

## ABSTRACT

**Title of Research Paper :** Consumption Behavior of the Youth in Muang Yala District :  
A Case Study of Matthayomsuksa 6 Students at  
Khanaratsadornbumrung School in Yala Province.

**Author :** Ms. Kanya Laokaewnu

**Degree :** Master of Arts (Social Development)

**Year :** 2001

---

The purpose of the study was twofold : 1) to reveal the consumption behavior of Matthayomsuksa 6 students at Khanaratsadornbumrung School in Yala Province and 2) to identify the factors affecting their decisions on buying goods. The samples were 228 male and female students who enrolled in the first semester of the 2000 academic year at Khanaratsadornbumrung School in Yala Province. A questionnaire was employed to collect the data.

Two aspects of consumption behavior considered were economic and social aspects.

It was found that students today were rather reasonable in deciding what to buy. Especially, they chose to buy quality Thai goods.

1. Economic aspects of the school students' consumption behavior. Three economic aspects considered were quality, utility and price. Regarding quality, most of the students preferred made-in-Thailand goods. As for utility, they chose necessary goods for daily life. The prices of goods they bought were in the range of 101-500 baht.

2. Social aspects of school students' consumption behavior. Three social aspects considered were suitability, imitation and social acceptance. It was found that most students chose goods suitable for their age. They usually imitate their parent's consumption behavior. In addition, they wanted their parents to accept their buying behavior.

(5)

### 3. The factors affecting the students' consumption behavior are as follows :

The students loved to wear simple and casual clothes. The activities they normally do were watching TV, reading the newspaper, listening to music at home. Their most favorite people were sportsmen.

The first people from whom they sought advice about goods purchasing and about their personal problems, or about leading their daily life were their mothers, brothers and sisters, and fathers, respectively. As for study, they primarily asked for advice from their mothers and their teachers.

Television was the type of media that influenced the students most, especially in making them be interested in the use of media, in motivating them to buy goods, in learning news and information and in changing behavior.

### **Recommendations**

1. Family. The parents must pay close attention to their children's consumption behavior. They must notice their buying behavior : how they make a decision and why. In this way, the parents can help their children make a decision before giving them money to buy goods. They must most often study different media that contribute to their children's decision-making. For example, the parents may watch the same television programs, listen to the same type of music and read magazines in which their teenage children are interested so as to lessen the generation gap. The generation gap must be closed because it can cause conflicts in the family. In short, since the popularity of goods in fashion among teenage students easily wears off , the parents should play a part in helping them choose what to buy to a certain extent .

### 2. School

2.1 Class teachers. The home teacher must notice the change in her students each month to find out if there is any change in their taste and how. She may ask for the information from the students' close friends. This will enable her to understand whether her students' development is natural or strongly influenced by advertising. If the latter is the case, she may give some warnings by using the psychological principle.

(6)

2.2 Guidance teacher. The guidance teacher must follow students' consumption behavior all the time to understand their overall behavior. Then, the teacher should give group guidance to make the students realize the problems that may occur because of materialism. The teachers should encourage the students to set good criteria in consumption behavior and set the correct social values that individuals in the group must follow. If anyone violate the rules, social sanction must be used to indirectly control the students' consumption behavior. If the group reaction is not successful, the guidance teacher must summon the students with such a problem to talk in person to find out their background and must visit the students' parents at home to discuss the issue.

2.3 School administrator. The school administrator should set guideline on the students' consumption behavior and order the teachers to serve as models for students to follow.

### 3. Mass media

3.1 Local media. Local government must check that local TV and radio programs present correct news and information.

3.2 The government must have the inspection agency strictly inspect the news broadcast over the country and severely punish those who violate the law.