Original Research Article

<https://doi.org/10.20546/ijcmas.2021.1002.042>

Impact Analysis of Developed Information Package for Consumers

Madhuri Kulkarni* and Veena Bhalerao

College of Community Science, VNMKV, Parbhani, (M.S.), India

*Corresponding author

ABSTRACT

Keywords

Consumer,
Information
package, Awareness
Impact analysis

Article Info

Accepted:
14 January 2021
Available Online:
10 February 2021

The research entitled "Impact Analysis of Developed Information Package for Consumers" was carried out in various schools and among group of consumers through exhibitions followed by lectures, interactive sessions and skits. A survey among randomly selected school students and adult consumers (100 each) was conducted before introducing an information package to consumers and after 8 to 10 days gap of intervention programme to assess the impact of information package on awareness of consumers regarding selected aspects of consumerism. Feedback of selected consumers on utility perception of the developed consumer information package and different modes of dissemination adopted were studied after intervention programme. Statistical analysis with the help of 'Z' test was carried out for testing the significance of information package to consumers. It is concluded from the study that the information package containing informative charts, small skits, lectures and street shows on consumer issues was effective in creating awareness among consumers. Retention of information was more among school children. Consumers perceived that the consumer information package was informative, useful, effective, self-explanatory and easy to understand. Exhibition in combination of lecture and interactive session were expressed as best mode of instruction for disseminating information on consumer issues by school children and adult consumers.

Introduction

Any person who buys or uses goods and services is a consumer. Every person is a consumer in one or the other way. According to Dhillon *et al.*, (1997), the consumer is the final buyer and user of goods and services for the satisfaction of his or her wants. Consumer is a person who buys goods and services to be used or consumed by herself or by someone else on behalf of the buyer. Goods may include both consumable items and durable consumer goods. A consumer is anyone who

buys or uses any kind of product or services. He/she creates a demand for a variety of goods and services. Swami Vivekananda believed that the consumer is the king of the market who can purchase anything from anywhere (Seetharaman and Sethi, 2002).

Indian market have been witnessing several changes with an increase in variety of goods and commodities. With the immense competition and high technology development there are many products before the consumer which demands knowledge.

With the advancement in science and technology, the market is flooded with variety of products and selling schemes to attract the buyers that makes the decision making process difficult for the consumer to buy a product from the market. They face problems regarding quality, product range, and prices of the goods available in the market (Singh and Gandhi, 2009).

The consumer needs and demands continuously change and development of technology has given rise to multiplicity of brands. The consumer may not be aware of all of them and also finds it difficult to evaluate every possible alternative and therefore, considers only a limited subset of all elements. (Mukherjee and Ghosh, 1996). At this situation there is a strong need of consumer education regarding various aspects of consumerism. Majority of the consumers in remote areas and rural areas are exploited by unlawful trade practices of the marketers due to poor knowledge and lack of education (Devi and Kalita, 2020). A study conducted by Sundaram and Balaramlingam (2012) indicated that women consumers from Vellore city showed low level of awareness about consumer rights. The main reason was their low education and socioeconomic status. A consumer must take certain precautions during purchase of the product. Whenever there is some defect in goods the traders and manufacturers blame each other but none of them provides any relief to consumers. a protective mechanism is operative for consumers but consumer do not have exact knowledge. This scenario necessitates that education and awareness regarding various aspects related to consumerism must be inculcated among all consumers. Consumer awareness is a need of present day. Hence an attempt in this study was made to develop an information package for consumers and assessing the impact of developed package in creating awareness among consumers

Materials and Methods

Sample selection

A sample for the research entitled " Impact Analysis of Developed Information Package for Consumers " comprised 200 consumers from Parbhani town 100 each of school going students and adult consumers involved in buying activity.

Interview schedule

A pre structured interview schedule was used to collect the information about demographic variables and existing buying practices followed by selected school children and adult consumers.

Assessment of consumer awareness

Awareness of consumers regarding selected aspects of consumerism was assessed on consumer awareness scale developed by Murali *et al.*, (2006). The scale consisted 5 aspects of consumerism such as Food Adulteration, Deceptive and Misleading Advertisements, Consumer Rights and Responsibilities, Sales Promotion Techniques and Legal Protection. The scale comprised 10 questions with options of wrong and correct answers under each aspect of consumerism. Rating of wrong answer was zero and correct answer was one. Assigned awareness score was sum of total responses rated under each aspect of consumerism. This information was collected by administering these scales to selected group of consumers to know the existing level of consumer awareness on these aspects.

Developing an information package for consumers

After assessing the existing awareness score of selected consumers a need based

information package consisting set of informative charts, folders and skits on various consumer issues was developed..

Impact analysis of developed information package

Developed information package was disseminated through exhibitions followed by lectures, skits and interactive sessions in various schools and among the selected group of consumers

A survey of selected school students and adult consumers with same scales was conducted after 8 to 10 days gap of intervention programme to assess the impact of information package on awareness of consumers.

Feedback of consumers

Feedback of selected consumers on utility perception of the developed consumer information package and different modes of instruction methodologies adopted were studied after intervention programme.

Statistical analysis

Statistical analysis with the help of 'Z' test was carried out to find out the variations of two distinct population, i. e. School children and adult consumers involved in buying. and testing the significance of information package in creating consumer awareness.(Sharma, 2005).

$$Z = \frac{P_1 - P_2}{\sqrt{\frac{P_1(1-P_1)}{n_1} + \frac{P_2(1-P_2)}{n_2}}}$$

Where P₁ is percentage of sample 1

P₂ is percentage of sample 2

n₁ is total number of sample 1

n₂ is total number of sample 2

Following formula was used to assess the significance of information package on awareness of selected consumers.

M₁-M₂

$$Z = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2 + (SD_2)^2}{n}}}$$

Where,

M₁ = Mean value of group 1

M₂ = Mean value of group 2

SD₁ = Standard deviation of group 1

SD₂ = Standard deviation of group 2

n = Sample size

Results and Discussion

General information of selected consumers is presented in table 1. It is clear from the table that all school children were between the age group of 13 and 15 years (100%), whereas majority of the adult consumers (65%) were between the age of 20 and 30 years. More than 60 per cent of school children (60 %) and adult consumers (68%) were belonging to nuclear type of family having 1-4 members in family(80 & 68%). The monthly family income was reported as more than Rs. 30,000/- by 60 per cent adult consumers whereas 40 per cent of school children and adult consumer's family income was between Rs. 20,000 and 30,000 per month. Hundred percent school children were in high school stage and adult consumers were college educated(84%).

Table 2 denotes the buying practices followed by school children and adult consumers. It is clear from the table that in majority of the school children families the purchasing was carried out by the head of the family (60%) followed by their own participation for their need (30%). In case of adult consumers the

purchasing was carried out equally by person in need of the product and with joint involvement (40%). More than 50 percent of the school children (60%) were purchasing the items from nearby shops. The percentage of adult consumers buying the products from acquainted shops was more (50%) as compared to school children (40%). Advertisements and friends as an influential element for purchases were notified by 60 and 40 percent of school children respectively, whereas 40 percent of adult consumers reported information as an influencing factor for their purchases. Credit and cash payment method for purchasing was reported by equal percentage of school children and adult consumers respectively (44%). The installment method of purchasing was

reported by 16 per cent of adult consumers that too for big purchases. Majority of the school children (90%) were not demanding any kind of receipt for the purchases made by them. The percentage of adult consumers demanding bill in rough format and fair format was 50 and 40 respectively. The written account of purchases was maintained by 22 and 64 percent of school children and adult consumers respectively. Majority of the school children (86%) were buying the goods just by inspection and adult consumers (60%) were selecting the goods by reading the labels. Statistical analysis revealed significant differences between majority of buying practices followed by school children and adult consumers.

Table.1 General Information of selected consumers

Consumers →	School children	Adult consumers
Attributes ↓	Frequency & Percentages	
Age(Yrs)		
13-15	100	-
20-30	-	65
30-40	-	35
Type of family		
Joint	40	32
Nuclear	60	68
Family income(Rs)		
<20,000	40	-
20,000-30,000	40	40
>30,000	20	60
Education		
School	100	16
College	--	84
Family Size(N umber)		
1-4	80	68
5-8	20	32

Table.2 Buying practices followed by selected school children and adult consumers

Buying practices	Frequency and % of consumers		'Z' Value
	School Children	Adult consumers	
Person responsible for purchase			
Person in need of the product	30	40	1.49NS
Head of the family	60	20	6.32**
Group	10	40	5.22**
Selection of shop			
Nearby	60	40	2.88**
Acquainted	40	50	1.43NS
Market survey	--	10	3.33**
Influential element for purchase			
Friends	40	30	1.49NS
Advertisement	60	30	4.47**
Information	--	40	8.00**
Mode of Payment			
Cash	56	44	1.71NS
Credit	44	40	0.57NS
Installment	--	16	4.0**
Receipt after purchase			
Rough format	10	50	6.85**
Fair form	-	40	8.00**
No receipt	90	10	18.85**
Maintenance of account			
Written	22	64	6.62**
Selection of item			
Mere inspection	86	40	7.66**
Reading labels	14	60	7.66**

**Significant at 1 per cent level of significance NS Non significant

Table.3 Awareness of selected consumers regarding selected aspects of consumerism before and after intervention

Consumers	Mean Awareness score (Mean $\pm$ SD)					
	School Children			Adult Consumers		
Aspects of consumerism	Before Intervention	After Intervention	'Z'Value	Before Intervention	After Intervention	'Z'Value
Food Adulteration	4.5 $\pm$ 1.2	6 $\pm$ TM	5.50**	6 $\pm$ 1.31	8.0 $\pm$ 1.61	6.81**
Advertisement	5.0 $\pm$ 1.5	8 $\pm$ 1.22	10.97**	7 $\pm$ 1.26	10.0 $\pm$ 1.45	11.04**
Consumer rights and responsibilities	3.0 $\pm$ 1.3	7 $\pm$ 1.41	15.65**	5 $\pm$ 1.32	8.0 $\pm$ 1.62	10.15**
Sales promotion techniques	3.0 $\pm$ 1.21	7 $\pm$ 1.35	15.60**	6 $\pm$ 1.41	9.0 $\pm$ 1.31	11.02**
Legal protection	4.0 $\pm$ 1.26	6 $\pm$ 1.22	11.40**	3 $\pm$ 1.13	8.0 $\pm$ 1.25	20.98**

** Significant at 1 per cent level of significance

Table.4 Comparative assessment of awareness score of school children and adult consumers after intervention programme

Consumers Aspects of consumerism	Mean Awareness score (Mean $\pm$ SD)		
	School Children	Adult Consumers	'Z' Value
Food Adulteration	6 $\pm$ 1.51	8.0 $\pm$ 1.61	9.06**
Advertisement	8 $\pm$ 1.51	10.0 $\pm$ 1.45	10.55**
Consumer rights and responsibilities	7 $\pm$ 1.41	8.0 $\pm$ 1.62	4.65**
Sales promotion techniques	7 $\pm$ 1.35	9.0 $\pm$ 1.31	10.63**
Legal protection	6 $\pm$ 1.22	8.0 $\pm$ 1.25	11.45**

** Significant at 1 per cent level of significance

Table.5 Comparative assessment of Percent retention of information by school children and adult consumers after intervention programme

Consumers Aspects of consumerism	% Retention of Information		
	School Children	Adult Consumers	'Z' Value
Food Adulteration	82 $\pm$ 7.2	70 $\pm$ 5.9	12.89**
Advertisement	90 $\pm$ 6.5	80 $\pm$ 7.1	10.39**
Consumer rights and responsibilities	79 $\pm$ 4.9	70 $\pm$ 4.9	12.99**
Sales promotion techniques	85 $\pm$ 5.8	65 $\pm$ 6.01	23.94**
Legal protection	50 $\pm$ 6.11	80 $\pm$ 7.2	31.77**

**Significant at 1 per cent level of significance

Table.6 Utility perception of information package as reported by selected consumers

Consumers Utility Parameters	Frequency and % of consumers & Perception score (Mean $\pm$ SD)		'Z' Value
	School Children	Adult Consumers	
Informative	85 (2.95 $\pm$ 0.6)	90 (2.98 $\pm$ 0.22)	1.07NS
Useful	100 (3 $\pm$ 0.00)	100 (3 $\pm$ 0.00)	NS
Effective	89 (2.96 $\pm$ 0.56)	85 (2.95 $\pm$ 0.58)	0.84NS
Self-explanatory	75 (2.50 $\pm$ 0.58)	95 (2.99 $\pm$ 0.12)	4.12**
Easy to understand	100 (3.00 $\pm$ 0.00)	100 (3.00 $\pm$ 0.00)	NS

** Significant at 1 per cent level of significance

NS Non significant

Table.7 Feedback of selected consumers regarding mode of dissemination of consumer information package

Mode of dissemination	Frequency and % of consumers		
	School Children	Adult Consumers	'Z' Value
Exhibition	75	78	0.5NS
Lecture	40	65	3.65**
Interactive session	56	55	0.14NS
Skits & Street plays	78	70	1.29NS
Exhibition & lecture	75	90	2.84**
Exhibition & Skits	89	79	1.95NS
Exhibition & Interactive session	80	80	NS

** Significant at 1 per cent level of significance

NS Non significant

Awareness of selected consumers regarding selected aspects of consumerism before and after intervention is given in table 3. It was observed from the table that the awareness score of school children regarding selected aspects of consumerism after the intervention of information package was higher than the awareness score before intervention programme. Statistical analysis with 'Z' test indicated significant improvement in the knowledge of school children regarding various consumer issues after conducting an intervention programme.

The awareness of adult consumers regarding various aspects of consumerism was more than the awareness before introducing the information package. Statistically the difference between awareness score before and after intervention was significant ($P < 0.01$) indicating that the adult consumers could improve the awareness level due to the intervention through information package. Statistically the results showed significant increase in awareness level of adult consumers after the intervention.

Comparative assessment of awareness score of school children and adult consumers after introducing the information package is

presented in table 4. It is clear from the table that the awareness score of adult consumers was more for food adulteration(S.O); advertisement (10); consumer rights and responsibilities (8); sales promotion techniques(9,0) and legal protection(8.0) as compared to school children. The statistical results indicated significantly low level of awareness among school children than adult consumers ($p < 0.01$).

Comparative assessment of Percent retention of information by school children and adult consumers after intervention programme is noted in table 5. It is observed from the table that per cent retention of disseminated knowledge regarding selected consumer issues was more in school children (79-90%) as compared to adult consumers except for legal protective measures which was more in adult consumers (80%) than school children (50%). Statistically the difference in retention percentage of information by school children was significantly higher in majority of the aspects of consumerism except the aspect of legal protection as compared to adult consumers ($p < 0.01$).

Utility perception of consumer information package by school children and adult

consumers is reported in table 6. It was reported by more than 75 per cent school children and more than 85 per cent adult consumers that the consumer information package was informative (85 & 90%), Useful (100%), effective (89 & 85%), self-explanatory (75 & 95%) and easy to understand (100%).

Table 7 denotes the feedback of selected consumers regarding mode of dissemination of consumer information package. It is clear from the table that higher percentage of school children felt that the combination of exhibition and skit (89%) was more effective for giving information followed by the combination of exhibition and interactive session.

Whereas most of the adult consumers felt combination of exhibition and lecture (90%) and combination of exhibition and interactive session (80%) as best medium for giving the information on consumer issues. Statistical results indicated that significantly more adult consumers expressed lecture and exhibition with lecture were best methods to give knowledge on consumer issues as compared to school children. For rest of the modes the reactions of adult consumers and school children were at par.

It is concluded from the study that the information package containing informative charts, small skits, lectures and street shows on consumer issues was effective in creating awareness among consumers. Retention of information was more among school children. Consumers perceived that the consumer information package was informative, useful, effective, self-explanatory and easy to understand. Exhibition in combination of lecture and interactive session were expressed as best mode of instruction by the adult consumers and exhibition in combination of

skits and interactive session was preferred by school children.

References

- Devi, M and Kalita M. 2020 A study on consumer awareness on consumer rights and responsibilities: A special reference to the rural women of Assam. *Asian Journal of Home Science* 15(1):1-6
- Dhillon, M.K., Mann, G. and Sanga, J.K. (1997). Factors Affecting Consumer Behaviour of Durable Goods and Food Items. *The Indian Journal of Social Research*. 38(3): 167-173.
- Mukherjee, A. and Ghosh, A. (1996). Consumer Involvement: the Key to Brand Recall. *Management Rev.* 8(2): 15-22.
- Murali D., V.U. Pangarkar and M.S. Kulkarni (2006) Development of Scale to Measure Consumer Awareness Regarding Selected Aspects of Consumerism. *J. of Psychological Researches*. 50(1):46-52
- Seetharaman, P. and Sethi, M. (2002). "Consumerism Strategies and Tactics" CBS Publishers and Distributors, Darya Ganj, New Delhi. Pp4,275
- Sharma H.L. (2005). Basic statistical methods with application. Agrotech publishing academy, Udaipur. pp – 78, 261, 306, 331.
- Singh, U. and Gandhi, S. (2009). Impact of Consumer Literacy on Purchase Behaviour of Women Homemakers. *Asian Journal of Home Science*. 4(1): 29-32.
- Sundaram, N and Balaramlingam, C. 2012. Women awareness on consumer rights- A study with reference to Vellore city. *International J. Res. Commerce, Economics and Mgmt.* 2(12):51-54

How to cite this article:

Madhuri Kulkarni and Veena Bhalerao. 2021. Impact Analysis of Developed Information Package for Consumers. *Int.J.Curr.Microbiol.App.Sci*. 10(02): 352-366.
doi: <https://doi.org/10.20546/ijcmas.2021.1002.042>