age range from 18 to 34 (Lenhart *et al* 2010: 202), the selection of tertiary institutions are ideal as this age bracket corresponds mostly with student age groups at higher learning institutions. The study population comprised of registered students from the Durban University of Technology, University of KwaZulu-Natal and Mangosuthu University of Technology. This populace was conceived as representative of KwaZulu-Natal as the students from the identified institutions comprised of rural populace, White, Black, Indian, Coloured as well as foreign nationals (Durban University of Technology, 2016).

### 3.5 Sampling technique

As defined by Lekhanya (2006: 64), sampling techniques is an array of procedures which enables the investigator to reduce the extent of data needed by considering only data from a sub-group rather than the entirety of the population. Yamane (1967:3) outlines the two main types of sampling techniques which are probability and non-probability sampling.

Yamane (1967: 3) further defines a probability sampling technique as a sampling process that uses a statistical form of random selection. In probability sampling, each unit is drawn with known probability of been selected; while a non-probability technique is a sampling approach in which the elements or units of a population do not stand an equal chance of been selected. Table 3.1 outlines some types of probability and non-probability sampling techniques.

**Table 3.1: Sampling techniques**

<b>Probability sampling</b>	<b>Non-probability sampling</b>
Simple random sampling	Purposive sampling
Systematic sampling	Convenience sampling
Stratified sampling	Quota sampling
Cluster sampling	Snow ball sampling

Source: Adapted from University of Central Arkansas (2011: 15)

The current study follows a non-probability sampling technique, where the purposive sampling technique is used in the selection of participants. Purposive sampling is conducted with a specific intent by a researcher which is targeted at a predefined sample population. The purposive sampling technique is often used by researchers when a targeted sample population needs to be reached, and where sampling for proportionality is not the main objective (Florida Institute of Technology 2002: 10). A major criterion for participant selection was – students involved in the study had to be subscribers of Facebook.

Lemmer (2011: 13) asserts that in fields such as applied social sciences, it may not be practicable or possible to conduct a random sample on the entire population, hence

it then becomes rational or justifiable to use non-probability sampling techniques such as the purposive sampling technique. This applies to the current study, as it is not feasible to conduct a random sampling on the entire student populace of DUT which is estimated at 28 056 students as at 2016 (Department of Management Information, DUT, 2016). More so, the same impracticability applies to UKZN and MUT who have similar large student enrolment figures (South Africa 2013: 05). Polit and Hungler (1999: 281) advocate the use of the purposive sampling method when dealing with large populations as it is convenient and economical. Hence, in line with Polit and Hungler's (1999) assertion, the study used a purposive sampling technique as research revolves around large population of students; and it was impracticable to involve all the students of the aforementioned tertiary institutions.

### **3.6 Sample size**

Barlett, Kotrlik and Higgins (2001: 43) explain sample size as a basic statistical principle in which the researcher ascribes a specified quantity or number of participants that will be included in a study. Barlett, Kotrlik and Higgins (2001: 43) further mention that this is often determined by the researcher before the commencement of the study in order to avoid bias in interpreting results. The sample size in this study was 400 participants. Among the 400 participants who were given questionnaires, the researcher initially anticipated to retrieve more than 90% from this group; to attain credibility and reliability in quantitative research for which a minimum of a 60% response rate is required (Das, Kerhof and Kuiper, 2008:163). The response rate achieved was 100% as all 400 participants responded. These questionnaires were self-administered (by researcher) in cafés at selected tertiary institutions. The researcher identified the cafeteria as an ideal place for questionnaire administration as students are often relaxed and accessible there. The participants of the study comprised 150 students from the Durban University of Technology, 125 from the University of KwaZulu-Natal, and 125 students from the Mangosuthu University of Technology in KwaZulu-Natal. The respondents and their respective institutions are illustrated in Table 3.2.



**Table 3.2: Respondents of the study**

<b>S/N</b>	<b>Institution</b>	<b>No. of participants</b>
1	Durban University of Technology	150 students
2	University of KwaZulu-Natal	125 students
3	Mangosuthu University of Technology	125 students

O'Leary (2004:182-183) explains that, when conducting a quantitative study, large population sizes should be used in order to obtain opinion from different categories of people. The populace included in the sample size were predominantly students from the Managerial Sciences; Engineering and Built Environment; Accounting and Information Technology; Arts and Design and Applied Sciences. Furthermore, the intent of sample size is to obtain information amongst millennials from different races, age groups and gender.

### **3.7 Data Collection Method**

Data collection is defined as a method of collecting and measuring information on variables of interest by using an approach that allows an investigator to provide answers to specific research questions, test hypothesis and as well as evaluate outcomes (Onwuegbuzie, Johnson and Collins, 2009). According to Wild and Diggins (2009:85), there are two ways of collecting primary data for qualitative and quantitative research, which are interviews and questionnaires. Polkinghorne (2005:137) adds that potential data sources are interviews with participants, observations, documents, and artefacts. The data are usually transformed into written text for analytic use. Selection of interview participants requires purposive and iterative strategies. Sakara and Bougie (2009: 248) defines questionnaires as a pre-formulated written set of questions to which respondents record their responses. Furthermore, Steven, Wrenn, Sherwood and Ruddick (2006: 134) mention that the reliability and validity of a questionnaire is dependent on the way the questions were designed, structured and implemented. Polkinghorne (2005:137) explains that qualitative data (interviews) are gathered primarily in the form of spoken or written language rather than in the form of numbers, while quantitative data (questionnaires) gather data primarily in number form.

According to Simmons, Nelson, Simonsohn (2011), interviews and questionnaires are suitable research tools which can be used to obtain relevant and credible information for a study. Data used in this study was obtained through questionnaires. To acquire reliable information for this study, the researcher designed questionnaires in simple English words. In addition, questionnaires were distributed to students of each of the respective institutions of higher learning chosen for this study. The questions included in the questionnaire were linked to the research aim and objectives. A high response rate was achieved by persuading the student populace, and by also emphasizing the significance of the study to the participants.

### **3.8 Questionnaire**

Yunus and Tambi (2013: 19) define a questionnaire as a primary data collection tool which is often communicated to the participants of a study through the telephone, via email or could be a list of questions typed out and presented physically to such participants. Williman (2006:281-284) also defines a questionnaire as a tool that is used in a wide range of settings to gather data about the thoughts and behaviour of individuals. As with any other branch of science, the validity and reliability of the measurement tool for example, the questionnaire, needs to be thoroughly tested to ensure that the data collected is meaningful. Yunus and Tambi (2013: 19) further mentions that in order to enhance the response rate amongst the respondents of a study, a researcher should use simple words, as well as straight forward questions so as to enhance the respondents level of understanding. In order to boost the response rate amongst the participants of the current study, the researcher has phrased questions in simple English words while avoiding ambiguity. The advantages of questionnaire in a research are highlighted by Gilbert (1996:52) as follows:

- The responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews;
- Generally, it is relatively quick to collect information using a questionnaire; and
- Information can be collected from a large portion of a group.

### **3.8.1 Questionnaire design and format**

Trochim (2006:1) affirms that a research design is the blue print to a research project. He continues to state that; this design is used to hold the different segments of a research while linking such segments to the research aim and objectives.

Creswell (2014: 110) views a research design as an approach and initiated strategy of enquiry that is aimed at obtaining relevant information for specific research aim and objectives. He further states that, this process ranges from the writing of the hypotheses stage to the final analysis of data. Creswell (2014: 81) also defines this process of research design as a procedure involved in the gathering and analysis of data in a manner which integrates and incorporates the research purpose.

According to Fowler (2014: 104), a questionnaire design and format plays an integral role in a research. The author argues that the layout and formatting of a questionnaire as a correlation with the response rate. Yunus and Tambi (2013: 23) affirm that questionnaires can be designed using the opened ended, closed ended, dichotomy or Likert Scale style. The questionnaire of this study comprised of the dichotomy, Likert scale as well as opened ended questions. Section A and B entailed the demographics of the respondents of the study followed the dichotomy line of questioning. Sections C and D followed the Likert scale line of questioning where level of agreement among respondents were measured; and while Section E comprised of both the Likert scale line of questioning as well as open ended questions, where participants were given the privilege to express their views on social media as an informative tool. Yunus and Tambi (2013: 23) assert that opened ended questions enables respondents to provide more insightful information. They further allege that Likert scale are a common form of attitudinal scale, which can be easily interpreted. Yunus and Tambi (2013: 26) mention that Likert scale offers the participants of the study the option of considering the response to each statement separately or combining the responses to produce an overall score.

### **3.8.2 Administration of questionnaires**

Questionnaires were distributed at the cafeterias of each of the institutions, and collected immediately. The immediate collection of questionnaires is to enhance the response rate, and also further grant the researcher the opportunity to explain questions posed in circumstances where participants are unsure of the questions asked. Meadows (2003: 526) argues that the presence of a researcher during questionnaire administration is important as this allows the participant of the study to ask questions when uncertain about questions posed, and also enhances the response rate. In line this argument, the researcher followed suit.

### **3.9 Pilot**

According to Gumbo (2014:87), a pilot test is a mini-version of a full-scale study or a trial run done in preparation of the complete study. The latter is also called a ‘feasibility’ study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules.

Leon, Davis and Kraemer (2011: 2) asserts that a pilot test is an important aspect of a research, as it enables a researcher to identify possible gaps or errors in the first draft of a questionnaire before the administration of the final questionnaire to the participant of the study. A pilot test was conducted among 25 students of the Durban University of Technology to identify if the questions posed in the questionnaire were easily understandable. The feedback after the pilot test resulted in a slight modification of the initial questions posed in the questionnaire.

#### **3.9.1 Steps of the pilot study**

- First, the researcher conducted a pilot test among 25 students of the Durban University of Technology to identify if the questions posed in the questionnaire were easily understandable.
- Secondly, the necessary changes were made to the questionnaire in line with applicable recommended feedback, as indicated in table below Figure 2.

- Thirdly, a statistician's assessment of the feasibility of the questionnaire design was obtained.

Worth mentioning also, is that the 25 Public Relations students involved during the pilot testing were all excluded from the actual study.

**Table 3.3: Feedback on questions and changes addressed through the pilot study**

<b>Focus</b>	<b>Description</b>	<b>Feedback and recommended changes</b>
<b>Content</b>	Is the content of the questions appropriate to the research? Are the questions relevant?	The questions were appropriate and relevant.
<b>Instructions</b>	Did you include the instructions? Are they clear?	Instructions were included and they were clear.
<b>Questions</b>	Are all the questions clear or ambiguous?	Questions posed were unambiguous.
<b>Layout</b>	How appropriate is the layout of the questionnaire?	The layout of the questionnaire was reader friendly, some typing errors were looked into and were corrected.
<b>Time</b>	How much time did the participants need to complete the questionnaire?	10- 15 minutes, a length of 10 minutes were suggested by the participants.

### 3.10 Validity and reliability

The data gathered from the study need to be a valid and reliable, as advocated by Welman, Kruger and Mitchell (2005:144). Reliability is concerned with the credibility

of the findings in a research project. They further mention that when determining whether the findings are reliable, the researcher needs to ask the following: will the evidence and conclusions stand up to the closest scrutiny? Also, reliability is explained as the consistency of measurement through a certain procedure; which implies that if the same variable is measured within the confines of same circumstances, a reliable measurement process will result into similar measurements (Gravetter and Forzano 2003: 91; Monette *et al.*, 2002: 117 cited by De Vos, Strydom, Fouche and Delport, (2011: 162-163).

Validity on the other hand is the extent to which an account accurately depicts the social phenomena to which it refers (Frazer and Lawley 2000:35). Hopkins (2000: 5) also explains validity as – how well a variable measures what it is intended to measure. (Welman *et al.*, 2005:107). As postulated by Babbie (2004: 143 cited by De Vos *et al.*, (2007: 160), “validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure”. This implies that the validity of a measured process is the extent to which the measurement method measures the variable it is intended to measure, furthermore as a means to ascertaining reliability and validity of the research instrument, the researcher conducted a pilot test and adhered to professional standards required by the Durban University of Technology. The questionnaires were distributed to the undergraduates at selected tertiary institutions with the permission from the Research office of each institution.

### **3.11 Data analysis**

According to Braun and Clarke (2006: 1), data analysis is a process of remodelling, refining and making meaning out of a primary or secondary data. The intention of analysing data is to enable a researcher gather relevant information, or deduce information from an initially gathered data (University of Oslo 2016: 3). This accrued information obtained through the data analysis may be used to describe or summarise the data; used to identify relationships between variables, or used in making comparisons between variables. Additionally, data analysis could be used to identify the variances between variables, or used in making predictions (University of Oslo 2016: 3).

The data obtained in this study was analysed through the Statistical Package for Social Sciences (SPSS), version 24.0. More so, the data will be categorised into themes; which will be illustrated through the use of pie charts and tables. To strengthen the credibility of the data, a professional statistician was consulted.

### **3.12 Inclusive and exclusive criteria**

The participants of this study will include the registered students of the Durban University of Technology Mangosuthu University of Technology as well as The University of KwaZulu-Natal; who are above the age of 18 years. The exclusive criteria were unregistered students of the aforementioned institutions, as well as students below the age of 18 years.

### **3.13 Confidentiality and anonymity**

Wiles, Crow, Heath and Charles (2008: 417) explain confidentiality as an act of not revealing information which the participants of the study might find embarrassing and should such information be used, participants' identity should not be revealed. On the contrary, anonymity is explained as, not disclosing the names or identity of individuals included in a study (Wiles *et al.* 2008: 420). Confidentiality and anonymity were ensured in this study by the non-disclosure of the names of the participants of this study.

### **3.14 Ethical consideration**

Fouka and Mantzorou (2011: 3) state that ethics in research involves the protection of dignity of participants of a study as well as the publication of the information of such a study. Resnik (2013: 1) also explains that ethics in research revolves around morals; rules of distinguishing between the ideal and incorrect or immoral doings in a study. He continues to state that, "ethics are norms for conduct that distinguish between acceptable and unacceptable behavior".

Belmont Report (1974: 3) affirms that to ensure ethical considerations in a research relating to human subjects, a researcher should adhere to the following principles:

- Respect for persons;
- Transparency; and
- Fairness.

Hence, the researcher adhered to the aforementioned ethical principles, as well as the ethical standards stipulated by the Durban University of Technology.

### **3.15 Gatekeeper's Consent**

The Gatekeeper's consent is an imperative aspect of the research as it enables the researcher to access potential institutions or participants of a study. Furthermore, a gatekeeper facilitates the smooth running of research activities from the inception till completion (McFadyen and Rankin, 2016).

In line with the above preposition, the researcher obtained Gatekeeper's consent from the institutions involved in this study (DUT, MUT, UKZN). The Gatekeeper's consent was obtained from the Durban University of Technology through the Research Office on the 20th of June, 2016. Prior this date, a series of emails had been exchanged between the researcher and the Research Office of the DUT. Detailed information regarding the research was provided by the researcher before the Gatekeeper's consent was issued. In the case of the UKZN, a Gatekeepers consent was offered on the 3rd July, 2015, after a series of discussions with the institutions Research Office; and while that of the MUT took a much longer period, as it took the researcher an estimated five months before the Gatekeepers consent was given. The Gatekeeper's consent obtained amongst these three institutions has been affixed to the appendix pages. These appendices are found in Appendix C, D and E.

The Gatekeeper's consent obtained amongst these three institutions are found in Appendix C, D and E.

### **3.16 Summary**

The purpose of this chapter was to explain the research methodology of this study. It also described the study design, research instruments and sampling techniques that



were used. The researcher used a quantitative, descriptive survey design where a total of 400 questionnaires were administered amongst students of the aforementioned tertiary institutions. The questionnaires were self-administered by researcher. The questionnaire design included closed and open-ended questions. This chapter also discussed aspects such as data collection method, reliability and validity, confidentiality and anonymity, pilot testing and data analysis. The next chapter provides data analysis and interpretation.

## **Chapter Four**

### **Results**

---

#### **4.1 Introduction**

The previous chapter included a discussion of the methodological or scientific approach that was followed to conduct the study. This chapter presents the results obtained from the analysis of the data that was collected during the data collection phase of the study. Questionnaires were the primary tool that was used to collect data and were distributed to students at DUT, UKZN and MUT. The data collected from the responses was analysed with SPSS version 24.0. The chapter commences with a discussion of the participants' response rate, as well as the results from the reliability analysis of the three scales that measured the three major variables in the study. After the reliability analysis, the balance of the results are covered in four sections. The first section includes demographic results on gender, age, race and participant faculties, followed by the second section which looks at participants' responses on social media usage. Results in this chapter which was done for all scales that measured the variables in the study will be presented in the third section. The last section in the chapter has results on other tests that were conducted to assess whether Facebook can be used as a social awareness tool. The chapter ends with a brief summary.

#### **4.2 Questionnaire response rate**

During the data collection, 400 questionnaires were handed out to students at DUT, UKZN as well as MUT. All 400 of the selected participants provided valuable data for the study. There was therefore a 100% response rate from the participants. A high response rate was achieved by persuading the student populace, and by also emphasizing the significance of the study to the participants.

#### **4.3 Questionnaire reliability**

Prior to the analysis of data, the reliability test was conducted to assess the reliability of the scales that were used to measure the challenges faced by millennials as well

as the tools used to promote social awareness. Furthermore, tests were carried out on Facebook as a marketing tool all of which are the main variables in the study. Measuring reliability is important because it allows the researcher to assess the repeatability of a measure or instrument (Beltman, Marée, De Boer, 2009).

To assess the reliability of the research instrument, the Cronbach's alphas of the scales in the instrument need to be tested to determine their internal consistencies. A reliability coefficient of around 0.70 or higher is considered as statistically acceptable (Beltman, Marée, De Boer, 2009).

The table below reflects the Cronbach's alpha score for all the scales that constituted the questionnaire.

**Table 4.1: Internal reliability of scales**

Scale	Number of Items	Cronbach's Alpha ( $\alpha$ )
Challenges faced by millennials	9	0.69
Tools to promote social awareness	5	0.79
Facebook as a marketing tool	8	0.90

The table above shows the scale for the challenges faced by millennials had an acceptable alpha level of ( $\alpha = 0.69$ ), tools to promote social awareness had a good alpha level of ( $\alpha = 0.79$ ) and Facebook as a marketing tool had a very good alpha level of ( $\alpha = 0.90$ ). The reliability scores for all sections exceed the recommended Cronbach's alpha value. This indicates a degree of acceptable, consistent scoring for these sections of the research instrument.

#### 4.4 Questionnaire Validity

A questionnaire is valid if it measures what it is supposed to measure (Frazer and Lawley 2000:35). The questionnaire instrument had a strong validity as it was seen to measure the objectives of the study. The questionnaire instrument had a strong validity as it was seen to measure the objectives of the study. The content and structure of the

questionnaire emerged from literatures within the field of study. More so, the questionnaire validity was enhanced through pilot testing. The feedback obtained through the pilot testing resulted to re-phrasing of unclear questions; and re-alignment of some of the earlier posed questions to the study's aim and objective.

**Table 4.2: Results from Factor Analysis**

<b>Rotated Component Matrix</b>			
C	Component		
	1	2	3
I believe drug abuse is a challenge many students face.	0.053	0.861	0.128
I believe alcohol abuse is a challenge many students face.	-0.041	0.803	0.239
I have seen some form of bullying as a student.	0.299	0.674	-0.042
I have experienced some form of bullying as a student.	0.561	0.323	-0.118
I have seen my friends experience health issues (for example HIV/AIDS, TB, and Cancer).	0.722	0.006	0.103
I have experienced health issues (for example HIV/AIDS, TB, and Cancer).	0.793	-0.030	0.019
I have experience with teenage pregnancy.	0.656	0.135	0.087
High unemployment among youths can be attributed to most of the social issues.	0.071	0.135	0.908
Unemployment among the youth makes the social problems they face worse.	0.045	0.105	0.911

It is noted that the variables on social challenges faced by millennials loaded along 3 components (sub-themes). This means that different trends were identified within the section, based on participants' responses to the questions such as unemployment crime, HIV prevalence, drugs and alcohol abuse as well as poor education.

When the section analysis was done, the results confirmed the factor analysis. The colour codes above (yellow in column 1, green in column 2 and blue in column3) show how respondents gave similar answers based on three main sub-themes: perceptions on substance abuse and bullying (C7-C9), primary or secondary experience of bullying, chronic illnesses and teenage pregnancy (C10-C13), as well as perceptions on youth unemployment (C14-C15). The results from section analysis are presented in Figure 4.4.

**Table 4.3: Factor Analysis of the Questions on Tools to Promote Social Awareness**

<b>Component Matrix</b>	
D	Component 1
My institution uses the institutional student portal to communicate about social issues affecting the youths.	0.728
My institution uses the institutional radio to communicate about social issues affecting youths.	0.650
My institution uses special events to communicate about social issues affecting youths.	0.705
My institution uses the institutional notice board to communicate about social issues affecting youths.	0.809
My institution uses flyers to communicate about social issues affecting youths.	0.792

Results from the section analysis confirmed those obtained from the factor analysis. What is apparent from the Table 4.3 and the Figure 4.5 is that, the inter-correlation of items can be seen from the fact that study participants expressed similar opinions.

**Table 4.4: Factor Analysis Results on the Inter-Correlation of Items**

<b>Component Matrix</b>	
E	Component 1
Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness among students.	0.665
Universities can use Facebook to communicate school-related issues with students.	0.809
Universities can use Facebook to communicate with non-school-related issues.	0.789
Universities can use Facebook as a platform to resolve issue students are face with.	0.796
Universities can use Facebook as a platform to help students deal with social issues affecting them.	0.815
Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues students face.	0.807
I can easily share my views on social issues students are faced with on Facebook.	0.724
Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students are faced with.	0.742

A section analysis was done which confirmed results obtained from factor analysis.

## 4.5 Section A: Biographical Data

### 4.5.1 Demographic Information

In this section results from descriptive statistics on gender and age are presented. The first table presents the results on gender, followed by the table showing results on age and finally a table depicting in-depth results from the cross-tabulation of gender and age.

**Table 4.5: Demographic results on gender**

Gender	Frequency	Percentage
Male	176	44.0
Female	224	56.0
Total	400	100.0

Table 4.2 shows that there was a total of 400 participants in the study. There were fewer male participants (44%) than female participants (56%).

The following table shows demographic results on age.

**Table 4.6: Demographic results of age**

Age group	Frequency	Percentage
18-20	112	28.0
21-24	169	42.3
25-28	86	21.5
29-34	25	6.3
35>	8	2.0
<b>Total</b>	400	100

The demographic results on age show that the majority of participants were between the ages of 21-24 (42.3%). This is an age bracket wherein a majority of university undergraduates fall in for that reason, the results are normal. The second largest age group was that of participants aged between 18-20 years (28.0%). The assumption in

this study is that because of these participants age, they are most likely to be first year students. There were also a number of participants aged between 25-28 years (21.5%). There were however very few students between the ages of 29-34 years (6.3%) and 35 years going up (2.0%). This is because at that age, the majority of the participants would have completed university studies.

The following table shows the results from the cross tabulation of demographic results on gender and age.

**Table 4.7: Gender and Age cross-tabulation results.**

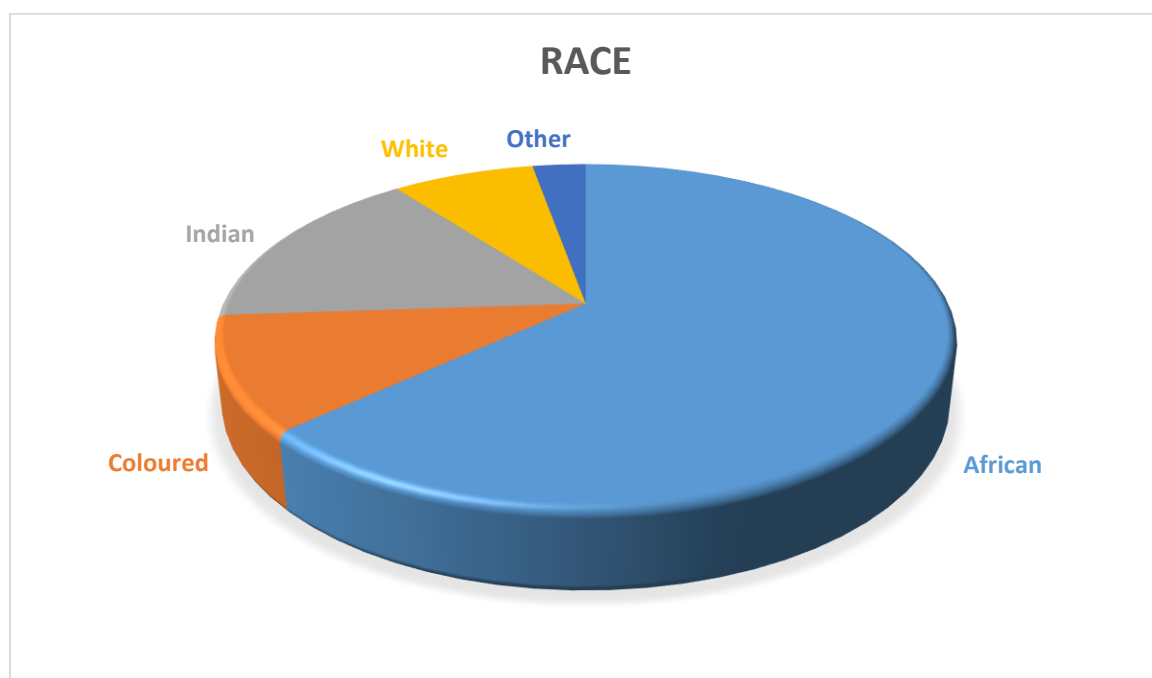
			Gender		
Age			Male	Female	Total
	18-20	Count	44	68	112
		% within age	39.0	60.7	100.0
		%within gender	25.0	30.4	28.0
		% total	11.0	17.0	28.0
	21-24	Count	73	96	169
		% within age	43.2	58.8	100.0
		%within gender	41.5	42.9	42.3
		% total	18.3	24.0	42.3
	25-28	Count	45	41	86
		% within age	52.2	47.7	100.0
		%within gender	25.6	18.3	21.5
		% total	11.3	10.3	21.5
	29-34	Count	10	15	25
		% within age	40.0	60.0	100.0
		%within gender	5.7	6.7	6.3
		% total	2.5	3.8	6.3
	35>	Count	4	4	8
		% within age	50.0	50.0	100.0
		% within gender	2.3	1.8	2.0
		% total	1.0	1.0	2.0

<b>Total</b>		Count	176	224	400
		% within age	44.0	56.0	100.0
		% within	100.0	100.0	100.0
		gender % total	44.0	56.0	100.0

The cross-tabulation table presents more detailed analysis of the distribution of the classification of participants into different categories according to age and gender. These results are very significant because they highlight outstanding gender issues that were not apparent in Table 4.2. To be specific, results in Table 4.2 show that generally there were more female participants in the study, but the cross-tabulation table shows that in the 25-28 age group, there were more male participants ( $n = 45$ ) than female participants ( $n = 41$ ). The table also shows that the age group of participants aged 35 years and above had the same number of male participants ( $n = 4$ ) and female participants ( $n = 4$ ).

The racial composition of the sample is presented in the following figure.

**Figure 4.1: Racial composition of the sample**



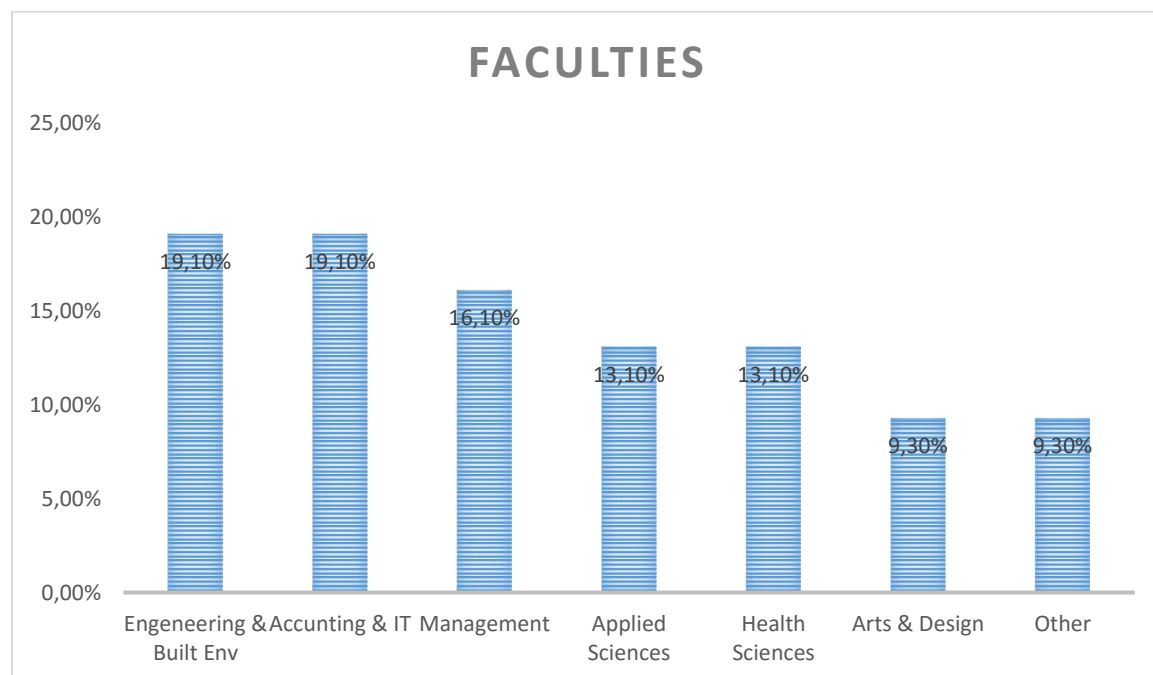
The results on the racial composition of the sample show the heterogeneity of the wider South African population. Regardless of that fact, categorisation of the participants according to race also presents a clearer picture of the most dominant to



least dominant races in the country. To that effect, the results as presented in the pie chart above show that of all the participants, nearly two-thirds (63.2%) were Black Africans. The other participants therefore racially described themselves as Coloured (10.8%), Indian (15.8%) and White (7.5%); hence this resulted from the racial composition of students at aforementioned tertiary institutions. Surprising enough a few of the participants (2.8%) described themselves as fitting into other racial groups that could not be specifically pointed out in this research.

The following figure shows the different faculties at DUT, MUT as well as UKZN to which the participants belong.

**Figure 4.2: Participant faculties at DUT, UKZN and MUT**



The graph above shows that the majority of participants in the study were from Engineering and Built Environment (19.1%) and Accounting and IT (19.1%) faculties. There were also a significant number of participants from the faculty of Management Sciences (16.1%). An equal number of participants came from Applied Sciences (13.1%) and Health Sciences faculties. The faculty of Arts and Design was represented by a small percentage of participants in the study (9.3%). There were also other participants in the study who belonged to numerous other faculties which had not been specifically pointed out in the study (9.3%). The faculties mentioned above

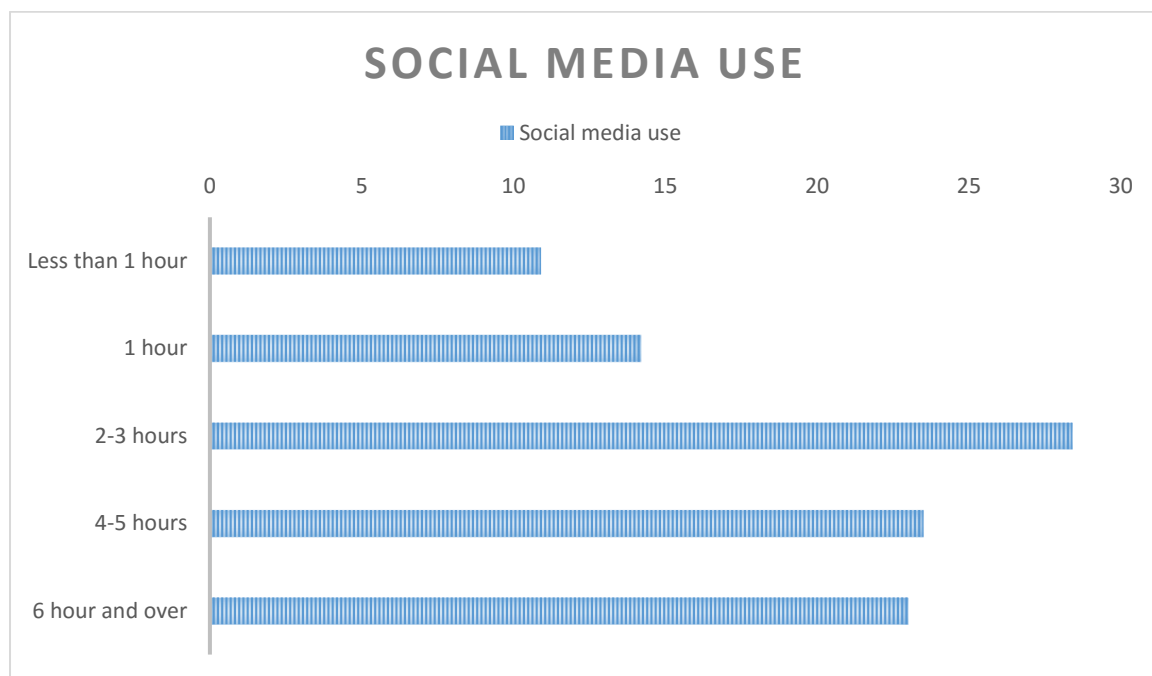
are from DUT, MUT and UKZN campuses; hence data obtained in this study is to a greater extent generalisable to the aforementioned students at large.

The following section focuses on participants' results on the time they spend on social media.

#### 4.6 Section B: Social Media Usage

In order to determine the effectiveness of Facebook as an awareness tool among students, participants were asked to give an approximation of the amount of time they spend on social media every day. Results from their responses are presented in the figure below.

**Figure 4.3: Social media usage**



The above diagram shows that the majority of participants spend between two to three hours (28.4%) on social media. Furthermore, many of the participants reported that they spend four to five hours on social media (23.5%) and over six hours (23.0 %) every single day. A few participants said they spend over an hour (14.2%) and under an hour on social media (10.9%). Effective consideration on the results shows that the majority of participants dedicate over three hours of each day to social media use. For that reason, these results really help to address the third objective of the study; hence

Facebook as a very common social media platform can be very effective as a means of raising social awareness among millennials.

## 4.7 Section C: Section Analysis

A section analysis was carried out for the variables that related to the stated objectives of the study. The results are as follows:

### 4.7.1 Social Challenges Faced by Millennials

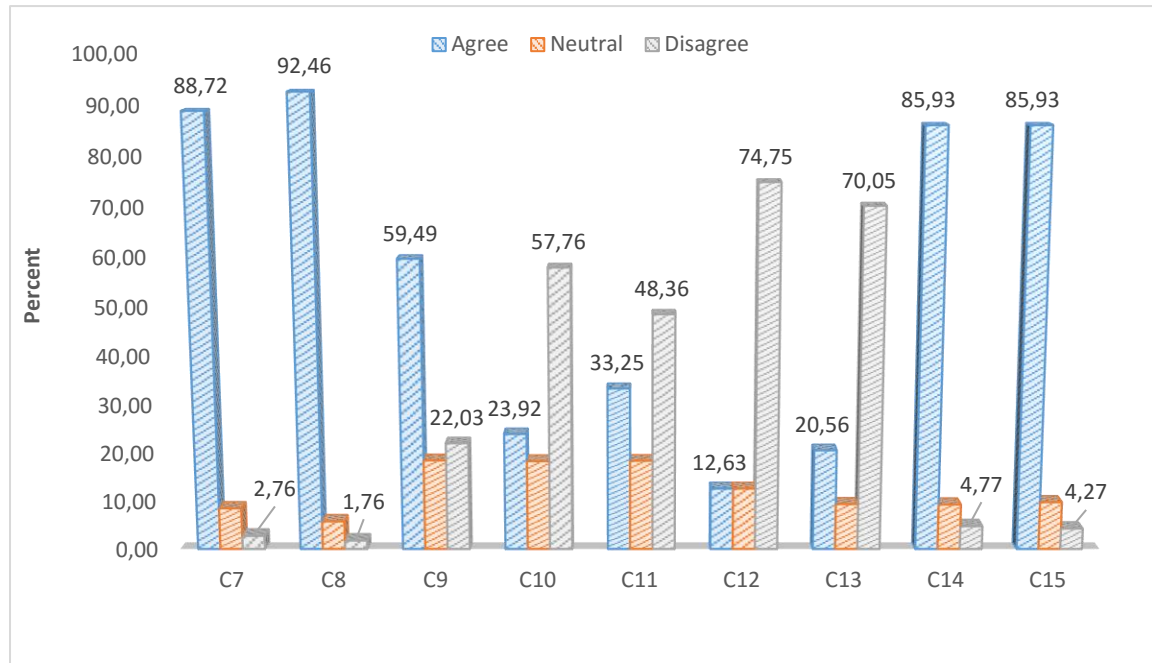
One of the main objectives for conducting the study was to identify persistent challenges that are faced by millennials studying at university. While undertaking the study, the researcher focused on recurrent issues in South Africa which included drug and alcohol abuse, bullying, chronic illnesses, unplanned pregnancies, as well as rampant unemployment. Specific questions asked by the researcher are presented below.

**Table 4.8: Questions asked on challenges faced by Millennials**

I believe drug abuse is a challenge many students face.	C7
I believe alcohol abuse is a challenge many students face.	C8
I have seen some form of bullying as a student.	C9
I have experienced some form of bullying as a student.	C10
I have seen my friends experience health issues (for example HIV/AIDS, TB, and Cancer).	C11
I have experienced health issues (for example HIV/AIDS, TB, and Cancer).	C12
I have experienced with teenage pregnancy.	C13
High unemployment among youths can be attributed to most of the social issues.	C14
Unemployment among the youth makes the social problems they face worse.	C15

During the data analysis, factor analysis was first conducted before the intended section analysis, to show inter-correlations between variables contained in the scale on expected social challenges. The results are presented in the figure below.

**Figure 4.4: Responses to challenges faced by Millennials**



It is important to note that in order to generate the results presented above, levels of disagreement (negative statements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements).

The results presented above show that some of the major challenges that millennials face include drug abuse (C7= 88.72%), alcohol abuse (C8= 92.46%) and to some extent bullying (C9= 59.49%). These are the first three issues that showed inter-correlation in the factor analysis; hence responses from participants confirm that these are realistic as well as widespread challenges. In the same manner, the results revealed youth unemployment (C14= 85.93% and C15= 85.93%) as another challenge faced by millennials; hence their perception is that unemployment can be attributed to social problems which magnifies those social problems.

An interesting phenomenon highlighted, that is quite apparent from the results presented above, is that the majority of participants stated that they have never experienced bullying (C10= 57.76%), that they have never seen their friends experiencing health issues like HIV/AIDS, TB and cancer (C11= 48.36%), experienced health issues themselves (C12= 74.75%) or experienced teenage pregnancy (C13= 70.05%). Regardless of this fact, it does not mean these challenges are non-existent. However, what it does mean is that while millennials face these challenges, they are not as severe as other challenges like substance abuse and unemployment. Evidence to this fact can be established using the fact that there were some students who agreed to have experienced these challenges (C10= 23.92%; C11= 33.25%; C12= 12.63% and C13= 20.56%) though they are not as many as those who disagreed.

With reference to Figure 4.4 it concurs with what Baquedano-Lopez, Alexander and Harnandez, (2013: 149) mentions, that challenges such as alcohol abuse drug abuse a result of wreckless university behaviour.

The next part of this section focuses on the results of tools that universities are currently using to promote social awareness.

#### **4.8 Current Tools of Promoting Social Awareness**

The researcher in the study was also intent on determining social awareness tools that are currently being used in universities. Specific tools that were given attention to, include the student portal which student access online, institutional radio, organised social events, notice boards, as well as flyers. Questions that were posed to respondents in the study are presented in the table below.

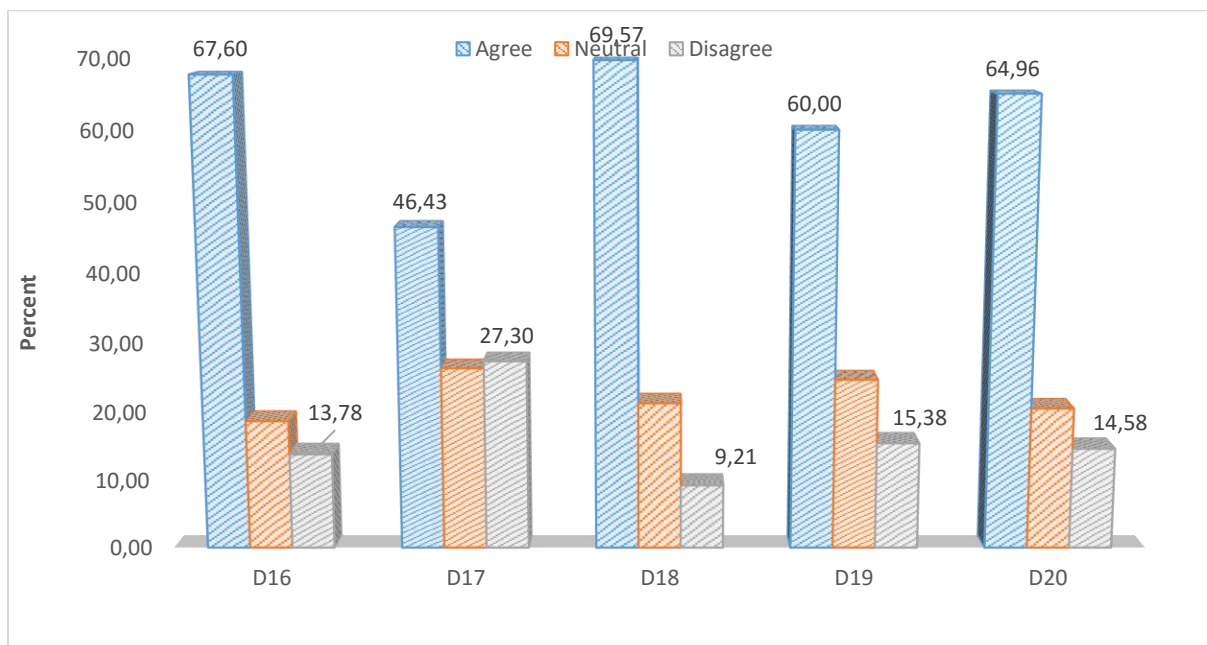
**Table 4.9: Questions on Current Tools of Promoting Social Awareness**

My institution uses the institutional student portal to communicate about social issues affecting the youths.	D16
My institution uses the institutional radio to communicate about social issues affecting youths.	D17

My institution uses special events to communicate about social issues affecting youths.	D18
My institution uses the institutional notice board to communicate about social issues affecting youths.	D19
My institution uses flyers to communicate about social issues affecting youths.	D20

Similar to the section on social challenges, factor analysis was also conducted to assess the inter-correlation of questions. The results presented below reveal that all the questions were based on the same theme that were tools used to promote social awareness.

**Figure 4.5: Results of Section Analysis of Tools Used by Universities for Social Awareness**



The results in the Figure 4.5 reveal universities use numerous social awareness tools to help students cope with social challenges. These tools as previously stated include the student portal (D16= 67.60%), institutions radio (D17= 46.43%), organised special events (D18= 69.57%), university notice boards (D19= 60.00%), as well as flyers (D20= 64.96%). What is interesting about the results is that the majority of tools identified do not require use of the internet, except one, which is the student portal

which ranked second highest. Bearing in mind one of the major objectives in the study was to determine the effectiveness of Facebook as a social awareness tool, which is discussed in the following section. DUT, UKZN and MUT make use of these tools to quickly disseminate information and also make students be aware of other activities or staff that could be destructive to their well-being. These tools according to university management are quite useful when it comes to important information being needed to be send to everyone immediately.

## 4.9 Using Facebook as a Social Awareness Tool

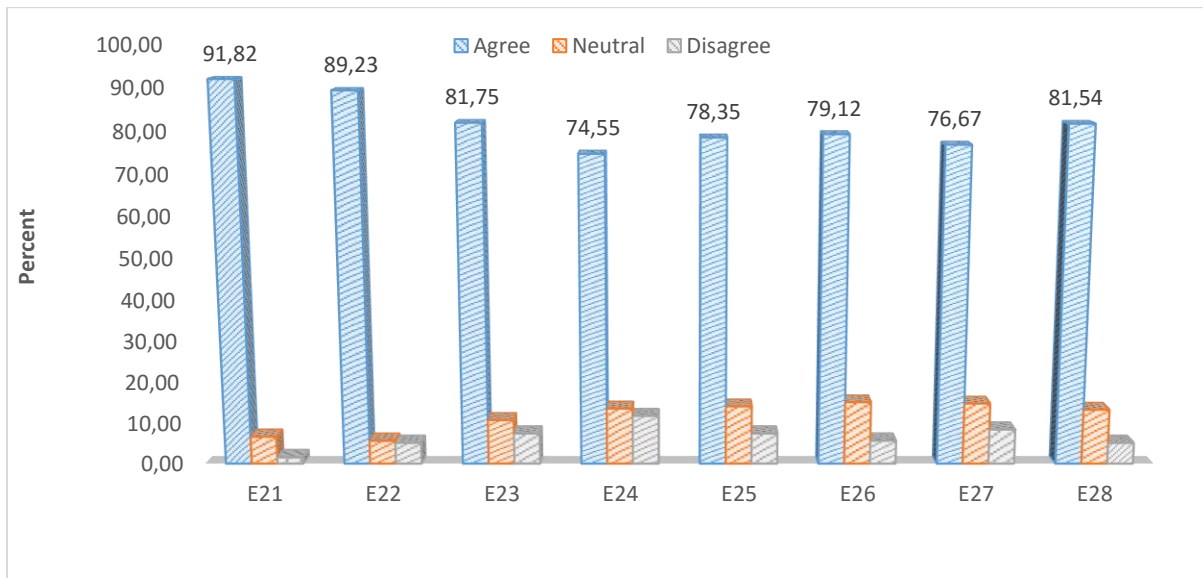
The most important aspect of this study was to determine if Facebook can be an effective way through which awareness of social issues can be raised amongst millennials. These issues were identified by the researcher as, substance abuse, bullying, unemployment, as well as health problems. For that reason, respondents were asked the following questions represented in Table 4.10.

**Table 4.10: Questions on the effectiveness of Facebook as a social awareness tool**

Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness among students.	E21
University students can use Facebook to communicate school-related10issues	E22
University students can use Facebook to communicate with non-school-related issues.	E23
University students can use Facebook as a platform to resolve issue they are face with.	E24
Universities students can use Facebook as a platform to help deal with social issues affecting them.	E25
Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues they face.	E26
I can easily share my views on social issues students are faced with on Facebook.	E27

Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students are faced with.	E28
---	-----

**Figure 4.6: Section Analysis Results on the Effectiveness of Facebook as an Awareness Tool**



Results in the figure above show that the greater majority of participants agree with the fact that universities can take advantage of social media, more Specifically- Facebook, to raise awareness on social issues that are not related to the curriculum. These results were expected by the researcher since the majority of participants reported that they spend on average of two to three hours on Facebook every day (Figure 4.3, social media usage. For that reason, Facebook is without a doubt useful for raising awareness among millennials.

Further tests were conducted to substantiate the usefulness of Facebook as a social awareness tool. Results are presented in the sections below.



#### **4.10 Section D: Further Tests on the Effectiveness of Facebook as a Social Awareness Tool**

More comprehensive tests were done by the researcher to examine the usefulness of Facebook as a social marketing tool. The results are presented in table 4.11 which show that the majority of participants (89.90%) agreed that it can be useful, while a minority (10.20%) of participants disagreed. The results are a good indication that Facebook can successfully be used to raise awareness and universities should consider this option.

**Table 4.11: Participants' opinion on whether Facebook can be used as a social awareness tool**

	<b>Frequency</b>	<b>%</b>
<b>Yes</b>	353	89.80
<b>No</b>	40	10.20
<b>Total</b>	393	100.00

Participants were also asked to provide their individual opinions on the usefulness of Facebook as a social awareness tool. They gave countless responses that are to a greater extent very positive. The explanations are presented below.

#### **4.11 Explanations provided by participants on the usefulness of Facebook as an awareness tool.**

Furthermore, the participants' responses are categorised into the following three broad themes:

- **Facebook as an awareness tool among millennials**

Facebook being the most popular social networking site serves as a platform for creating awareness on a variety of uses. A majority of the participants did agree that this platform serves as a medium to expressing their views, while also sharing information on academic related concerns such as on-going strikes and fee increment. The participants equally affirmed that it was easy for them to have access to this social

networking site; hence they considered it as an effective awareness tool. Furthermore, the participants also stated that because Facebook facilitates the usage of texting, voice recordings and video uploads, it serves as an effective platform to advertise market and create awareness on a variety of issues.

Participants were also asked to give responses to three main questions pertaining to the usefulness of Facebook. Results of this are as follows.

- **Facebook as an interactive tool**

The majority of the participants also were in agreement that Facebook is an effective tool for interactive purposes. They did assert that they often use this tool to interact with individuals, as well as with groups. Furthermore, this tool has given millennials the ability to interact with other subscribers within and beyond South Africa. More so, the participants equally stated they are able to use this platform to discuss on-going issues among their peers. Hence, it was unanimously agreed by the participants that Facebook is an effective interactive tool among millennials.

- **Advantages/ disadvantages of immediate response on Facebook**

Responses obtained regarding immediate response provided by the participants were advantageous on one side and also had some disadvantages. The advantages these participants gave included; this facilitates a prompt manner to addressing important issues timeously. It also enables the dissemination of information and quick responses when required.

However, despite these advantages, the participants equally did mention that wrong, explicit or inaccurate content/information may be disseminated among a great number of people and may have a negative impact. Sensitive issues regarding race and culture can go viral due to the immediate responses facilitated by Facebook. More so, the participants also mentioned that this may result to addiction to social media, which may adversely impact on academic performance amongst millennials.

The advantages and disadvantages of Facebook are expressed above. Whilst there are risks that are involved such as that of incorrect information going viral, responses

from the students also show how Facebook is wide reaching, easy for them to access and also quite enjoyable. The research has shown that the advantages by far outweigh the disadvantages and that universities can reach wider audiences if they raise social awareness using Facebook as a platform for communication with their students, in conjunction with other tools that were discussed earlier on.

#### 4.12 Chi-Square ( $\chi^2$ )

The researcher conducted a Chi-squared test to assess whether Facebook can be used by universities as an effective tool to raise social awareness. The hypotheses for the test were.

$H^0$  = Facebook is not an effective tool to use to raise social awareness among millennials.

$H^a$  = Facebook is as an effective tool to raise awareness among millennials.

**Table 4.12 Chi-Square test results**

Item	Chi-square	df	Sig.
Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness among students.	603.320 <sup>o</sup>	2	0,000
Universities can use Facebook to communicate school-related issues with students.	548.369 <sup>p</sup>	2	0,000
Universities can use Facebook to communicate with non-school-related issues.	410.967 <sup>q</sup>	2	0,000
Universities can use Facebook as a platform to resolve issue students are face with.	297.568 <sup>q</sup>	2	0,000
Universities can use Facebook as a platform to help students deal with social issues affecting them.	356.448 <sup>r</sup>	2	0,000
Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues students face.	371.387 <sup>r</sup>	2	0,000

Item	Chi-square	df	Sig.
I can easily share my views on social issues students are faced with on Facebook.	331.954 <sup>p</sup>	2	0,000
Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students are faced with.	411.754 <sup>p</sup>	2	0,000
Can Facebook serve as an effective marketing tool to create social awareness of social issues students are faced with?	249.285 <sup>s</sup>	1	0,000

The Chi-square results presented in the table above show that a statistically significant number of participants in the study agreed that:

- Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness.
- Universities can use Facebook to communicate University-related issues with students, they can also use Facebook to communicate with non-University-related issues with students.
- Facebook can be used as platform to resolve issues students are faced with.
- Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues students face,  $\chi^2(2) = 371.39$ ,  $p. < .01$ .
- Students can easily share their views on social issues they are faced with on Facebook,  $\chi^2(2) = 331.95$ ,  $p. < .01$ .
- Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students are faced with,  $\chi^2(2) = 411.75$ ,  $p. < .01$ .
- Facebook can serve as an effective marketing tool to create social awareness of social issues students are faced with,  $\chi^2(1) = 249.29$ ,  $p. < .01$ .

Based on the results presented above, the null hypothesis was rejected which stated that Facebook is not an effective tool to use to raise awareness about social challenges faced by millennials.

#### 4.13 Correlation

Bivariate correlation was also performed on ordinal data. The test specifically serves the purpose of testing the strength, as well as direction (positive or negative) of the relationships. The results are presented in Appendix J, that has been placed in the appendices because it was too large to fit into the chapter.

In the table, positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a \* or \*\*

Though the correlation matrix in the appendices includes all variables that were in the questionnaire, only the relationships between Facebook and social challenges faced by millennials were analysed by the researcher. The results therefore show the following in relation to statements made about the usefulness of Facebook as a social awareness tool.

Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness among students;

The results revealed that the above statement had a statistically significant low, positive relationship with alcohol abuse, it also had a low, positive and statistically significant relationship with drug abuse, furthermore this statement also pointed out that it had a low, positive correlation with respondents having seen some form of bullying.

Universities can use Facebook to communicate school-related issues with students.

Results revealed that:

- There was a low, positive correlation with drug abuse (.28;  $p < .01$ ).
- A low, positive correlation with alcohol abuse (.26;  $p < .01$ ).
- A low, positive relationship with having seen some form of bullying (.21;  $p < .01$ ).

- This statement also had low, positive, but statistically significant relationships with high unemployment among youths (.32;  $p < .01$ ), as well as unemployment worsening the social problems that youth face (.33;  $p < .01$ ).

#### Universities can use Facebook to communicate non-alcohol related issues.

Results revealed that:

- This statement had a low, positive relationship with drug abuse (.28;  $p < .01$ ).
- It also had a low, positive relationship with alcohol abuse (.24;  $p < .01$ ).
- It had a low, positive relationship with having seen some form of bullying (.25;  $p < .01$ ).
- In the same manner it had a low, positive, but statistically significant relationship with youth unemployment (.24;  $p < .01$ ), as well as unemployment worsening the problems that youth face (.29;  $p < .01$ ).

#### Universities can use Facebook as a platform to resolve issues students are faced with.

Results revealed that:

- It had a low, but positive correlation with drug abuse (.30;  $p < .01$ ).
- It had a low, positive correlation with alcohol abuse (.25;  $p < .01$ ).
- It also had a low, positive correlation with having seen some form of bullying (.29;  $p < .01$ ).
- Unlike the first three statements, it also had a statistically significant relationship with having experienced some form of bullying, but the relationship was very low, though positive (.11;  $p < .05$ ).
- It also had a low, positive correlation with having experience with teenage pregnancy (.15;  $p < .01$ ).
- Finally, it had a low, positive, but statistically significant relationship with youth unemployment (.24;  $p < .01$ ), as well as unemployment making problems faced by youth worse (.25;  $p < .01$ ).

#### Universities can use Facebook as a platform to help students deal with social issues affecting them.

Results revealed that:

- This statement had a low positive correlation with drug abuse (.25;  $p < .01$ ).
- It had a low, positive relationship with alcohol abuse (.22;  $p < .01$ ).

- It had a low, positive relationship with having seen some form of bullying (.21;  $p. < .01$ ).
- It had a low, positive correlation with having experience with teenage pregnancy (.18;  $p. < .01$ ).
- This statement also had a low, positive, but statistically significant relationship with both unemployment (.25;  $p. < .01$ ), and youth unemployment worsening their other problems (.26;  $p. < .01$ ).

Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues students face.

Results revealed that:

- It had a low, positive correlation with drug abuse (.26;  $p. < .01$ ).
- It had a low, positive correlation with alcohol abuse (.26;  $p. < .01$ ).
- It had a low, positive correlation with having seen some form of bullying (.18;  $p. < .01$ ).
- It also had a low positive relationship with both youth unemployment (.24;  $p. < .01$ ), and youth unemployment worsening their other problems (.25;  $p. < .01$ ).

I can easily share my views on social issues students are faced with on Facebook.

Results revealed that:

- The assertion had a low, positive correlation with drug abuse (.31;  $p. < .01$ ).
- It had a low, positive correlation with alcohol abuse (.25;  $p. < .01$ ).
- It also had a low, positive correlation with having seen some form of bullying (.27;  $p. < .01$ ).
- The assertion also had a low, positive correlation with youth unemployment (.24;  $p. < .01$ ), (.25;  $p. < .01$ ).

Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students face.

Results revealed that:

- It had a low, positive correlation with drug abuse (.25;  $p. < .01$ ).
- It had a low, positive correlation alcohol abuse (.17;  $p. < .01$ ).
- It had a low, positive correlation with having seen some form of bullying (.27;  $p. < .01$ ).

- Finally, it a low, positive, but statistically significant relationships with both youth unemployment (.25;  $p < .01$ ), and it worsening their other problems (.27;  $p < .01$ ).

Even though all the relationships discussed above were weak, they were all the same positive, meaning that the variables positively influence each other.

#### **4.14 Summary**

In conclusion, this chapter gave an insightful presentation of the data analysis, in two sections. Empirical data, consisting of demographic information, analysed questions such as age group, gender and race. Following this the perspectives of respondents were illustrated using frequency tables, bar graphs and pie charts. Furthermore results were provided on the different kinds of tests that were conducted to show that Facebook can be an effective tool that can be used by universities to raise awareness among millennials. The following chapter is based on a comprehensive discussion of these results in relation to both literature and the study objectives.



## **Chapter Five**

### **Conclusions**

---

#### **5.1 Introduction**

This chapter sums up this research report on the study that was conducted with the overall aim of determining the usefulness of Facebook as a marketing tool in bringing about social awareness among South African millennials in selected tertiary institutions in Durban. The chapter commences with a discussion of the results that were presented in the previous chapter in relation to both the objectives that guided the research and the literature that was reviewed in the second chapter. After the discussion, conclusions that were drawn from the discussion are presented in a systematic manner. The chapter also includes the identification of limitations that were noted throughout the study, as well as recommendations for future studies. After that a suitable summary of the chapter is given.

#### **5.2 Discussion**

Upon undertaking to do the study, four clear objectives were established. To that effect therefore, while the study was being conducted, the researcher was focused on finding information relating to the study objectives; hence that is how the study was delimited. A thorough literature review was done; data was collected from participants and analysed using appropriate methods discussed in Chapter Three. All these were done under the auspices of the fundamental research objectives. This section therefore includes a thorough discussion of the results that were obtained during the study and how they addressed the four objectives guiding the study.

Objective 1: To determine the current social challenges faced by millennials at selected tertiary institutions

Determining the social challenges faced by millennials was imperative, because in order to find a channel through which these challenges can be addressed is only possible when people know exactly what those challenges are. Also, millennials

around the world face different kinds of social challenges that relate to their socio-economic and political environments. So, it was essential to determine those challenges that millennials in South Africa, more specifically, KZN's tertiary institutions face.

Relating to the issue of determining social challenges faced by millennials, literature conducted by such researchers as Gandhi and Knight, 2003; Tomlison *et al.* 2014 and Dinkelman, 2011; shows that these challenges include unemployment, crime, HIV prevalence, drug use and poor education, among others. Literature from these researchers and many others whose publications were reviewed for this study, guided the researcher's assumptions of the kinds of challenges faced by millennials in South Africa. For that reason, during data collection, participants were asked to provide information on their experiences with social challenges that include, drug abuse, alcohol abuse, bullying, HIV/AIDS, TB, cancer, teenage pregnancy, as well as high unemployment.

Results that were obtained from data analysis revealed that millennials in tertiary institutions in Durban face the above mentioned social challenges. However, they do not face and experience these in the same manner. To be more specific, their experiences can be divided into three broad categories which are:

- *Primary experience* which pertains to the challenges that millennials face directly as individuals. Results revealed that the two main challenges that millennials directly experience in tertiary institutions are drug and alcohol abuse. These results confirm results obtained by other researchers in related studies in South Africa. To begin with, in a study conducted by the Limpopo Provincial Government (2013) alcohol was acknowledged as the most abused substance generally. In fact, an alcohol abuse study which was done in 2010 in South Africa showed that 57.9% of male students and 57.8% of female students were heavy drinkers (Pengpid *et al.* 2013); hence the expectancy is that these figures have gone up, since university officials are failing to control this behaviour among students. These statistics compare with the results obtained in this study. Furthermore, cocaine, heroin, tobacco and marijuana were also identified as drugs whose abuse is drastically increasing (Parry and Pathey 2013; Limpopo Provincial Government 2013). To that effect therefore,

millennials registered at tertiary institutions are prone to drug and alcohol abuse which hinders their studies and has a drastic effect on their health.

- *Secondary experience.* During data analysis, a small percentage of participants agreed to having seen someone else experiencing bullying, chronic illness such as HIV/AIDS, TB or cancer. As explained in the previous chapter, data provided by participants showed that there is a difference in magnitude of the problem when a comparison is made between social issues that millennials have directly had to deal with and those they experienced through secondary exposure. What this implies is that regardless of the fact that it is estimated that 20% of all individuals surviving with HIV/AIDS all over the world are from South Africa (Navaro *et al.* 2012) and while South Africa has come up as one of the countries in the world with a high prevalence of HIV/AIDS according to the Stellenbosch University: HIV/AIDS Policy for Students and Staff (2011), many millennials in the country have not directly experienced it and that is why it was been labelled in this research as a social problem that millennials face through secondary exposure.

There is however another side of the coin concerning the issue of social problems that millennials must deal with. Results showed that a very small percentage of respondents agreed to have experienced health problems and teenage pregnancy (Table 4.5). This confirms the information provided by Gobind and Ukpere (2014) which say that cases of HIV infection, pregnancy and the like are on the rise but on the rise at universities because of the convergence of many unsupervised, young, energetic, experimental individuals in their sexual prime.

*Economic challenge* which pertains to recurrent problems that millennials face because of the wider economic environment; hence they do not have a direct role in the occurrence of the problems, are nevertheless affected. One such problem identified in this research is that of unemployment. Literature reviewed shows that at the beginning of the year 2015, unemployment in South Africa rose significantly to 24% (Nordt, Warnke, Seifritz and Kawohl, 2015). The high rate of unemployment in the country is an economic problem which can be translated to mean that after completing university studies, a significant number of millennials will not be assimilated into the job market. For that reason, participants in the study stated that unemployment

was a real problem for them. Furthermore, they also agreed that unemployment also worsens other social issues they face. These sentiments are shared in The Media Insight Project (2016). Hence unemployment contributes immensely to poverty, crime and any other challenges that South African millennials face in general.

#### To determine the current tools used in promoting social awareness at selected tertiary institutions in Durban

After identifying the current challenges that millennials face, attention was directed towards considering some of the social awareness tools that are already being used by tertiary institutions to communicate to their audience. This research was very effective in this regard because five main awareness strategies/tools were identified as already being in place. These are:

- *The university student portal* which universities use to provide personalised information to registered students. Universities that were focused on in this study were DUT, UKZN and MUT, which all have student portals. It is important to note that the student portal can only be accessed online, but because millennials do not feel inclined to read information on printed material (The Media Insight Project 2015), it has been very effective. This is the reason why in the study 67.70% of participants reported that their institutions use the student portal to raise awareness on social issues facing youths in South Africa.
- *Institutional radio*, which is a tool that is mainly available at Durban University of Technology (DUT) where they have an in-house radio station called Radio DUT. With regards to the purpose of the radio station university officials state that, “it is to provide quality information and entertainment that speaks directly to the needs of the DUT community” (Radio DUT: Durban University of technology 2016). Having an institution radio is therefore an effective way of communicating with students while they progress with their day to day activities on campus. The study shows that 46,43 % of students agreed that radio is an effective way of communicating with them while 26,14 % were neutral and the rest 27,30% disagreed to the above as they mentioned that they did not have a radio station in their respective institutions.

- *Organised special events:* These are put together by different organisations and departments that operate under the auspices of universities and provide support to both students and staff members. Most commonly, tertiary institutions focus their attention on dealing with issues pertaining to the health of their students and they have HIV/AIDS centres and campus clinics. Tertiary institutions from which the sample for this study was drawn usually have special events that include HIV testing campaigns and wellness days. On rare occasions, entertainment based, and awareness raising events are planned and successfully carried out. Regardless of that fact, activities falling under organised special events ranked as the most effective awareness strategy in this study with 69.57% agreeing with its use.
- *University notice boards:* These are more traditional in nature, but tertiary institutions, schools and many other organisations have used them to reach out to their target audiences. They present a very easy and less costly way of passing on information and keeping individuals well informed. The only real challenge with notice boards is that they must be strategically positioned near entrance and exit points so that they are visible to the public. In this study, 60.00% of participants agreed that their institutions make use of university notice boards to raise awareness concerning social issues faced by millennials; issues that were identified and discussed under objective one. For that reason, notice boards remain an effective awareness-raising tool in tertiary institutions.
- *Flyers:* These fall under the broader category of paper advertisement. They are printed and distributed to individuals to read and get the intended information. A total of 64.96% participants in the study stated that their institution continually distributes flyers to students as an awareness strategy. Just like notice boards, they too are cost effective and can be used to reach out to a wider group of people.

#### To determine how Facebook can serve as an effective marketing tool in bringing about social awareness among millennials

The most important objective behind the study was that of determining whether Facebook as a social network can be an effective marketing tool that can be used by

tertiary institutions to raise awareness among millennials. This objective was justified by literature which shows that millennials all over the world are digital natives and their lives are basically lived through the internet and technology. Likewise, millennials in South Africa as stated by the Visa Generation Y Report (2012) that was reviewed in the second chapter are so comfortable with information technology to the extent that over 80% of them cannot live without computers or smartphones. That is the reason why, according to Sweeny (2006), it is the most effective way of communicating with millennials in this day and age.

Results presented in Figure 4.3 in the previous chapter shows that the majority of millennials (>65%) spend between two to six hours every day on social media. This proves that Facebook as a social network can be used to reach out and provide much needed information to millennials. The reason why Facebook was chosen regardless of the existence of many other prominent social networks like Twitter and Instagram is because previously conducted research has indicated that Facebook is used by millennials more than any other SNS. In fact, as previously discussed in the literature, research that was conducted in over 90 countries around the world and presented and presented in the GWI Audience Report (2014) resulted in Facebook being identified as the number one or most utilised social network.

Narrowing down the focus, respondents in the study were asked if they thought Facebook could be used as a tool to promote social awareness among millennials. A total of 89.90% of the participants said yes while only 10.20% said no. The expression of this opinion by millennials shows the potential Facebook has to catapult the viral information sharing that needs to be done concerning social challenges that millennials need to deal with like alcohol and drug abuse, HIV/AIDS, TB, cancer, bullying, unexpected pregnancy, unemployment and the like.

Participants were also asked to give brief explanations to justify why they thought Facebook could be an effective awareness tool. All the explanations that were provided are presented in 4. (Explanations provided by participants on the usefulness of Facebook as an awareness tool among millennials), in the previous chapter, but some of the important ones that really captured the intention behind this study include the following:

- Easily accessible platform for interaction
- Allows individual ideas to be expressed
- Attracts large number of people
- Because most students spend more time on it
- Because most students prefer to share stories on social media
- Through posting of information, text, voice and video messages. Fast and effective way of creating awareness

There is an important realisation that emanates from the points above. That is the advantages of Facebook are not just that it is easily accessible and attracts a wider audience, but it can facilitate a much-needed dialogue, not just between institutions raising awareness and millennials receiving information, but among millennials themselves as they begin to share their stories and experiences regarding the issues they face. In short, through Facebook, mass interactive learning can become a reality. Further statistical tests were conducted by the researcher to prove the significance of Facebook as a potential social awareness tool that can be used by tertiary institutions. To begin with, the chi-square test was conducted and the results obtained resulted in the rejection of the null-hypothesis that Facebook cannot be an effective social awareness tool at a significance level of  $< .01$ . The correlation confidence test was also done and it revealed, in the same manner as the chi-square test, that Facebook can be used to raise awareness among millennials.

This finding indicates the effectiveness of Facebook as a social awareness tool is supported by literature that was reviewed and the results of this study which. These include the Haiti Earthquake case study, the Kosovo case studies, the Harry Porter case study and many others in which Facebook was utilised as a viral marketing strategy to disseminate information and reach out to individuals.

To formulate guidelines on how tertiary institutions can use Facebook as a tool for marketing social awareness.

Facebook as a social network that is accessible to anyone is quite broad and general. Regardless of its potential to do a lot of good when it comes to raising awareness

among millennials, it has potential for causing emotional and psychological harm to the individuals who use it. That is the reason why a small group of respondents felt that Facebook was not an appropriate channel to use; hence they gave the following valid reasons:

- Bad information can easily be shared amongst people
- Brutal, negative comments
- Can cause people issues to become jokes especially around emotional issues
- Exposure of personal information
- People are not always optimistic and smart; this may degrade a person who might experience cruelty on social media

As a result of the downside potential problems of using Facebook for social awareness, there was therefore need for the formulation of guidelines regarding its use by tertiary institutions. Though the issue requires refining through conducting further studies, the following guidelines were formulated as part of the attempt to minimise harm being caused to individuals as well as improving the use of Facebook as a means to create social awareness among millennials. They include:

- Having a closed group on Facebook that only millennials become a part of voluntarily. What this means is that outsiders will not be able to access the information that is shared with the group.
- The universities identify key role players as millennials themselves who run the communication in the platforms. When communication in the platforms, comes from institutions it may be less likely to be seen as something they would want to share.
- The campaign seeding strategy that was discussed in the literature concerning the Harry Potter case study can be used; hence the Facebook group can be piloted with only a few individuals and then allowed to grow once it has been established.
- The Facebook group could be run by specific university officials who have the sole responsibility of monitoring information, posting information, as well as adding students who would have shown interest in being part of the group.
- To obtain participants for the group, other awareness strategies will need to be used for example the university emailing system through which students can



receive emails and they can respond and provide their Facebook details if they feel inclined to be part of the group.

- Individuals working in university support services like the HIV/AIDS centre, clinic and counselling services need to be part of the group so that they can also provide expert information and encourage students to use their facilities.
- Ethical guidelines (such as respect for others) will need to be formulated and discussed on the groups so that individuals can be made aware so that they can operate under those guidelines.
- Making Facebook as a means to create social awareness, a success requires a lot of effort on the ability of people who will be responsible for the Facebook group to actually, grasp and maintain the attention of millennials. To accomplish this, it is recommended that there will be the need for the adoption of the viral marketing strategy that was formulated by Urbanek (2012) which is premised on three main parts which are:
  - *The message*: This pertains to the nature of information that will be shared by university officials on the Facebook group. To begin with, millennials are not newspaper oriented speaks to the point that they find formal communication boring, hence messages or images within the Facebook platform can be embedded within adverts that are eye catching and will incite discussions among peers, for that reason, there is need for a high degree of creativity when it comes to the tone that will be used, as well as the overall way the information will be disseminated. In addition to the creativity, the message to the millennials should be both emotional and credible. It should be able to appeal to their psyche as living, breathing beings and lead to a positive emotional response. Finally, the message should tell a story that millennials can follow without losing interest and understanding.
  - *Medium*: These are the specific media that will then be used to deliver the message. Since millennials are entertainment oriented, media of delivery that will effectively suit raising awareness about the many problems that they encounter include video clips, images, games, as well as shot texts. These are things that millennials share with each other daily; hence the campaign by tertiary institutions can go viral and lead to much needed awareness and well-being.

- *Delivery:* This pertains to the exact platform that will be used in the viral marketing strategy which is Facebook and to be more precise the closed groups that will be created by tertiary institutions.

### 5.3 Conclusions

Following the discussion made above, conclusions that were drawn by the researcher and provided in this section of the chapter. The conclusions follow the same systematic way the discussion was done. The researcher therefore concluded the following concerning the objectives that were addressed in the study.

Objective 1: To determine the current social challenges faced by millennials at selected tertiary institutions;

Social issues that millennials face were identified as drug and alcohol abuse more than anything else. On top of that they also face health issues of HIV/AIDS, TB and cancer, teenage pregnancy, as well as bullying. Furthermore, millennials must deal with unemployment which is a growing problem in the whole country that has an impact on everyone. Unemployment also exacerbates other issues that millennials face that leads to widespread poverty.

Objective 2: To determine the current tools used in promoting social awareness at selected tertiary institutions in Durban

The study resulted in the identification of five main awareness tools that tertiary institutions are currently using to raise awareness. These tools are used simultaneously and they include, the student portal, institutional radio for universities like DUT, organised special events like HIV testing campaigns, university notice boards which are the longest running tools, as well as the use of flyers that are handed out to students on campus. All of these tools have been effective as reported by the participants who took part in the study.

Objective 3: To determine how Facebook can serve as an effective marketing tool in bringing about social awareness among millennials

Results obtained in the study coupled with the literature that had been reviewed led to the conclusion that Facebook, which was identified as the most used social network, can indeed be used by institutions as a tool to promote social awareness among millennials. Its advantages over traditional forms of information sharing is that it is easy for millennials to access; most millennials spent significant amount of time on it already and it can facilitate awareness and communication.

Objective 4: To formulate guidelines on how tertiary institutions can use Facebook as a tool for marketing social awareness.

The researcher identified some problems that could arise if Facebook is used as a social awareness tool. These problems include the possibility of misleading information going viral, potential for emotional, as well as psychological harm to participants and the like. Possible guidelines were formulated that are embedded in the need for creating a space through which dialogue and information sharing can take place in an ethically acceptable manner. On top of that, there was also a discussion of the three steps of viral marketing that could be adopted in the plan to create a success story which are the message, medium and delivery.

The research identified five main awareness tools the tertiary institutions are currently using to raise awareness, these tools have gone a long way in reducing social issues by allowing millennials to discuss their problems on certain platforms which allows their peers to respond and provide moral support. The results obtained from the study indicate that Facebook is the most used social networking site by institutions to promote social awareness among millennials, furthermore social media can also help reduce these social issues, by allowing millennials discuss their problems on certain platforms which permit them to respond and give the right support, be it millennials living with HIV or teenage pregnancy issues. Though the platform offers many advantages to the institution, if the information posted on it is not checked or filtered it can have disastrous consequences.

## **5.4 Limitations**

While the study was being carried out, various limitations were noted by the researcher. The limitations are as follows:

The participants of this study were inclusive of students from the Durban University of Technology, University of KwaZulu-Natal and the Mangosuthu University of Technology. However, consideration of the sample size (400) in relation to the population size shows that findings obtained cannot be generalised to a larger population, as this may not give a true reflection of students' opinion across other tertiary institutions of South Africa.

It is also imperative to note that finance and time were limitations to the current study as the study required traveling to other institutions (campuses) to administer questionnaires to engage with participants.

## **5.5 Recommendations for future research**

Based on the above limitations of the study, the following recommendations were made:

There is need for similar studies to be conducted in South Africa, so that a countrywide perspective of the issue could be obtained. This would also give a clearer picture of how far findings obtained in this study can be generalised outside of the three institutions from which participants were obtained.

There is need for researchers to build more literature that captures socio-economic issues in South Africa. During the literature review, there was a realisation that results obtained and patterns identified in Western studies had to be adapted in this study because of lack of local literature. The study leaves room for further studies.

Finally, financial resources should be made available for individuals conducting research to make the process easier.

## **5.6 Summary**

This chapter included a comprehensive discussion of the results that were obtained from data collection in conjunction with the literature. Thereafter, conclusions were drawn; the evidence of the study was guided towards ascertaining whether or not the research objectives were addressed by the researcher. Identified limitations of the study were also stated, together with suggested recommendations for future studies. The end of this chapter marks the end of this document.

## REFERENCES

Abdul Waheed, K. and Gaur, S.S., 2012. An empirical investigation of customer dependence in interpersonal buyer-seller relationships. *Asia Pacific Journal of Marketing and Logistics*, 24(1), pp.102-124.

Al-Muani, L., Saydam, S. and Calicioglu, C. 2014. Facebook as a Marketing Communications Tool - Facebook Official Pages Content: Analysis for Jordanian Telecommunications Companies in the Mobile Operators Sector. *International journal of business and social science*, 5(4): 205-211.

Babbie, E. 2004. *The Practice of Social Research*. Ninth Edition. Belmont: Wadsworth.

Baquedano-Lopez, P. Alexander, R. A. and Harnandez, S. J. 2013. Equity issues in parental and community involvement in schools: What educators need to know. *Review of Research in Education*, 37(1): 149-182.

Bartlett, J. E., Kotrlik, J. W. and Higgins, C. C. 2001. Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*. 19(1): 43-50.

Beltman, J.B., Marée, A.F. and De Boer, R.J., 2009. Analysing immune cell migration. *Nature Reviews Immunology*, 9(11), pp.789-798.

Bloom, P. N. and Gundlach, G. eds. 2000. *Handbook of marketing and society*. California: Sage Publications

Boyd, D. 2007. *Why youth heart social networks: The role of networked publics in teenage social life* (online). Available <http://cyber.law.harvard.edu/publications> (Accessed 13 May 2014).

Boyd, D. and Ellison, N. B. 2007. Social network sites: definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13: 210–230.

Boyd, D. M. and Ellison, N. B. 2010. *Social network sites: Definition, History and scholarship* (online). Available: <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2007.00393.x/pdf> (Accessed 20 March 2016).

Brew, L. Cervantes, J. M. and Shepard, D. 2013. *Millennial counsellors and the ethical use of Facebook* (online). Available: <http://tpcjournal.nbcc.org/millennial-counselors-and-the-ethical-use-of-facebook/> (Accessed 20 March 2016).

Cenat, J. M., Hebert, M., Blais, M., Lovoie, F. and Guerrier, M. 2014. *Cyberbullying, psychological distress and self-esteem among youth in Quebec Schools. Journal of effective disorders*, 169 pp.7-9.

Das, E., Kerkhof, P. and Kuiper, J. 2008. Improving the effectiveness of fundraising messages: The impact of charity goal attainment, message framing, and evidence of persuasion. *Journal of Applied Communication Research*. 36(2): 161–175.

Davies, W. 2015. *Protests in Brazil explained. BBC News*. (online). Available: [http://everything.explained.today/2015\\_protest-in-brazil](http://everything.explained.today/2015_protest-in-brazil). (Accessed 17 January 2016).

DesRoches, R., Comerio, M., Eberhard, M., Mooney, W. and Rix, G. J. 2010. Earthquake spectra, *Bulletin of Earthquake Engineering*, 27: 1-21.

De Vos, A. S., Strydom, H., Fouché, C. B., and Delport, C. S. L. 2011. Building a scientific base for the helping professions. In De Vos A. S., Strydom, H., Fouché C. B. & Delport C. S. L. 2011. *Research at the grass roots for the social sciences and human service professions*. Fourth Edition. Pretoria: Van Schaik Publishers.

Dinkelman, T. 2011. The American economic review. *American Economic association* 101: (7)3078-3108 (online). Available: <http://www.jstor.org/stable/41408731> (Accessed 09 September 2015).

Fishbein, M., 1979. A theory of reasoned action: some applications and implications.

Florida Institute of Technology. 2002. *Sampling Techniques* (online). Available <http://cs.fit.edu/~jpmcgee/classes/CSE5800/SamplingTechniques.pdf> (Accessed 10 March 2016).

Fouka, G. and Mantzorou, M. 2011. *What are the Major Ethical Issues in Conducting Research? Is there a Conflict between the Research Ethics and the Nature of Nursing?* (online) Available: <http://www.hsj.gr/volume5/issue1/512.pdf> (Accessed 20 April 2016).

Frazer, L. and Lawley, M., 2000. *Questionnaire administration and design: A practical guide*.

Kotler, P. and Lee, N. 2008. *Social Marketing*. California: Sage Publications.

Gilbert, N. 1996. *Researching Social Life*. London: Sage Publications.

Gobind, J. and Ukpere, W. I. 2012. Accessing HIV awareness and prevention information: South African challenges. *African Journal of Business Management*, 6(50): 396-357.

Grimmelmann, J. 2008 Facebook and the social dynamics of privacy. *Iowa Law Review* (online) 95(4): 1-52. Available: <http://www.ciberdemocracia.es/recursos/textosrelevantes/facebook.pdf> (Accessed 20 March 2016).

Gumbo, M.T., 2014. An Action Research Pilot Study on the Integration of Indigenous Technology in Technology Education. *Mediterranean Journal of Social Sciences*, 5(10), pp.386

*GWI audience report*. 2016. (online). Available: <http://insight.globalwebindex.net/hs-fs/hub/304927/file-918728067->



pdf/Content\_Marketing/GWI\_Generations\_Summary\_Report\_Q2\_2014.pdf?submissionGuid=a18cfa4f-7731-447f-a234-4259035fbb38 (Accessed 20 March 2016).

Hopkins, W.G., 2000. Measures of reliability in sports medicine and science. *Sports medicine*, 30(1), pp.1-15.

IMT strategies. 2001. *Viral Marketing* (online). Available: [http://web.it.nctu.edu.tw/~etang/Internet\\_Marketing/Viral%20Marketing.pdf](http://web.it.nctu.edu.tw/~etang/Internet_Marketing/Viral%20Marketing.pdf) (Accessed 29 March 2016).

Johnston, K. 2013. A Guide to Educating Different Generations in South Africa. *Issues in Informing Science and Information Technology*, 10: 261-273.

June, A. 2011. The effect of social network sites on adolescents' social media and academic development: Current theories and controversies. *Journal of the American society for information science and technology*, 62 (8): 1435-1445.

Kumar, R. 2011 *Research Methodology-A Step-by-Step Guide for Beginners*. Second Edition. Singapore: Pearson Education.

Kyei, K.A and Ramagoma, M. 2013. Alcohol Consumption in South African Universities: Prevalence and Factors at the University of Venda, Limpopo Province. *Journal of social sciences*, 36(1): 77-86.

Leskovec, J., Adamic, L. A. and Huberman, B. A. 2006. *The dynamics of viral marketing* (online). Available: <https://cs.stanford.edu/people/jure/pubs/viral-ec06.pdf> (Accessed 29 March 2016).

Leggio, J. 2008. Mumbai attack coverage demonstrates: Good and bad maturation point of social media (online). Available: <http://www.zdnet.com/blog/feeds/mumbai-attack-coverage-demonstrates-good-and-bad-maturation-point-of-social-media/339> (Accessed 13 January 2017).

Lowman, S. 2015. *In South Africa 1 in 4 still unemployed – youth crisis as 63.1% remain jobless* (online). Available <http://www.biznews.com/thought-leaders/2015/07/29/sa-q2-unemployment-eases-to-25-but-63-1-of-youth-remain-jobless/> (Accessed 2 October 2015).

Lenhart, A., Purcell, K., Smith, A., and Zickuhr, K. 2010. Social media and mobile internet use among teen and young adults: *Project of the Pew Research Centre*. Washington (online) Available [:http://www.pewinternet.org/files/oldmedia/Files/Reports/2010/PIP\\_Social\\_Media\\_and\\_Young\\_Adults\\_Report\\_Final\\_with\\_toplevels.pdf](http://www.pewinternet.org/files/oldmedia/Files/Reports/2010/PIP_Social_Media_and_Young_Adults_Report_Final_with_toplevels.pdf) (Accessed 12 March 2016).

Leon, A., Davis, L., and Kraemer, H. 2011. The Role and Interpretation of Pilot Studies in Clinical Research. *J Psychiatr Res*, 45(5): 626–629. (online), <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3081994/pdf/nihms245890.pdf> (Accessed 22 April 2016).

Limpopo provincial government. 2013. *Substance use, misuse and abuse amongst the youth in Limpopo Province* (online). Available: (Accessed 29 March 2016).

Mahamed, S., Van Niekerk, A., Jewkes, R., Suffla, S. and Ratele, K. 2009. Violence and injuries in South Africa: prioritising an agenda for prevention. *The Lancet*, 374 (9694), pp. 1011-1022.

Margesson, R. and Taft, M. 2010. *Haiti earthquake crisis and response* (online). Available: <https://www.fas.org/sgp/crs/row/R41023.pdf> (Available 27 March 2016).

Marshall, C. and Rossman, G. 1990. *Designing qualitative research*. Newbury Park: Sage Publications.

McFadyen, J. and Rankin, J., 2016. The Role of Gatekeepers in Research: Learning from Reflexivity and Reflection. *GSTF Journal of Nursing and Health Care (JNHC)*, 4(1).

Meadows, K. A. 2003. British Journal of Community Nursing: *Questionnaire Design*.8 (12) 526-562 (online) Available: [http://www.dhpresearch.com/uploads/assets/article-17%20\(2\).pdf](http://www.dhpresearch.com/uploads/assets/article-17%20(2).pdf) (Accessed 10 March 2016).

Millennials + money: The unfiltered journey. 2016. (online) Available: [https://fbinsights.files.wordpress.com/2016/01/facebookiq\\_millennials\\_money\\_january2016.pdf](https://fbinsights.files.wordpress.com/2016/01/facebookiq_millennials_money_january2016.pdf) (Accessed 20 March 2016).

Montano, D.E. and Kasprzyk, D. 2015. Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. *Health behavior: Theory, research and practice*.

Navaro, P., Bekker, L. G., Belcher M., Darkoh, E. and Hecht, R., McIntyre, J., Nattras, N., Ramjee, G., Rees, H., Whiteside, A., Wolvaardt, G. and Wood, R. 2010. *Special report on the state of HIV/AIDS in South Africa* (online). Available: [http://www.cssr.uct.ac.za/sites/cssr.uct.ac.za/files/pubs/South\\_Africa\\_HIV\\_strategy\\_GHMag.pdf](http://www.cssr.uct.ac.za/sites/cssr.uct.ac.za/files/pubs/South_Africa_HIV_strategy_GHMag.pdf) (Accessed 20 March 2016).

National Demographic Institute, 2013. *Social media boot camp empowers Kosovo youth activists* (online). Available: <https://www.ndi.org/kosovo-new-media-school> (Accessed 28 March 2016).

Neelamar, M. and Chita, P. 2009. *New media and society: A study on the impact of social networking sites on Indian youth*. (online) <http://www.ec.ubi.pt/ec/06/pdf/neelamalar-new-media.pdf> (Accessed 30 March 2015).

Nordt, C., Warnke, I., Seifritz, E. and Kawohl, W. 2015. Modelling suicide and unemployment: a longitudinal analysis covering 63 countries. *The Lancet Psychiatry*, 2(3), pp.239-245. 2015)

Nour, S. 2015. *Politics, Protest as Lebanon officials fail to reach deal* (online). Available: <http://www.aljazeera.com/news/2015/09/protests-between-burial-biggest-traitor-150914191547646.html> (Accessed 10 January 2016).

Oblinger, D. 2003. Boomers gen-xers millennials. *Educause review* (online), 500(4): 37-47. Available: <https://net.educause.edu/ir/library/pdf/erm0342.pdf> (Accessed 20 March 2016).

O'Leary. 2004. *The essential guide to doing research*. London: Sage.

Onwuegbuzie, A.J., Johnson, R.B. and Collins, K.M., 2009. Call for mixed analysis: A philosophical framework for combining qualitative and quantitative approaches. *International journal of multiple research approaches*, 3(2), pp.114-139.

Pampek, T.A., Yemolayeva, Y. A., Calvert, S. 2009. *College students' social networking experiences on Facebook*. (Online) Available <http://file:///C:/Users/STUDENT/Downloads/0912f50c200132337b000000.pdf> (Accessed 12 September 2015).

Parry, C. D. H. and Pathey, A. L. 2008 Risk behaviour and HIV among drug using populations in South Africa. *African journal of drug and alcohol studies*, 5(2): 139-157.

Pengpid, S., Pelter, K., van der Heever, H. and Skaal, L. 2013. Screening and Brief Interventions for Hazardous and Harmful Alcohol Use among University Students in

Sekaran, U. and Bougie, R., 2009. *Research Methods for business* 5th ed.

Simmons, J.P., Nelson, L.D. and Simonsohn, U., 2011. False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), pp.1359-1366.

South Africa: Results from a Randomized Controlled Trial. *The international journal of environmental research and public health*, 10: 2043-2054.

Pew Research Centre. 2010a. *Millennials at work: Reshaping the workplace* (online). Available: <https://www.pwc.com/m1/en/services/consulting/documents/millennials-at-work.pdf> (Accessed 20 March 2016).

Pew Research Centre. 2010b. *Social media aid. The Haiti relief effort* (online). Available: <http://www.journalism.org/2010/01/21/social-media-aid-the-haiti-relief-effort.pdf> (Available 28 March 2016).

Pew Research Centre. 2010c. The impact of social media on children, adolescents, and families (online). Available: <http://Pewinternet.org/~media/Files/Reports/2010/pip%20Cyberbullying%20memo.pdf> (Accessed 18 September 2015).

Pinto, M. B. and Mansfield, P. 2012. *Facebook as a compliant mechanism: An investigation of millennials* (online). Available: <http://www.aabri.com/manuscripts/121226.pdf> (Accessed 20 March 2016).

Polit. O. F and Hungler, B. P. 1999. *Nursing Research: Principles and Methods*. Sixth Edition. Philadelphia: Lippincott.

Polkinghorne, D. E. 2005. Language and meaning: Data collection in Qualitative Research. *Journal of counselling psychology*.52 (2): 137-145.

Pousttchi, K. and Wiedemann, D.G., 2006, June. A contribution to theory building for mobile marketing: Categorizing mobile marketing campaigns through case study research. In *Mobile Business, 2006. ICMB'06. International Conference on* (pp. 1-1). IEEE.

Ramsaran, R. R. and Fowler, S. 2013. The Implications of Facebook Marketing for Organizations. *Contemporary management research*, 9(1): 73-84.

Ramutloa, L. 2014. *Youth unemployment still a huge challenge in South African labour* (online). Available: <http://www.labour.gov.za/DOL/media-desk/media->

statements/2014/youth-unemployment-still-a-huge-challenge-in-south-africa-labour (Accessed 29 March 2016).

Reddy, P. and Frantz, J. 2012. *HIV/AIDS knowledge, behavior and beliefs among South African university students* (online). Available: <http://repository.uwc.ac.za/xmlui/bitstream/handle/10566/1242/ReddyHIV/AIDS2011?sequence=1> (Accessed 26 March 2016).

Resnik, D. B. 2013. *The ethics of science: An Introduction*. Routledge: London. (online): Available [http://sharifphilosophy.com/wp-content/uploads/2013/05/The\\_Ethics\\_of\\_Science.pdf](http://sharifphilosophy.com/wp-content/uploads/2013/05/The_Ethics_of_Science.pdf) (Accessed 01 March 2016).

Rhodes, J. E. 2004. *The risks and reward of mentoring today's youth*. (online) Available <http://books.google.co.za/books?hl=en&lr=eld=sjgohpf7014c=find=pp8edq=todays+youth+lack+parental+guidance>: ISBN0-674-0037-9. Accessed (10 May 2015).

Roblyer, M.D., McDaniel, M., Webb, M., Herman, J. and Witty, J.V., 2010. Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and higher education*, 13(3), pp.134-140.

Ruffalo, B. 2010. *The advantages of viral marketing* (online). Available: <https://www.impactbnd.com/blog/the-advantages-of-viral-marketing> (Accessed 28 March 2016).

Ruth, N., Bolton, A. and Solnet, L. D. 2013. Understanding generation Y and their use of social media: A review and research agenda. *Journal of service management*, 24: (3) 245-267.

Sandy, P. T. and Mavhandu-Mudzusi, A. H., 2014. Staff and Students Perception of an HIV/AIDS Strategy: A Case Study of a South African Rural-Based University. *Mediterranean Journal of Social Sciences*, 5(20): 2729-2737.

Scott, D. M. 2008. *The new rules of viral marketing: How word of mouse spreads your ideas for free* (online). Available:  
[http://www.davidmeermanscott.com/hubfs/documents/Viral\\_Marketing.pdf](http://www.davidmeermanscott.com/hubfs/documents/Viral_Marketing.pdf) (Accessed 27 March 2016).

Sheedy, C. 2011. *Social media for social change: A study of social media use in the 2011 Egyptian revolution* (online). Available:  
<http://www.american.edu/soc/communication/upload/caroline-sheedy.pdf> (Accessed 20 March 2016).

Shim, P., J. Dekelva, S. French. A. and Guo. C. 2013. Social networking and social media in the United States. *South Korea, and China* 30(1) 1-13.

*Social marketing theory*. 2010. (online) Available:  
<http://communicationtheory.org/social-marketing-theory/> (Accessed 29 March 2016).

Sprung, R. 2011. *5 Marketing lessons from Harry Potter* (online). Available:  
<http://blog.hubspot/tabid/6307/bid> (Accessed 27 March 2016).

Statista. 2017. *Number of monthly active Facebook users worldwide as of 3rd quarter 2016 (in millions)* (online), Available:  
<https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/> (Assessed 3 October 2016).

Stein, J. (2013). *Millennials: The me me me generation*. (online). Available:  
[http://www.prjohnsonenglish.org/uploads/5/3/8/5/5385246/millennials\\_themememegeneration.pdf](http://www.prjohnsonenglish.org/uploads/5/3/8/5/5385246/millennials_themememegeneration.pdf) (Accessed 20 March 2016).

*Stellenbosch University: 2009. HIV/AIDS policy for students and staff* (online). Available:  
<http://www0.sun.ac.za/hiv/en/system/files/SU%20HIV%20policy%202011%20English.pdf> (Accessed 20 March 2016).

Steven, R. E., Wrenn, B., Sherwood, P. K. and Ruddick, M. E. 2006. *The marketing research guide*. 2<sup>nd</sup> Edition. New York: Best Business Books.

Sweeny, R. 2006. *Millennial behaviors and demographics* (online). Available: <https://certi.mst.edu/media/administrative/certi/documents/Article-Millennial-Behaviors.pdf> (Accessed 20 March 2016).

The Media Insight Project. 2015. *How millennials get news: Inside the habits of America's first digital generation* (online). Available: <http://www.americanpressinstitute.org/wp-content/uploads/2015/03/How-Millennials-Get-News-Media-Insight-Project-March-2015-FINAL.pdf> (Accessed 20 March 2016).

*Theory of planned behavior and reasoned action* (online). 2010. Available: [https://www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Health%20Communication/theory\\_planned\\_behavior/](https://www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Health%20Communication/theory_planned_behavior/) (Accessed 28 March 2016).

*Theory of reasoned action, theory of planned behavior and the integrated behavioural model* (online). 2013. Available: [http://www.sfu.ca/uploads/page/09/GERO408\\_2013FALL\\_Theory\\_of\\_Reasoned\\_Action\\_....pdf](http://www.sfu.ca/uploads/page/09/GERO408_2013FALL_Theory_of_Reasoned_Action_....pdf) (Accessed 29 March 2015).

Trochim, W.M., 2006. Qualitative validity. *Research methods knowledge base*, pp.1-3.

University of Central Arkansas. 2011. *Chapter 7: sampling techniques*. (online), Available: <http://uca.edu/psychology/files/2013/08/Ch7-Sampling-Techniques.pdf> (Accessed 2 May 2016).

University of Oslo. 2016. *Data Analysis, Interpretation and Presentation* (online), Available: [http://www.uio.no/studier/emner/matnat/ifi/INF4260/h10/undervisningsmateriale/Data Analysis.pdf](http://www.uio.no/studier/emner/matnat/ifi/INF4260/h10/undervisningsmateriale/Data%20Analysis.pdf) (Accessed 11 April 2016).



Urbanek, T. 2012. *Facebook as a marketing tool* (online). Available: [http://digilib.k.utb.cz/bitstream/handle/10563/19676/urb%C3%A1nek\\_2012\\_bp.pdf?sequence=1](http://digilib.k.utb.cz/bitstream/handle/10563/19676/urb%C3%A1nek_2012_bp.pdf?sequence=1) (Accessed 20 March 2016).

USAID. 2013. *Kosovo: Raising awareness through Facebook and Twitter* (online). Available: [https://www.usaid.gov/sites/default/files/success/files/Raising%20awareness%20through%20Facebook%20and%20Twitter\\_0.pdf](https://www.usaid.gov/sites/default/files/success/files/Raising%20awareness%20through%20Facebook%20and%20Twitter_0.pdf) (Accessed 27 March 2016).

*Viral marketing: Understanding the concepts and beliefs of viral marketing*. 2008. (online) Available: [http://cmginteractive.com/uploads/viral\\_marketing.pdf](http://cmginteractive.com/uploads/viral_marketing.pdf) (Accessed 29 March 2016).

*Visa Generation Y Report*. 2012. (online) Available: [http://www.visa-asia.com/ap/sea/mediacenter/pressrelease/includes/uploads/Visa\\_Gen\\_Y\\_Report\\_2012\\_LR.pdf](http://www.visa-asia.com/ap/sea/mediacenter/pressrelease/includes/uploads/Visa_Gen_Y_Report_2012_LR.pdf) (Accessed 20 March 2016).

Welman, C., Kruger, F. and Mitchell, B. 2005. *Research Methodology*. Third Edition. Southern Africa: Oxford.

Wild, J. and Diggins, C. 2009. *Marketing research*. Cape Town: .Juta.

Williams. A. 2003. How to write and analyse a questionnaire. *Journal of Orthodontics*. 30(3): 245-252.

Wiles. R., Crow, G., Heath, S. and Charles, V. 2008. The management of confidentiality and anonymity in social research: *International Journal of Social Research Methodology*. 11(5):417-428.

Williman, N. 2006. *Your Research Project*: London. Sage Publications.

Wilson, J. 2010. *Essentials of business research: A Guide to doing your Research Project*. London. Sage Publications.

Wohn, D.Y., Eliison, N. B., Khan, M. L., Flewinn-Bliss, R. and Gray, R. 2013. The role of social media in shaping first-generation high school students' college aspirations; A social capital lens, *Computers and Educations*, 63: 424-436.

*Word of mouth theories and influence* 2012. (online) Available: <http://www.widhadh.com/model-word-of-mouth-theories-and-influence> (Accessed 29 March 2016).

Yamane, T. 1967. *Elementary Sampling Theory*. Prentice-Hall: Englewood Cliffs.

Yunus, O. M., and Tambi, M. A. 2013. *Essentials of research method*. Univision Press: Selangor Darul Ehsan.

Yu, A., Asur, S. Hurberman, B. 2011. *What trends in social media?* (online). Available: [http://www.hpl.hp.com/research/scl/papers/chinatrends/china\\_trends.pdf](http://www.hpl.hp.com/research/scl/papers/chinatrends/china_trends.pdf) (Accessed 12 February 2016).

Zucchi, K. 2015. *Why Facebook banned in China*. (online). Available:<http://www.investopedia.com/articles/investing/042915/why-facebook-banned-china.asp#ixzz42J0MD9sP> (Accessed 10 September 2016).

## APPENDIX A: QUESTIONNAIRE

I am Thenjiwe Slindile Mdletshe, Master's Degree candidate at the Department Marketing and Retail, at the Durban University of Technology.

My academic research study that I am conducting is titled as: **Facebook as a Marketing tool to inform South African millennials on social issues.**

This questionnaire is intended to collect data from students of the Durban University of Technology, Mangosuthu University of Technology and University of KwaZulu-Natal. The purpose of this study is to determine the effectiveness of Facebook as a marketing tool to bring about social awareness among South African millennials in selected tertiary institutions within the KwaZulu-Natal Province. Participant's personal details and data collected in this study will remain anonymous, while ensuring confidentiality of the participants.

### Section A: Biodata

*Please indicate with 'x' where applicable*

#### 1. Gender

Male

☐

Female

☐

#### 2. Age

18 - 20

21 - 24

25 - 28

29 - 34

35 and above

#### 3. Race/Ethnicity

African

☐

Coloured	<input type="checkbox"/>
Indian	<input type="checkbox"/>
White	<input type="checkbox"/>
Other	<input type="checkbox"/> Please specify:

**4. Faculty**

Management Sciences	<input type="checkbox"/>
Arts and Design	<input type="checkbox"/>
Engineering and Built Environment	<input type="checkbox"/>
Health Sciences	<input type="checkbox"/>
Accounting and IT	<input type="checkbox"/>
Applied Sciences	<input type="checkbox"/>
Other	<input type="checkbox"/> Please Specify:

**Section B: Social Media Usage**

5. Are you on any social media platform? Yes ☐ No ☐

**6. Give an estimate of number of hours you spend on social media daily?**

Less than one hour

One hour

Two-three hours

Four-five hours

Six hours and more

**Section C: Challenges faced by millennials.**

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	I believe drug abuse is a challenge many students face.					
8	I believe alcohol abuse is a challenge many students face.					
9	I have seen some form of bullying as a student.					
10	I have experienced some form of bullying as a student.					
11	I have seen my friends experience health issues (for example HIV/AIDS, TB, and Cancer).					
12	I have experienced health issues (for example HIV/AIDS, TB, and Cancer).					
13	I have experienced with teenage pregnancy.					
14	High unemployment among youths can be attributed to most of the social issues.					
15	Unemployment among the youth makes the social problems they face worse.					

**Section D: Tools to promote social awareness**

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	My institution uses the institutional student portal to communicate about social issues affecting the youths.					
17	My institution uses the institutional radio to communicate about social issues affecting youths.					
18	My institution uses special events to communicate about social issues affecting youths.					
19	My institution uses the institutional notice board to communicate about social issues affecting youths.					
20	My institution uses flyers to communicate about social issues affecting youths.					

**Section: E Facebook as a marketing tool**

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21	Due to the popularity of Facebook, it can serve as an effective tool for creating social awareness among students.					
22	Universities can use Facebook to communicate school-related issues with students.					

23	Universities can use Facebook to communicate with non-school-related issues.					
24	Universities can use Facebook as a platform to resolve issue students are face with.					
25	Universities can use Facebook as a platform to help students deal with social issues affecting them.					
26	Due to the interactivity of Facebook, it is an ideal platform to create social awareness of social issues students face.					
27	I can easily share my views on social issues students are faced with on Facebook.					
28	Facebook provides the opportunity for immediate response to a post, which makes it the ideal marketing tool for communication on social issues students are faced with.					

29. In your opinion, can Facebook serve as an effective marketing tool to create social awareness of social issues students are faced with? (Please provide brief explanation)

---

---

---

---

30. In your view, how is Facebook interactive? (Please provide brief explanation)

---

---

---

---

---

31. In your opinion, what advantages can the immediate response serve on Facebook?

---

---

---

---



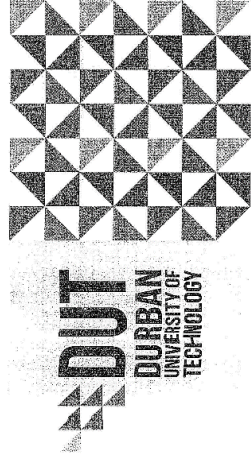
32. What disadvantages can the immediate responses from Facebook cause?

---

---

*Thank you!*

## APPENDIX B: PROVISIONAL ETHICS LETTER



Institutional Research Ethics Committee  
Faculty of Health Sciences  
Room MS 49, Mansfield School Site  
Gate 8, Ritson Campus  
Durban University of Technology  
P O Box 1334, Durban, South Africa, 4001  
Tel: 031 373 2900  
Fax: 031 373 2407  
Email: lavishad@dut.ac.za  
[http://www.dut.ac.za/research/institutional\\_research\\_ethics](http://www.dut.ac.za/research/institutional_research_ethics)  
[www.dut.ac.za](http://www.dut.ac.za)

16 September 2015

IREC Reference Number: **REC 59/15**

Ms T S Mdletshe  
P O Box 1340  
Richards Bay  
3900

Dear Ms Mdletshe

**Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues**

I am pleased to inform you that Provisional Approval has been granted to your proposal REC 59/15 subject to:

- Piloting of the data collection tool and
- Obtaining and submitting the necessary gatekeeper permission/s to the IREC.

Full approval is subject to meeting the above conditions.

The Proposal has been allocated the following Ethical Clearance number **IREC 114/15**. Please use this number in all communication with this office.

Approval has been granted for a period of two years, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

**Please note that you may continue with validity testing and piloting of the data collection tool. Research on the proposed project may not proceed until IREC reviews and approves the final document. If there are no changes to the data collection tool, kindly notify the IREC in writing.**

## APPENDIX C: LETTER OF AUTHORISATION FROM THE DUT



Directorate for Research and Postgraduate Support  
Durban University of Technology  
Tromso Annex, Steve Biko Campus  
P.O. Box 1334, Durban 4000  
Tel.: 031-3732576/7  
Fax: 031-3732946  
E-mail: [moyos@dut.ac.za](mailto:moyos@dut.ac.za)

15<sup>th</sup> June 2016

Ms Thenjiwe Slindile Mdlletshe  
c/o Department of Marketing and Retail  
Faculty of Management Sciences  
Durban University of Technology

Dear Ms Mdlletshe

### PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues" at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards,  
Yours sincerely

**PROF. S. MOYÓ**  
**DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT**

## APPENDIX D: LETTER OF AUTHORISATION FROM THE UKZN



5 August 2015

Mr Thenjiwe S Mdlletshe (SN 20911659)  
Department of Marketing and Retail  
Durban University of Technology  
Email: [mdlletshe.slindile@gmail.com](mailto:mdlletshe.slindile@gmail.com)

Dear Mr Mdlletshe

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained from UKZN. We note the title of your research project is:

*"Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues".*

It is noted that you will be constituting your sample by distributing questionnaires to undergraduate students as well as staff members whose duty directly relate to students at UKZN.

Please ensure that the following appears on your questionnaire/attached to your notice:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely,

**PROFESSOR D. JAGANYI  
REGISTRAR (ACTING)**

#### Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa  
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



## APPENDIX E: LETTER OF AUTHORISATION FORM THE MANGOSUTHU UNIVERSITY OF TECHNOLOGY



19 October, 2015

Ms. S. Mdletshe

Ms Mdletshe

It is my pleasure to inform you that permission to conduct survey titled: *"Facebook as a marketing tool to inform SA millennials in tertiary institutions on social issues"* amongst MUT students was granted.

Permission to conduct the survey is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,



Dr. Anette Mienie

Director: Research

031 9077354/7450

[anette@mut.ac.za](mailto:anette@mut.ac.za)

## APPENDIX F: PERMISSION TO ACCESS DURBAN UNIVERSITY OF TECHNOLOGY INFORMATION

Research and Postgraduate Support Directorate  
Tromso Annex, Steve Biko Campus  
Durban University of Technology  
P.O. Box 1334, Durban 4000  
Tel: 031-3732577/6 Fax: 031-3732946  
E-mail: [mvos@dut.ac.za](mailto:mvos@dut.ac.za)



24<sup>th</sup> October 2016

Mr R Naicker  
c/o Department of Management Information

Dear Mr Naicker

### PERMISSION TO ACCESS INFORMATION FOR RESEARCH AT THE DUT

Ms Slindile Mdletshe, is currently registered for a Masters degree in Marketing and Retail in Faculty of Management Sciences at the DUT. The title of her research study is "Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues". Ms Mdletshe is currently in the Data Analysis and Interpretation stage of her studies. She has been granted permission to access information for research purposes from the DUT.

Kindly grant Ms Mdletshe access to the following information:

1. The number of Male and Female undergraduates students for the period 2014 to 2016;
2. The number of Male and Female Postgraduates students for the period 2016.

Thank you.

Kindest regards.  
Yours sincerely

A black rectangular box redacting the signature of Prof S Moyo.

**PROF S MOYO**  
**DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT**

## APPENDIX G: LETTER OF INFORMATION



### LETTER OF INFORMATION

**Title of the Research Study:** Facebook as a marketing tool to reform South African millennials in tertiary institutions on social issues

**Principal Investigator/s/researcher:** Ms. T. S. Mdletshe (Bachelor of Public Relations Management).

**Co-Investigator/s/supervisor/s:**

Dr C. Meintjes – Senior Lecturer, Department of Marketing and Retail Management)

#### **Brief Introduction and Purpose of the Study:**

The study focuses on Facebook as a marketing tool to inform South African millennials'. The research will elaborate upon the challenges faced by the millennials. These challenges include unemployment, crime, HIV prevalence, poor education and drugs. The study will look into approaches used by the South African government in eradicating these (challenges), and also include literature on the role Facebook can play as a reformatory tool. The main objective of this study is to determine the effectiveness of Facebook as a marketing tool to bring about social reform among South African millennials in selected institutions in Durban.

#### **Outline of the Procedures:**

The respondents of this study are expected to fill questionnaires relating to social media and reformation.

The questionnaires will be distributed among students at the tertiary institutions in KwaZulu-Natal.

It will take each of the respondents about 15-20 minutes to fill a questionnaire.

**Risks or Discomforts to the Participant:** None

**Benefits:** Increased understanding Facebook as a marketing tool to bring about social awareness.

**Reason/s why the Participant May Be Withdrawn from the Study:**

Participants may be withdrawn from participating if they are non-compliant, ill or as a result of an adverse reaction. Participants may withdraw from participating if they so wish.

**Remuneration:** None

**Costs of the Study:** Not applicable

**Confidentiality:** Names of participants would not be mentioned, and if for any reasons named are mentioned, permission will be requested from participant(s) first.

**Research-related Injury:** Possibility of research – related injury not feasible.

**Persons to Contact in the Event of Any Problems or Queries:**

**DR. C. Meintjes (Supervisor) - 0313736862**

**IREC – 031 373 2900 (lavish@dut.ac.za)**

**Research office – 031 373 2577 (moyos@dut.ac.za)**

**Thenjiwe, S. Mdletshe (Researcher) – 0783047015**





## CONSENT

### Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, \_\_\_\_\_ (Thenjiwe Mdletshe), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

---

Full Name of Participant	Date	Time	Signature	/	Right Thumbprint
--------------------------	------	------	-----------	---	------------------

I, Thenjiwe,S. Mdletshe herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Thenjiwe Slindile Mdletshe

\_\_\_\_\_

**Full Name of Researcher**

**Date** \_\_\_\_\_

**Signature**\_\_\_\_\_

## APPENDIX H: GATEKEEPERS LETTER



### GATEKEEPER LETTER

---

J2 1803, Nsezi Street

Esikhawini

3887

26 October 2015

Tromso

1st

Gate

Steve Biko Campus

Dean: student services

Annex

Floor

1

DEAR Sir/Madam

I am a Master's Degree candidate at the Department Marketing and Retail, at the Durban University of Technology (student number 20911659). I hereby wish to solicit the permission to conduct a study; concerning using Facebook as a marketing tool to bring about social awareness in your institution. My academic research study that I am conducting is titled as:

## **Facebook as a marketing tool to inform South African millennials in tertiary institutions on social issues.**

The overall aim of this study is to determine the effectiveness of Facebook as a marketing tool to bring about social awareness among South African millennials in selected tertiary institutions in Durban.

Participants will have to fill in a questionnaire. No personal information is sought, and no questions relate to staff members or the management of your institution. This research project will have questionnaires for undergraduate's students and as well as the staff members whose duty directly relate to students, and the questionnaires will be distributed to the students by the researcher.

Please be assured that details regarding the participants' responses will be kept anonymous and confidential. Should you desire, the final report will be made available to you.

If you have any queries about this research project, please contact me on 0783047015 or email me at [mdletshe.slindile@gmail.com](mailto:mdletshe.slindile@gmail.com). If you require further clarification or would you like to share concerns regarding the research don't hesitate to contact my supervisor, Dr Meintjes on 0313735385 or by email at [corne.meintjes@gmail.com](mailto:corne.meintjes@gmail.com)

Thank you for your time and co-operation.

Yours sincerely,

Thenjiwe Slindile Mdletshe

Department of Marketing and Retail

Durban University of Technology

## APPENDIX I: DURBAN UNIVERSITY OF TECHNOLOGY STATISTICS

Headcount of Undergraduate and Postgraduate Students for 2014 -2016

UG/PG	Year	Male	Female	Total
Undergraduates	2014	13 401	12 310	25 711
	2015	13 411	12 644	26 055
	2016	13 773	13 118	26 891
Postgraduates	2016	530	635	1 165

## APPENDIX J: CORRELATION TABLE

[illegible]