

Demonstration Effect among the students of GCBS

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ABSTRACT

This paper is motivated by the work of James S. Duesenberry in which he tries to figure out human behaviour of excessive consumption without looking at his income. The paper however, highlights the importance and effectiveness of student's consumption pattern in a college scenario by taking Gaeddu college as a particular area of study but the results of the research can be related to all college students. The research also identifies the factors that may determine student's behaviour towards the consumption of products other than their basic necessities. It also aims at possibly solving the problems of student's uncontrollable spending habits and finding out ways in which students can manage money and find more effective and economical ways of spending. The research was conducted with regard to Duesenberry's demonstration effect which is based on the theory that people's buying behaviour is influenced by others and not simply people around them but those that they look up to. The possible causes of student's uncontrollable spending habits have been identified and analysis has been done by drawing nine parameters that are likely to have an impact on the student's buying behaviour and collecting responses through questionnaires.

Key words: Income, demonstration effect, spending habits, students etc.

1. INTRODUCTION

Bhutan has changed in terms of modernization and economic growth over the past century. Experiencing a great increase in the number of small and medium enterprises and with a growing economy, free flow of goods, services, investment and flow of capital, the Bhutanese market has been flourishing with a variety of products. The study mainly focuses on imported fast moving consumer goods (FMCGs) such as shoes, clothes, groceries, cosmetics, toiletries, mobile phones, laptops,, etc., and their effect on the consumption pattern of Gaeddu College of Business Studies (GCBS) students in line with the study of James Duesenberry's "demonstration effect".

James.S, Duesenberry defines demonstration effect as the effects on the behavior of individuals caused by observation of the actions of others and their consequences (Duesenberry, 1949). Demonstration effect was discovered by James S, Duesenberry and is also popularly known as Duesenberry effect. It mainly states that the buying behaviour of an individual is based on the behaviour of those people in his or her social group. It mainly includes those individuals who are likely to have a strong influence on them like friends, relatives and colleagues. What kind of reaction is produced by looking at a friend's new mobile phone or laptop, or looking at hostel rooms that are furnished well than one's own?

This leads to a feeling of dissatisfaction with what one owns, leading to an action by eliminating such dissatisfaction by increasing one's expenditure.

Gaeddu College has a total population of 963 students in BBA and B.Com and the establishment of the institution has made Gedu a potential market for business in FMCGs. An educational institution such as Gaeddu College is a right place to experiment Duessenberry's "demonstration effect", because like any other colleges students here portray different kinds of buying behaviour. The theory states that one's consumption pattern or behaviour as a consumer is affected by the behaviour of those around oneself.

The study mainly focuses on what actually influences students to spend so much i.e. the need to fit in with their peers, the need to compete and the need to raise one's standard of living because one's friend is also doing so, thereby fulfilling the concept of Duessenberry's Demonstration Effect. In addition to this concept the study also focuses on the key role that marketing mix factors play in influencing students' consumption. Because with increase in competition, sellers put so much effort in marketing products and give importance to intricate details such as popularity of the place of where the product is available, how attractive they make the same kind of product that some else is selling and what special services they provide. All these factors have a huge impact on customer's choice of product because it is all about playing the mind game. Therefore, the marketing mix factors are related to the demonstration effect because the mix factors make products popular and give them a sense of branding and branded products are what people look for to get a sense of satisfaction.

2. OBJECTIVES OF THE STUDY

- i. To identify the determinants of Duessenberry's Demonstration Effect on the Gaeddu College students' consumption pattern.
- ii. To study the effectiveness of the Demonstration Effect in the consumption pattern of the students.
- iii. To study the marketing mix factors (Four P's) that influence Gaeddu College students' buying behaviour.

3. METHODOLOGY OF STUDY

This research is mainly done through primary data consisting of structured questionnaires and one open ended questionnaire, personnel interviews and through observations. The targeted population consists of both male and female students of Gaeddu College of Business Studies and is conducted in Gaeddu College of Business Studies, Gedu under Chhukha Dzongkhag. A random sample of 280 students is selected from 963 students in the college and the method used is based on Yamane's random sampling method (Yamane, Taro. 1967).

$$n = N / (1 + N * e^2)$$

Where;

n = sample size

N = total number of students in the college

e = assumed probability of error i.e. 5%, it is a 95% confidence level which states that 95% of the total respondents will give an honest answer

$$n = 963 / (1 + 963 * 0.05^2)$$

$$= 282.6119$$

This research focuses on 70 random students from each semester resulting to a total of 280 respondents.

Data analysis was set according to the need for preparing the report. The tools used are as follows:

Percentage method to study the income level (their total pocket money for one month from their family plus the stipend they get from the college) of the students. To find out the commodities that students get attracted to or

- Microsoft Excel to find out how each of the identified parameters has its contribution towards the effectiveness of the demonstration effect among the students of GCBS.
- Z-test for the purpose of testing the hypothesis. The formula used is;

$$z = \frac{p - \Pi}{\sqrt{\frac{p(1-p)}{n}}}$$

Where, p = Proportion of respondents for Disagree and Strongly Disagree to total respondents

Π = Probability of Demonstration Effect being effective

n = Number of respondents

4.1 DATA ANALYSIS AND FINDINGS

In the first part, the entire analysis was made from the data collected through personal interview and mass observation. It explains about the identified parameters or determinants that affect the demonstration effect among the students. These parameters are as follows:

- **Peer influence/Group influence**

This has been learnt to be one of the reasons for the presence of demonstration effect because college is a place that students have to share their rooms. As all the students are not from the same back ground, their possessions and belongings may not be the same. This means that each student will find something in their friend's belongings that they don't possess. Ultimately there is a desire to have what their friends have. Sometimes though a student may not have that desire they purchase similar things to fit in with the group. Thus, demonstration effect plays its role in a dorm room scenario.

- **Ego/Self Esteem**

Every human being's personality constitutes of a superego and ego level and college is one of the places that revitalize ego and self esteem. This also has its contribution to demonstration effect because the way a student spends money is also determined by his or her need to build up self esteem among friends. The clothes you wear, the food you eat, the mobile phones and laptops that you own creates an image or defines you in public.

- **Parents**

Parents play a very important role in framing their children's spending habits. The products that they buy for their children when they were younger for example the toothpaste, body lotion or the cereals for breakfast or the pocket money that they send their children also makes a huge difference in how much and on what students spend their money. Therefore, parent's monthly income and savings also have an impact on their children's spending pattern.

- **Fashion**

In this modern world everything changes so fast and fashion is also one of them. A product that one buys today might get out dated after few months or even weeks. Colleges are places where fashion battles can be witnessed every day. Fashion and the need to keep oneself updated with latest outfits or accessories is a prime concern of the younger age group, mostly students. Sometimes students buy on credit to meet their expenses.

- **Sociability**

Socializing has become a need and most important in places like colleges and to do that one should be liked by the group that they try to fit in and for that they have to adopt the behaviours of that group. For example if a new girl who comes to the college in a naughty boy shoes and carries a school bag, she would become a laughing stock. so to fit in the group, she should wear fashionable shoes and carry a hand bag.

- **Advertisement**

Every new product is shown through advertisement and it has different mediums like television, newspaper, magazine, brochures, etc. These are easily accessible to the students and when they see different products than they are tempted to buy what is shown.

- **Influence of developed countries (e.g. Korean style)**

These days it has become a trend to the youth to dress up like the Koreans. They even learn their language and habits. As television is one of the easiest mode, students are influenced by the lives of the Koreans celebrities. They want to dress like them, keep hair styles like them. So the culture of the developed countries has a great impact on the lives of the student.

- **Celebrity influence**

It is said that celebrities play a huge role in defining one's choice of products and especially those people who belong to the younger age group. It has become a trend for advertisements to include happening actors and musicians in commercials. It may be an

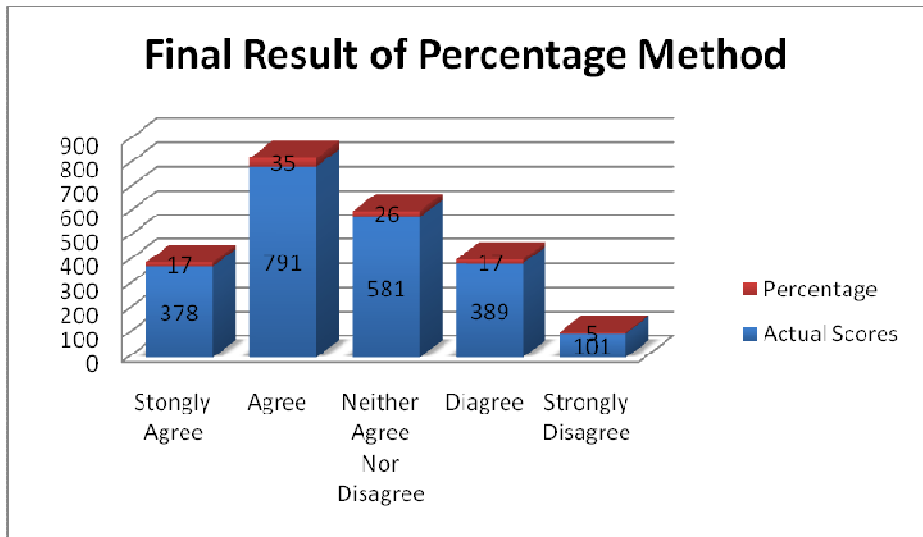
expensive investment but using celebrities has twice the impact on the audience as compared to an ad that is done without a celebrity.

The Four P's

The four P's, show buyer's decision in selecting a particular product and a seller's influencing power is interconnected to one another. Businessmen normally use the marketing mix factors to attract customers. The diagram also gives importance to the fact that buyer's choices are also affected by the culture they follow, the society they live in and also their personal and psychological beliefs

The main content of this part is to explore whether the identified determinants exhibits the existence of demonstration effect among the students of Gaeddu College of Business Studies.

See table 1 at appendix

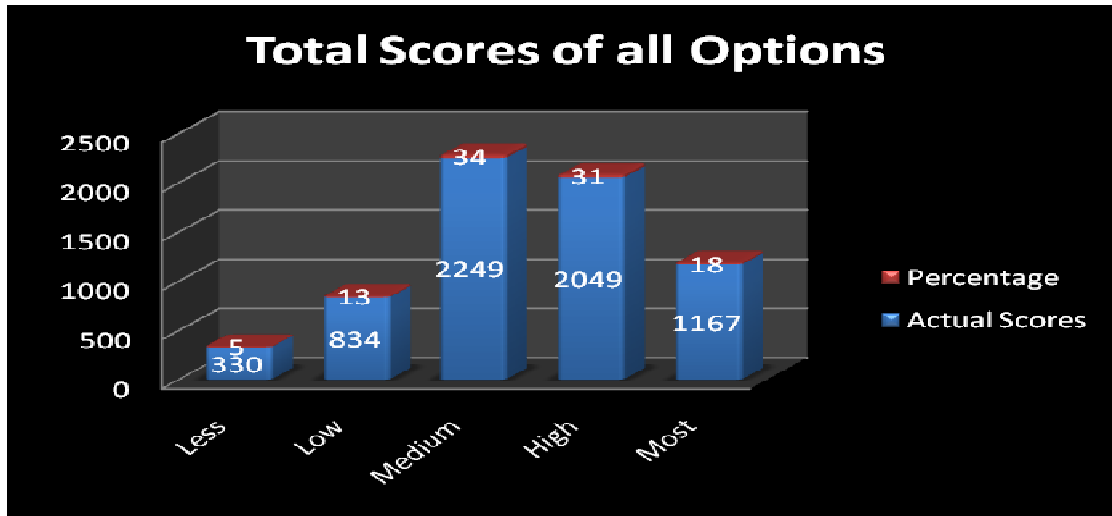


From the total of 280 respondents, 17% (or score of 378) of them strongly agree that all the parameters have greater influence over the consumption pattern among the GCBS students as given by James Duesenberry in his theory about the demonstration effect. In addition, majority (35% or score of 791) of the total respondents agree that all the factors or the determinants of the study have effect on the consumption pattern of the college students as per the theory. On the other hand, 22% (17% D + 5% SD) disagree that these factors have an effect on their consumption pattern.

Now as a little more than half of the respondents, 52% (17% SA + 35%A) feel that these factors or determinants have an effect on the consumption pattern it is concluded that demonstration effect is very effective among the students of GCBS.

The Marketing Mix Analysis: Part B

See Table 2 at appendix



As discussed, the marketing mix analysis studies the 4Ps (elaborate the 4ps again for clarity) while deciding the purchasing habit of the students. For this purpose we have taken the grand total scores of 4Ps and calculated its percentage to further simplify it. From this we can say that 34% of the respondents shared that marketing mix factor will have neutral effect on the demonstration effect among the GCBS students.

We can see that 49% (31% high + 18% most) respondents believe that place, product, promotion and price factors is very important while considering the consumption pattern and the buying decisions while 18% (5% less + 13% low) shared that 4Ps are not very important for the same. Since the students are aware of the importance of 4Ps, they will try to be rational about their purchasing habit and then act upon it. Buying decisions by the students will be logical and realistic thus, controlling demonstration effect and enhancing their academic performance and stress level. Therefore, 4Ps taken as a whole and if students considers it properly before taking consumption decision, then demonstration effect among the GCBS students will be controlled.

4.2 Hypothesis Testing:

Hypothesis testing is conducted to find out whether demonstration effect has an impact on the stress level of the GCBS students which could in turn have an effect on their performance level.

Setting up the hypothesis

H_0 = Demonstration Effect is not effective in GCBS

To check whether each of the parameters/determinants identified has effect on the effectiveness of Demonstration Effect, we have following null hypothesis. We have framed hypothesis for marketing mix and divided the eight determinants in two groups – Internal Pressure (Ego and Self Esteem, Fashion and Sociability) and

External Pressure (Peer Influence, Advertisement, Cultural Influence, Celebrity Influence and Parental Influence).

H₀= Internal pressure does not affect the effectiveness of Demonstration Effect in GCBS

H₀= External pressure does not affect the effectiveness of Demonstration Effect in GCBS

H₀= Marketing Mix factors does not affect the effectiveness of Demonstration Effect in GCBS

H₁= Demonstration Effect is effective in GCBS

The alternative hypothesis for the marketing mix factors, internal pressure and external pressure are;

H₁= Internal pressure affect the effectiveness of Demonstration Effect in GCBS

H₁= External pressure affect the effectiveness of Demonstration Effect in GCBS

H₁= Marketing Mix factors affect the effectiveness of Demonstration Effect in GCBS

Setting up of significance level (α)

The significance level is taken as 5%. The main reason behind selecting the significance level at 5% is that we have assumed this percentage of the total respondents will give either false responses or ignore some of the questions put forwarded in the questionnaire format. At this significance level, our confidence level stands at 95% (computed below) meaning that this percentage of the total respondents will give true information or will be sincere in answering the questions.

Determining the critical/confidence region

The formula for choosing the critical region is;

100(1- α) % where, α = significance level

Therefore critical region= 100(1-0.05) %

= 100*0.95%

= 95%

Therefore, the confidence or the critical region for the purpose of testing our hypothesis is determined at 95%.

Computations

The formula we have used for testing the hypothesis testing is that of z test as follows:

$$z = \frac{p - \Pi}{\sqrt{\frac{p(1-p)}{n}}}$$

Where, p = Proportion of respondents for Disagree and Strongly Disagree to total respondents

Π = Probability of Demonstration Effect being effective

n = Number of respondents

For Internal Influence

As we have divided the determinants into two groups – internal and external pressure, we have separate hypothesis testing for all the determinants under these two heads as:

H₀= Internal pressure does not affect the effectiveness of Demonstration Effect in GCBS

a. Ego and Self Esteem

$$z = \frac{p - \Pi}{\sqrt{\frac{p(1-p)}{n}}}$$

$$p = \frac{40}{280} = 0.143$$

Therefore,

$$z = \frac{0.143 - 0.5}{\sqrt{\frac{0.143(1-0.143)}{280}}} = -17.85$$

Since, the computed value of $z = -17.85$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance for two-tailed test, therefore the hypothesis is rejected. Hence, there is a significant effect of ego and self esteem on the effectiveness of demonstration effect in GCBS. From this we can say that ego and self esteem will strongly affect the Demonstration Effect among the GCBS students since the variation is too strong in terms of the z value (difference of 15.89 or more).

b. Fashion

$$p = \frac{74}{280} = 0.264$$

Therefore,

$$z = \frac{0.264 - 0.5}{\sqrt{\frac{0.264(1-0.264)}{280}}} = -8.91$$

Since, the computed value of $z = -8.91$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of fashion on the effectiveness of demonstration effect in GCBS. The variation in terms of fashion is high and this can conclude that Demonstration Effect is fairly strong in terms of fashion among the GCBS students. The changing

fashion will tend to affect the consumption pattern among the students contributing to demonstration effect, but in the case of GCBS, consumption pattern is low in terms of influence from changing fashion.

c. Sociability

$$p = \frac{21}{280} = 0.075$$

Therefore,

$$z = \frac{0.075 - 0.5}{\sqrt{\frac{0.075(1 - 0.075)}{280}}} = -30.36$$

Since, the computed value of $z = -30.36$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of sociability on the effectiveness of demonstration effect in GCBS. The greater variation in the critical value of z is because of the fact that most of the respondents feel that demonstration effect is very effective in GCBS in terms of sociability factor. The general perception of the student is that getting along with the society and the people is necessary to uplift ones social status. These perceptions of the students force them to increase their degree of consumption pattern aligning with that of people around them, contributing to high degree of demonstration effect effectiveness.

For External Influence

H₀= External pressure does not affect the effectiveness of Demonstration Effect in GCBS

a. Peer Influence

$$p = \frac{71}{280} = 0.254$$

Therefore,

$$z = \frac{0.254 - 0.5}{\sqrt{\frac{0.254(1 - 0.254)}{280}}} = -9.28$$

Since, the computed value of $z = -9.28$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of peer influence on the effectiveness of demonstration effect in GCBS. We feel that one's friend is one of the influential characters in our lives to change our buying decision. The variation in the critical value of z indicates that there is significant effect of peer influence on the effectiveness of demonstration effect among the GCBS students.

b. Advertisement

$$p = \frac{63}{280} = 0.225$$

Therefore,

$$z = \frac{0.225 - 0.5}{\sqrt{\frac{0.225(1 - 0.225)}{280}}} = -11.22$$

Since, the computed value of $z = -11.22$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of advertisement on the effectiveness of demonstration effect in GCBS. From the computed value of z at 5% level of significance, effectiveness of demonstration as a result of advertisement is moderately high.

c. Cultural Influence

$$p = \frac{110}{280} = 0.357$$

Therefore,

$$z = \frac{0.357 - 0.5}{\sqrt{\frac{0.357(1 - 0.357)}{280}}} = -3.57$$

Since, the computed value of $z = -3.57$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant affect of cultural influence on the effectiveness of demonstration effect in GCBS. Critical value of -3.57 shows that the demonstration effect as a result of foreign cultural influence is effective in GCBS but the effectiveness is not very high compared to other factors of consumption pattern among GCBS students.

d. Celebrity Influence

$$p = \frac{81}{280} = 0.289$$

Therefore,

$$z = \frac{0.289 - 0.5}{\sqrt{\frac{0.289(1 - 0.289)}{280}}} = -7.96$$

Since, the computed value of $z = -7.96$ is more than the critical value of $z = \pm 1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of sociability on the effectiveness of demonstration effect in GCBS. With the same assumption like others, it can be said that the effectiveness of demonstration effect does prevail in GCBS in terms of celebrity influence to consume but the degree of effectiveness is slightly lower.

e. Parental Influence

$$p = \frac{30}{280} = 0.107$$

Therefore,

$$z = \frac{0.107 - 0.5}{\sqrt{\frac{0.107(1 - 0.107)}{280}}} = -2.27$$

Since, the computed value of $z = -2.27$ is more than the critical value of $z = +/-1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of parental influence on the effectiveness of demonstration effect in GCBS. Since there is not much variation between the computed critical value and the actual critical value at 5% level of significance, it can be concluded that the effectiveness of demonstration effect is temperate regarding the parental influence to consume among GCBS students.

For Marketing Mix

H0= Marketing Mix factors does not affect the effectiveness of Demonstration Effect in GCBS

i. Place factor

$$p = \frac{307}{1837} = 0.167$$

Therefore,

$$z = \frac{0.167 - 0.5}{\sqrt{\frac{0.167(1 - 0.167)}{1837}}} = -38.28$$

Since, the computed value of $z = -38.28$ is more than the critical value of $z = +/-1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of place factor on the effectiveness of demonstration effect in GCBS. Demonstration effect as a result of place factor influencing purchasing decisions of GCBS students is very high because the variation/difference between the actual and computed z value is very high. This indicates that consumption pattern of the students are predominantly determined by place factor where they feel comfortable due to location proximity, décor of the store, etc.

ii. Price factor

$$p = \frac{99}{1048} = 0.095$$

Therefore,

$$z = \frac{0.095 - 0.5}{\sqrt{\frac{0.095(1 - 0.095)}{1048}}} = -45$$

Since, the computed value of $z = -45$ is more than the critical value of $z = +/-1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of price factor on the effectiveness of demonstration effect in GCBS. Since the computed value of z is -45 , we feel that demonstration effect is very effective in terms of product factor because we feel that students of GCBS do not consider the price factor very seriously while making purchase. They do not reason with the price of the product while purchasing, rather they go for other factors to decide their purchasing decision.

iii. Product factor

$$p = \frac{212}{1914} = 0.111$$

Therefore,

$$z = \frac{0.111 - 0.5}{\sqrt{\frac{0.111(1 - 0.111)}{1914}}} = -55.02$$

Since, the computed value of $z = -55.02$ is more than the critical value of $z = +/-1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of product factor on the effectiveness of demonstration effect in GCBS. We feel product factor is very important while doing purchase but the general perception of the students' of GCBS states that product factor is not that important. The computed value of z value at -55.02 , we feel that demonstration effect due to product factor is very effective.

iv. Promotion factor

$$p = \frac{546}{1830} = 0.298$$

Therefore,

$$z = \frac{0.298 - 0.5}{\sqrt{\frac{0.298(1 - 0.298)}{1830}}} = -20.20$$

Since, the computed value of $z = -20.20$ is more than the critical value of $z = +/-1.96$ at 5% level of significance, therefore the hypothesis is rejected. Hence, there is a significant effect of promotion factor on the effectiveness of demonstration effect in GCBS. In this case, the demonstration effect is very effective due to the fact that computed value of $z = -20.20$ which is comparatively higher as compared to the actual critical value of ± 1.96 at 5% level of significance or the confidence level.

Final decision to hypothesis testing

The decision to our hypothesis testing is regarding our main hypothesis. Since all the support hypothesis of the identified parameters and the marketing mix factors are rejected with hypothesis testing using z-test, the main hypothesis is rejected. This indicate that our null hypothesis “*Demonstration effect is effective in GCBS*” will be accepted but the fact remains that there is variations in computed value of z and he actual value of z at 5% level of significance contributing to varying degree of effectiveness of Demonstration effect given by James Duesenberry.

4.3 CONCLUSION

Demonstration effect has long been a theory used by researchers to understand the interdependence of individuals and how they can be each other’s source of influence. This research has studied the presence of this effect among the students and the possible outcomes of the effect. It has also studied the basic human behaviour when it comes to buying products and their desire and what would possibly invoke these desires.

The research concludes to be a source of information to the students of GCBS and students from other colleges in understanding the factors that influence their buying behaviour. It also aims at serving as a guide to the students to keep track of their spending and to learn the ways in which they can spend smarter and save better. Through the analysis and the findings in the research concludes to serve as a platform for GCBS students to further conduct researches on the James.S, Duesenberry’s demonstration effect so that the theory may be applied in other subject matters.

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Appendix 1

TABLE 1

	Scores																	
	SE*	%	F*	%	S*	%	PI*	%	Ads*	%	C*	%	Ce*	%	P*	%	Total	%
SA*	51	18	45	16	95	34	37	13	18	6	32	11	24	9	76	27	378	17
A*	116	41	84	30	124	44	98	35	106	38	60	21	94	34	109	39	791	35
NAD*	73	26	77	28	40	14	74	26	93	33	78	28	81	29	65	23	581	26
D*	31	11	59	21	18	6	62	22	52	19	80	29	62	22	25	9	389	17
SD*	9	3	15	5	3	1	9	3	11	4	30	11	19	7	5	2	101	5
	280		280		280		280		280		280		280		280		1000	

(SA=Strongly Agree, A=Agree, NAD=Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree, SE=Self Esteem, F=Fashion, S=Socialability, PI=Peer Influence, Ads=Advertisement, C=Culture, Ce=Celebrity, P=Parental In

Appendix 2

TABLE 2

	Place		Product		Promotion		Price				
	Scores	%	Scores	%	Scores	%	Scores	%			
Less	83	5	64	3	152	8	31	3	330	5	1
Low	224	12	148	8	394	22	68	6	834	3	3
Medium	705	38	549	29	700	40	295	28	224	9	4
High	501	27	701	37	440	24	407	39	204	9	3
Most	324	18	452	24	144	6	247	24	116	7	1
Total	1837	100	1914	100	1830	100	1048	100	662	9	8