

The internet habits of university students in Spain and the USA

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ABSTRACT

The Internet is a worldwide phenomenon which is transforming education, research, entertainment and commerce. The researchers sought to ascertain the length of time 882 university students from the United States and Spain spent on the Internet, where the Internet was accessed, the students' favorite sites, how often these sites were visited, what was purchased, and the reasons for shopping online. The results were compared between the two countries and between genders. While there were many commonalities, a number of weak, but statistically significant differences emerged. Conclusions and implications for marketers are also discussed.

Keywords: Internet viewing, buying, university students, Spain, USA

INTRODUCTION

The Internet intertwines with our daily work and personal lives. The proliferation of Internet based workplace applications; e-mail, social networking sites and the on-demand viewing of television shows and videos have literally changed the way we perform our jobs, interact with others, and spend our leisure time. These changes have made high speed service a ubiquitous commodity akin to electricity and have given birth to Internet business. E-commerce is a burgeoning industry which reached \$143 billion in 2009 (US Chamber of Commerce, 2010).

In addition, the traditional marketing paradigm is being uprooted by the Internet. A prominent marketer predicts that online advertising will surpass print advertising in 2012. For example, Nike, the athletic apparel giant, has decreased its traditional print and TV budget 40% over the last three years and will spend more than \$2.4 billion online (Cendrowski, 2012). By understanding what sites attract viewers and what categories of items are purchased on-line, strategies can be developed to tap into this nascent market.

Many studies have focused on the viewing habits of consumers in the United States, but there is scant research on the Internet viewing habits of consumers in other countries. The purpose of this paper is to examine the online viewing and buying habits of university students in Spain and compare them with USA students. The results of this study may assist marketers and those conducting businesses with their targeting this segment of customers.

LITERATURE REVIEW

Internet Usage

The internet is a useful tool for hundreds of millions of people literally from around the world. It is a part of everyday life we couldn't live without. This is especially true for university students who have grown up with the Internet being readily available for research, academic assignments, entertainment, email, and purchasing.

The existing literature serves as a benchmark for comparison of internet viewing and usage. In a survey of over 5000 USA respondents who were heavy net users, those online over 20 hours per week, Assael (2005) identified six key web usage categories and developed a profile of each. These categories consisted of Web Generalists, Downloaders, Self-Improvers, Entertainment Seekers, Stock Traders, and Socializers. As of late 2009, the average USA Internet user spent 68 hours per month online (Warren, 2009). Similarly Whitney, (2009) reports on a Harris Interactive poll which found 13 hours per week of online viewing was average in the USA. Twenty percent were online for 2 hours or less per week while 14% were online more than 24 hours a week. The New York Times (1/22/2010) reported students between the ages of 8 to 18 spend more than seven and a half hours a day with computers and other electronic devices. As these students enter college, their use of computers and the Internet will probably increase as they spend time on research, social networking, games and videos. In fact, a 2011 Neilson study found Americans spent 1 billion hours on social networks, 433 million hours on online games, and 178 million hours on videos/movies (Bernstein, 2011).

According to a study by the Stanford Institute for the Qualitative Study of Society (2004), the average Internet user spent 3 hours per day online. Further, the more educated the respondent was, the more time they were apt to be online. In addition, Howard (2006) found women spent an average of 58 hours per month on the Internet while men spent 67 hours per month.

College students are universally using the Internet. Ninety-three percent of college students accessed the Internet in a given month, and Jupiter Research expects this market to slowly swell from 15.2 million in 2003 to 16.4 million in 2007 (Greenspan, 2003).

For most businesses the Internet pot of gold is the ability to reach potential customers literally anywhere in the world. In 1998, Dolliver found 12 % of the general population has made purchases over the Internet, while 51% of college students had made a purchase online. By 2000, student purchasing had risen to 81%. The most common items purchased were CDs (64 %), books (58 %), clothing (42 %) and concert/theater/event tickets (32 %) (Study shows college student Internet –savvy, 2000). In addition, students are becoming more sophisticated in their purchasing and have moved beyond music to banking services, concert tickets, apparel, entertainment products, cars, mortgages and appliances (Lester, 2005).

Not surprisingly, in 2009, the three most accessed sites were the search engines Google, Yahoo, and MSN/Windows/Live/Bing. The fourth most visited site was Facebook. Interestingly, Facebook viewers spent approximately double the length of time than viewers of the search engines (mashable.com/2009/10/14/net-usage-nielsen). However, by 2012, Google remained at the number one position followed by Facebook, YouTube and Yahoo (2012, mostpopularwebsites.net/). This continued rise of Facebook, which as of March 2012 had nearly 850 million users, who spent over 800 billion minutes per month on this key social networking site (Facebook.com). Another mushrooming site is YouTube which has over 3 billion views per day and has created the “going viral” phenomenon (Youtube.com)

Patrick Odell surveyed US college students at eight institutions and found a difference in how males and females use the Internet. The data revealed 25% of males visited “Adult sites” where only 1% of females said they visited the same sites. Other differences found 49% of males used the Internet for gaming and music while only 26% of females for the same purpose. In addition, there was a difference in the average amount of time spent on the Internet by major. For instance, majors in Engineering, Computer Science, the Natural Sciences, and Business spent more time on the Internet than Humanities, Social Science, Education, and Communication majors (Odell, 2000).

Search firms that are trying desperately to compete with Google are continually refining their search algorithms to incorporate customer behavior and collectively apply that knowledge to provide results that are relevant and useful (Lovett, 2007). But, perhaps the largest niche market is in gender specific web sites. In order to address the needs of this new population, Google has partnered with Glam Media, a female centric distributor of over 300 sites (Shields, 2007). Since shopping has often been considered a feminine activity, it has been estimated that women account for \$5 trillion in purchasing power. Since 2003 female Internet users have increased 19% as opposed to 12% for men (Howard, 2006). Further, women are now the dominant force on the Internet as they comprise 52% of web users. In a 1999 survey, 86% of women placed a high value on the Internet as a timesaving device, spending an average of nine hours per week online. Of new on-line users, 58% are women, with 42% percent of women online accessing the Internet at their workplace. This growth rate presents great news for advertisers because women account for more than 70% of household purchases (Tracy, 1999). However, Dholakia and Kuan-Pin (2003) found female college student shoppers were seen to be less technical, less spontaneous, and were not influenced significantly by product type, outlet type, or purchase purpose.

While large in numbers, specifically targeting these new customers may have additional challenges (Evans, 2006). Stark & Meier (2001) in a longitudinal study of usage and satisfaction levels of Internet shopping by college students found students purchasing over the Internet have nearly tripled from 1997-2000, from 20% to 55%, with the average dollar purchases increasing from \$235 to \$471. More than 97% of the students reported being "satisfied" or "very satisfied" with their purchases.

A 2000 survey dealing with college students shopping preferences revealed 67% were willing to try new brands, 59% were budget conscious, 52% were brand loyal, 51% are very conscious of "their looks", 50% were willing to pay for quality, and 31% purchase the latest products (Targeting the college students just got easier, 2000). However, being comfortable with technology does not result in higher sales. Sorce (2005) found older shoppers searched for fewer higher priced products while their collegiate counterparts made numerous smaller purchases, but both spent approximately the same amount.

While technology adds speed and convenience it also substantially diminishes personal interaction that reduces customer loyalty and sense of relationships with the provider (Walker, 2005) (Newman, 2005). However, Internet purchasing continues to grow because of convenience, 24-hour availability, accessing information in a timely manner, and quick-response time (Stark & Meier, 2001). This level of convenience is further enhanced in isolated areas or in cases where the purchasers did not have transportation. For example, students on rural campuses, who did not have a vehicle, had a very positive attitude about shopping for apparel online (Yingjiao & Paulins, 2005).

International

The use of the Internet is truly international and efforts are being made by marketers and social scientists to understand how to enter and prosper in these new emerging markets. A study covering over 6,500 consumers in seven countries found video over the Internet spans all age groups and the revenue from online television increased to 1.6 billion dollars in 2010 (Spangler, 2011). When analyzing by population and Internet penetration, an inverse proportion is found when comparing the raw number of Internet users as a percent of the population. As of January 2012, there were just over 1 billion Internet users in Asia, 500 million in Europe, and 273 million in North America. However, the penetration rate, the number of Internet users as a percent of the population, was 26% in Asia, 61% in Europe, and 79% in North America (Internetworldstats.com).

The Internet can help level the playing field by neutralizing distance and economies of scale in manufacturing and marketing. However, more cultural factors than technological systems may be the greater determinant. Gius & Ceccucci (2010) assert nations that retard economic activity have less Internet usage, while nations with greater human development, as measured by the Human Development Index, have greater Internet usage. In addition, nations with more fixed phone lines per capita and greater per capita gross national income also have higher levels of Internet usage. Al Kailani & Kumar (2011) tested the cultural characteristics of uncertainty avoidance and perceived risk on Internet buying in the USA, Jordan, and India. They found cultures with high uncertainty avoidance and perceived risk with Internet, purchased less over the Internet. However, in a study which compared USA and Belgium Internet shoppers, Brengman et al (2005) found six common dimensions to categorize Internet shopping. These dimensions were convenience, perceived self-efficacy, logistics, distrust, Internet offer,

and window-shopping. Similarly, in a study of shopping from 6 countries including the USA and China found commonalities such as their desire for convenience, are more impulsive, have more favorable attitudes toward direct marketing and advertising, and wealthier, and are heavier users of both e-mail and the Internet (Brashear, Kashyap, Musante, & Donthu, 2009).

In European countries, the coming of broadband access encouraged online commerce. For example, about one third of customers who had this access were more likely to purchase items online. Conversely, another one-third of consumers felt there was no motivation for them to use the Internet for shopping. (2005, Broadband users most likely to shop and bank via the Internet). But this view is changing. Balmond (2006) cited the need for European brick and mortar retailers to continue introducing innovative formats if they are to stay one step ahead of their online rivals.

Spain

While Internet access was relatively slow to develop in Spain, it is expected to increase 48% from 2009 levels by 2014. (2010 Internet Access Industry Profile: Spain). Data from the Spanish National Statistics Institute states 63.6% of Spanish households with at least one person aged 16-74 had a computer in 2008(2009, E-commerce) but, Garitaonandía, & Garmendia, (2009) in their study of 560 households who subscribed to a digital TV package found only 7.7% used e-commerce. However, many Spanish citizens are active on social networking sites. The preeminent site is “Facebook” which has a worldwide reach of over 850 million users, of which 70% are located outside of the United States (Facebook.com/2012). Spain has 16 million users which ranks it 15th in the world with a penetration by population of 34.3% (2012, socialbakers.com)

In the entertainment realm, Spanish movie tickets can now be purchased online (2010, Movietickets .com to provide online ticketing in Spain.) and it seems that Internet music piracy is a worldwide issue as abundant illegal downloads occur. However, the Spanish government has not issued a specific policy on the matter (Llewellyn, 2010).

Perhaps the major deterrent to success on the Internet is the issue of trust, which translates into fraud, theft and credit card abuse. In a survey of 2000 U.S. adults in October 1998, the major reasons given for not using online shopping are security concerns (71.6%), the inability to touch the merchandise (49.3%), not familiar with the online merchant (39.2%), and finding shopping too time consuming or difficult (23%) (Stark & Meier, 2001). While risk is an important determinate, a cross-national sample of 562 people from the United States, Canada and U.K. found that satisfactory online purchasing reduced their amount of perceived risk (Ueltschy, 2004). In a comparison of online shopping in Spain and Japan, Martin et al. (2009) found Spanish customers were more sensitive to the risks associated with shopping online.

Purchasing

Purchasing over the Internet has expanded rapidly. Even in 2005, in a study of nearly 800 college students, Lester, Forman, & Loyd (2005) found over 95% of the college-age students used the Internet and over 91% made purchases online, with nearly 25% spending over \$500 per year on Internet merchandise. Remarkably, in 2009, Computers, Apparel, and Electronics accounted for 44% of all online purchases (www.dazeinfo.com).

Men have traditionally been the early adopters of new technology and were at the forefront of the computer revolution. But Dholakia (2006) found in the USA that women outnumber men in access to and use of the Internet. This may have profound implications if females determine the everyday use and applications of this new technology. Further, widespread broadband access provides more efficient online retailing strategies. In addition the consumers' wider acceptance of Internet shopping are enhancing and encouraging Internet purchasing (Miller, 2010).

To determine the factors which assist Internet buying Seock & ChenYu (2007) studied 414 college students who evaluated apparel websites. They found product information, customer service, security, navigation, and comparison shopping were the primary factors which led to Internet buying.

The concept of word of mouth has expanded beyond an individual's normal reach as the Internet has spread the voice of satisfied and dissatisfied customers. Their comments then encourage or stifle prospective purchases from others. In fact consumer reviews are significantly more trusted, nearly 12 times more, than descriptions that come from manufacturers (2011, Internetbasedmoms.com). In addition, a June 2010 Harris Interactive poll found 71% of respondents admitted favorable reviews from others exert a "great" or "fair" amount of influence on their purchases (www.bazaarvoice.com/resources/stats). Further, 24% of respondents stated their level of online shopping had increased from the previous year and 53% stated they preferred to seek advice of what to buy or what products and brands to avoid before purchasing (Harris interactive, 2010).

Finally, in an effort to understand the reasons for shopping online, a November 2007 Nielson survey revealed 81% of customers shopped online due to it being always available, followed by 77% to save time, 61% to comparison shop and 56% for the ease of finding products. However, contrary to popular assumptions, only 46% cited lower prices as the reasons for shopping online (2007, www.associatedcontent.com/article/459412/)

RESEARCH QUESTIONS

1. What is the length of time that university students spend on the Internet?
2. Where do university students utilize the Internet?
3. What are the favorite sites visited by students?
4. How often do students visit their favorite sites?
5. What items are purchased online?
6. What are the reasons students purchase online?

METHODOLOGY

University students in the USA and Spain were asked to take part in an anonymous surveyed to learn more about their Internet viewing habits. Participation was voluntary and the results were confidential. A total of 882 usable responses were obtained. Results were entered into SPSS for analysis to see if any significant statistically differences emerged.

RESULTS AND DISCUSSION

The respondents to this survey were predominantly undergraduate students between 20-24 years of age who did not work at any job. Females and Business majors were in the majority as stated in Table 1 (Appendix).

1. What is the length of time university students spend on the Internet?

The largest percentage of Spanish students (27%) spent over 25 hours per week on the Internet. This level of viewing was nearly twice that of USA students. Further, 54% of Spanish students spent at least 16 hours per week online vs 34% of USA students. This difference was affirmed by a Pearson correlation ($r = .185, p < .000$). Only 1% of Spanish students and 3% of USA students did not use the Internet at all. When viewing by gender students from each country it was found that students spent similar amounts of time on the Internet and no statistically significant differences emerged as shown in Table 2 (Appendix).

2. Where do university students utilize the Internet?

The overwhelming majority of students from both countries accessed the Internet from their homes. This finding infers a widespread penetration of residence based service as the Internet appears to be a staple for the college going community. Using the Internet at the library ranked second and ranged from 37-54%. However, using the Internet at their place of employment ranked last, mostly due to the lower percentages of students who had full time positions or had positions which required the use of the Internet. Interestingly, the students in the USA in greater numbers utilized the Internet in a statistically significant manner than those in Spain. This information is shown in Table 3 (Appendix)

3. What are the favorite sites visited by students?

The top three sites for USA students were Facebook, Weather and Shopping while students from Spain favored Facebook, Music and Travel. Over half the students from both countries visited Facebook. A number of weak, but statistically significant differences were found. For example, USA students more often viewed Gaming, Shopping, Sports and Weather while Spanish students more often viewed Chat, Music and Travel sites as shown in Table 4 (Appendix).

When comparing by country and gender female students in Spain viewed were Facebook, Music, and Travel while USA females chose Facebook, Shopping and Weather. Males in Spain viewed Sports, News and Facebook while USA males preferred Sports, Facebook and Weather. Spanish females favored Employment, Music, Facebook, and Travel sites while males preferred Adult, Gambling, News and Sports in statistically significant manners. In the USA, females chose Shopping, Reference, and Travel while males preferred Adult, Entertainment, Gambling, Music and Sports as shown in Table 5(Appendix).

4. How often do students visit their favorite sites and is there a difference due to country or gender?

Over 80% of students from Spain and 73% of USA students visited their favorite sites at least once a day. In fact, over one third of Spanish students visited their sites more than once a day which were a statistically significant difference to the USA students.

Spanish Males were more apt to view their favorite sites daily while Spanish females were more likely to visit their sites 2-4 times per week. USA males were more likely to view their preferred sites more than once per day as shown in Table 6 (Appendix).

5. What items are purchased online?

Travel was the most purchased category by a substantial majority of Spanish students followed by Accessories and Clothing. USA students purchased Books, Clothing and Music. Statistically significant differences emerged with Spanish students preferring Appliances and Travel services while USA students preferred Books, Clothing, and Electronics (see Table 7).

When examining the results by gender it was found Spanish females purchased Travel, Clothing and Music while Spanish males bought Travel, Accessories, and Clothing. Statistically significant differences were found with females who purchased Cosmetics while males bought Sports, Games and Accessories.

USA females selected clothing, travel, and music while males preferred Books, Electronics and Music. Statistically significant differences were found with females who purchased Cosmetics, Housewares and Travel while males bought Sports, Games and Electronics as shown in Table 8(Appendix).

6. What are the reasons for purchasing online?

Students in Spain purchased items online due to finding a lower cost followed by the ability to shop anytime, while USA students shopped online primarily due to the ability of shopping anytime followed by the desire to find items that weren't available locally and then those who used the Internet due to lower costs. Interestingly, shopping due to a friend's recommendation was the lowest factor. USA students cited the ability to shop anytime and the lack of items locally at a statistically significant manner.

When examining the results by gender, USA males preferred a lower cost while there were significant differences between Spanish students as shown in Table 9 (Appendix).

CONCLUSION AND RECOMMENDATIONS

More than 75% of the students in Spain and 92% of USA students utilized the Internet at home. This finding signifies the high penetration of Internet services and its necessity for education. Over half the students from both countries were on the Internet at least 11 hours per week with males being online slightly more than females. However despite their prolonged exposure, only Facebook reached over half the respondents from both countries of the survey. Spanish students visited Music sites second, but their viewing rate was ten points behind the behemoth social media site. USA students appear to be more engaged in Shopping and Weather sites. Even though Facebook was the most viewed site, in order to reach males, advertisements should be made on Sports sites as they were the top choice of males from both countries. In addition, since over 70% of these respondents visited their favorite sites at least daily, marketers can count on this level of consistency and customer availability.

Even though Spanish students spent much time on the Internet, much of the time was on Facebook with little purchasing with the exception of Travel services. It appears this study supports the findings of Garitaonandía & Garmendia, (2009) who found only 7.7% participated in e-commerce. In addition, the findings of Martin et al. (2009) citing Spanish customers were more risk sensitivity to online buying. Businesses wishing to tap this market need to promote the safety and security of their encrypted sites to assuage this concern.

While seeking a lower cost was the primary reason for Spanish students buying online, USA students valued the ability to shop anytime and the greater selection found. Therefore the marketing strategies of price leadership for Spain and convenience and depth of selection for the USA should be used. Marketers should also concentrate on social networking sites such as Facebook. By offering promotions and specials, product buzz can develop which can get this group to try your product and tell others about it.

University students from both countries are ready built audience. They are nearly universally online, and willingly visit their favorite sites daily. As these students graduate and begin working they will continue to use the Internet. With additional income they may increase their online purchasing. Businesses need to attract these students now to have them for the future!

FUTURE RESEARCH

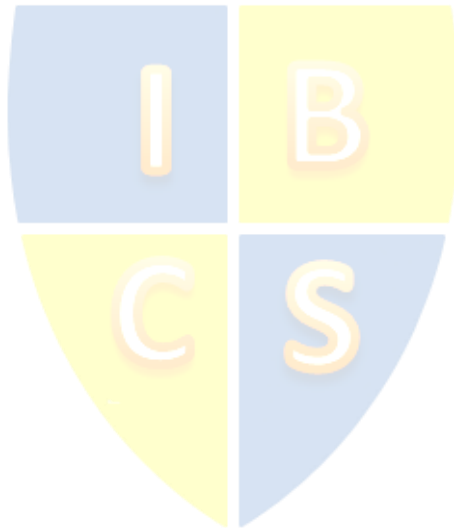
Additional research could focus on how much money these students spend per purchase or per month. The results could then be compared by country, gender or major. In addition, the Internet viewing and buying habits of students in other countries could be compared with the respondents of this survey to find commonalities and differences.

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APPENDIX

		USA		SPAIN		TOTAL	
		N	%	N	%	N	%
Gender	Female	393	56.5	117	62.6	510	57.8
	Male	302	43.5	70	37.4	372	42.2
	Total	695	58.6	187	41.4	882	
Ethnicity	African American	65	9.4	3	1.6	68	7.7
	Asian	10	1.4	1	0.5	11	1.3
	Caucasian	585	84.7	1	0.5	586	66.7
	Hispanic			144	77.0	144	16.4
	Other	31	4.5	38	20.3	69	7.9
Age	< 20	68	9.8	12	6.4	80	9.1
	20-24	368	52.9	154	82.4	522	59.2
	25+	259	37.3	21	11.2	280	31.7
Education	High School	82	11.8	6	3.2	88	10.0
	College	527	75.8	37	19.9	564	64.0
	Graduate	86	12.4	143	76.9	229	26.0
Major	Business	283	42.2	151	81.6	434	50.9
	Education	121	18.1			121	14.2
	Other	154	23	31	16.8	185	21.7
	Not applicable	112	16.7			112	13.1
Employed	Not Working	226	32.6	118	63.8	344	39.2
	Part time	223	32.2	52	28.1	275	31.3
	Full time	244	35.2	15	8.1	259	29.5

Table 2

Internet Usage Per Week
in %

	Spain	USA
0 hrs per week	1	3
1-5 hrs	13	22
6-10	18	25
11-15	14	18
16-20	19	13
21-25	8	6
>25 hrs per week	27	15

	Spain		USA	
	Female	Male	Female	Male
0 hrs per week	2	0	4	1
1-5 hrs	15	12	25	19
6-10	18	16	24	25
11-15	15	12	17	19
16-20	17	23	12	14
21-25	9	6	5	6
>25 hrs per week	25	32	14	16

Table 3
Where Do Students Use the Internet

	Spain	USA	χ^2	p
Home	76%	92%	37.2	.000
Work	21%	39%	19.4	.000
Library	37%	54%	16.7	.000

	Spain		USA	
	Female	Male	Female	Male
Home	94	90	90	95
Work	19	36	39	38
Library	45	41	49	61

Table 4
Favorite Sites by Country

	Spain	USA	r	p
Adult (xxx)	6	8		
Chat	20	12	.099	.003
Employment	30	16	.144	.000
Entertainment	34	35		
Gambling	6	3		
Games	17	26	-.085	.011
Music	47	36	.096	.044
Facebook	57	56		
News	36	39		
Reference	18	25	.071	.035
Shopping	23	42	-.164	.000
Sports	26	35	-.079	.018
Travel	38	14	.257	.000
Weather	16	46	-.237	.000

Table 5
Favorite Sites
by Gender

	Spain		r	Sig	USA		r	Sig
	Female	Male			Female	Male		
Adult (xxx)	1	16	-.293	.000	2.5	13.9	-.214	.000
Chat	26	14			10.4	13.9		
Employment	37	21	.160	.028	18.1	14.2		
Entertainment	35	39			27.7	44	-.170	.000
Gambling	1	13	-.258	.000	0.3	7.3	-.195	.000
Games	15	24			21.4	31.5	-.114	.003
Music	56	40	.151	.040	32.8	40.1	-.075	.049
Facebook	70	46	.242	.001	54.2	59.3		
News	31	49	-.178	.015	36.9	42.7		
Reference	20	16			28.8	19.5	.106	.005
Shopping	27	19			51.7	28.8	.230	.000
Sports	8	60	-.568	.000	15.3	60.9	-.474	.000
Travel	47	29	.182	.013	16.5	9.6	.101	.008
Weather	19	13			46.6	44.4		

Table 6

How Often are Favorite Sites Visited

	Spain	USA	X^2	sig
> Once a day	34 %	23%	8.36	0.004
Daily	48 %	50%		
2-4 week	13 %	18%		
Weekly	5 %	10%		

	Spain		X^2	sig	USA		X^2	sig
	Female	Male			Female	Male		
> Once a Day	38	26			20	27	5.22	0.022
Daily	42	62	6.53	0.011	51	49		
2-4 Times a Week	16	5	5.41	0.002	18	18		
Weekly	4	8			11	8		

Table 7

Items Purchased over Internet

	Spain	USA	r	p
Accessories	26	32		
Appliances	38	6	.384	.000
Books	14	54	-.337	.000
Clothing	22	51	-.242	.000
Cosmetics	9	6		
Electronics	16	35	-.169	.000
Furniture	3	3		
Games	9	19	-.113	.001
Housewares	4	10	-.092	.006
Music	19	36	-.148	.000
Shoes	7	27	-.200	.000
Sports	5	23	-.193	.000
Travel	53	31	.194	.000
Video	3	15	-.148	.000

Table 8

Items Purchased over Internet

	Spain		r	p	USA		r	p
	Female	Male			Female	Male		
Accessories	15	34	-.219	.003	32	32		
Appliances	2	9	-.164	.025	5	8		
Books	15	14			56	52		
Clothing	21	26			53	47		
Cosmetics	15	1	.215	.003	10	1	.192	.000
Electronics	12	26	-.177	.016	24	49	-.267	.000
Furniture	3	1			4	3		
Games	4	17	-.217	.003	12	27	-.186	.000
Housewares	3	4			13	6	.119	.002
Music	18	24			33	39		
Shoes	5	10			26	27		
Sports	1	11	-.239	.001	11	37	-.311	.000
Travel	58	51			35	25	.114	.003
Video	1	7	-.173	.018	12	18	-.075	.048

Table 9
Why Purchasing Online

	<i>Spain</i>	<i>USA</i>	r	p
Lower Cost	47	45		
Ability to Shop Anytime	41	61	0.170	.000
Lack of Items Locally	9	49	0.341	0.000
Costly but Convenient	5	4		
Friends Recommendation	4	4		

	Spain		r	p	USA		r	p
	Female	Male			Female	Male		
Lower Cost	46	57	none		36	56	-0.194	0.000
Ability to Shop Anytime	44	41			64	57		
Lack of Items Locally	11	7			46	53		
Costly but Convenient	3	7			4	3		
Friends Recommendation	3	7			3	4		