

THE WEBSITE THROUGH GEN Z'S EYES: KEY INSIGHTS AND IMPORTANT ELEMENTS FOR EFFECTIVE ONLINE PR PROMOTION OF UNIVERSITIES

The article builds on the theoretical foundations of online PR and marketing communication, focusing on the changing approaches and expectations of Generation Z, which is increasingly digitally savvy and influences trends in online marketing. We analyse how the digital competencies and preferences of Generation Z university students affect their perception of online PR elements of university websites such as clarity, trendy design, visual aspect, informativeness, and functionality of websites. The results of this research provide valuable insights for marketers and PR specialists striving to better understand how to communicate with Generation Z and how to effectively use online PR strategies for better engagement and building stronger relationships with this key demographic group.

1 Introduction — In the digital age, the significance of Public relations (PR) for companies is increasingly emphasized. Public relations, defined as a strategic communication process that builds mutually beneficial relationships between organizations and their public, is crucial for shaping public perception and brand reputation (Petrovici 2014; Hayes, Robertson and Preston 2023). The use of online platforms, social media, and other digital channels allows companies to communicate more effectively with target groups (Bernhard and Russmann 2023), including Generation Z, which represents an increasing share of the market and public. Generation Z is characterized as digitally savvy (Issa and Isaias 2016), with a deep understanding and mastery of technology from an early age (Sharma, Kaushal and Joshi 2023; Priporas, Hussain, Khaneja and Rahman 2024). This generation expects fast, authentic, and visually appealing communication. Their digital competencies include the ability to filter a large amount of information online (Blocksidge and Primeau 2023), a preference for visual and interactive content, and a tendency for online interaction and engagement, with an emphasis on sustainability (Lock 2023; Pradeep and Pradeep 2023). These specifics make online PR a key tool for engaging and retaining the attention of Generation Z, who prefer brands that reflect their values, credibility (Guo and Luo 2023), and offer a personalized approach (Wang, Yuan, Luo, Liu and Yannopoulos 2023). Effective PR strategies must reflect these changes and use digital tools and platforms to build stronger relationships with this target group. This includes not only presence on social networks but also the use of influencer marketing (Barta,

Belanche, Fernández and Flavián 2023; Ooi, Lee, Hew, Leong, Tan and Lim 2023; Venciute, Mackeviciene, Kuslys and Correia 2023), creating engaging and visually attractive content, and utilizing data analysis to better understand the preferences and behavior of Generation Z.

This article, therefore, addresses the examination of how Generation Z interacts with online PR elements, especially in the context of websites, and how companies can use these interactions to strengthen their online presence and reputation. We analyse which aspects of websites are most important to Generation Z and how companies can use this knowledge to create more effective and resonant PR strategies.

2 Literature review — Generation Z is the second youngest generation after Generation Alpha, whose members are only now reaching productive age. For this reason, it is still a generation that is relatively unexplored. However, based on the information we have, this generation could be described as the social media generation (Berg 2020). This is largely because members of this generation have never known a world where they couldn't instantly connect with anyone, regardless of physical distance (Schwieger and Ladwig 2018; Berg 2020; Tahal 2017). This trend can also be observed in consumer behavior, where this generation tends to prefer online shopping over physical stores (Ernst and Young 2016; Merriman and Valerio 2016). This generation is strongly connected to mobile phones, the internet is their life and they are considered to be skilled online consumers. They are known for their short attention spans and desire for things with minimal effort (Klačanská and Kohnova 2018). Another important characteristic that differentiates this generation from previous ones is that, as a result of globalization, its members are very similar to each other due to the similarity of the media and culture they consume (Berg 2020; Francis and Hoefel 2018). However, Generation Z also differs from previous generations in that its members are more entrepreneurial (Schwabel 2014; Merriman and Valerio 2016; Ernst and Young 2016), self-reliant, and more in search of self-education and self-development (Merriman and Valerio 2016; Gomez et al. 2019). The fact that members of Generation Z value their individuality also drives their values and life priorities. Only a small percentage of members compared to previous generations stated that money motivates them to greater achievements (Schwabel 2014; Bencsik et al. 2016). This generation rather prefers job security, autonomy, good relationships with colleagues, and the opportunity for future development (Meretová et al. 2018; Tanner 2019). In summary, Generation Z is influenced by a large number of very radical changes, as a result of the advent of the internet, the spread of mobile phones, the terrorist attacks of September 11 in New York, or the beginning of the war in Iraq (Schwieger and Ladwig 2018; Ernst & Young LLP 2015; Tanner 2019). Generation Z is at the forefront of exploring interpersonal differences, particularly in terms of their buying behaviour and social media trends. More research is still needed to offer a more detailed view of this generation (Klačanská and Kohnova 2018). As members of this young generation are currently coming of age, research is continually being conducted to help clarify how these events will manifest (Tanner 2019; Villa et al. 2018). More than 3 billion people worldwide now regularly use online services to search for products, entertainment, friends, and love, consumer behavior and the way companies sell their products to customers and businesses have dramatically changed (Chaffey 2019). Understanding the importance of digital marketing for the future of marketing in general helps

to think about what public interactions we need to understand and manage. Digital marketing today involves much more public interaction than just websites. It includes the use of the following „D's of Digital Marketing Management,” where we need to evaluate how customers receive them and how our company can manage them to support marketing goals (Chaffey 2019). People nowadays communicate with companies using a variety of combinations of smartphones, tablets, laptops, desktops, virtual assistants, and more. This definition is known to Generation Z. We live in an era of social media and digital environment where people actively share all content on social networks, prefer videos to reading, document their lives with photos, and prefer communication using pictures over words or text (Godin 2020). For the younger generation, people on the internet are their idols (Berg 2020). In the context of visual content, emphasis should also be placed on semiotics. This represents a key analytical tool that deals with the study of signs, symbols, and their semantic connotations in order to effectively communicate with the target audience. This discipline focuses on decoding what meanings are attributed to various elements of marketing communication, including visual elements, text, colours, and sounds, in order to shape consumer perception and decision-making (Růžičková 2013; Șerban 2014). In marketing strategy, every element of visual, textual, or auditory character can be interpreted as a semiotic tool with unique semantic functions (Tesařová 2019; Lipár 2010). For example, a brand logo is not just a graphic sign, but a carrier of brand identity elements, emphasizing its values and character. Colours, with their psychological meaning inevitably linked to emotional impact, and the choice of typography or language style also represent key semiotic factors influencing the overall impression and interpretation of the brand (Faizan 2019, Oswald 2015). Semiotics in marketing does not only include the aesthetic aspects of creating visual content; it is a strategic approach to communication that has the ability to strengthen brand identity, differentiate products from the competition, and create an emotional connection with consumers (Lawes 2023; Wiggins 2022). In the global context of a globalized market, semiotics in marketing gains even greater relevance. With the inclusion of diverse cultures, languages, and social norms, successful semiotic analysis requires careful translations and adaptations of marketing messages to ensure their relevance and sensitivity within local contexts, while still maintaining a consistent brand identity across different markets (Soeharso 2022; Tesařová 2019).

3 Methodology — The primary goal of the article is to explore Generation Z university students' relationship with elements of online public relations (PR), focusing on the significance of university websites as a fundamental tool for online PR. Among the secondary objectives are compiling a basic overview regarding the characteristics of Generation Z and their view on online promotion, identifying key website elements deemed most important by Generation Z university students from an online PR perspective, comparing preferences between Czech and foreign students of Generation Z regarding these elements, and analysing the impact of nationality on the preferences of foreign students within Generation Z.

To achieve this goal, research was conducted using a quantitative questionnaire survey, distributed and evaluated online. This method was chosen for its effectiveness in collecting data from a large number of respondents and the ability to quantify preferences and attitudes. The questionnaire included questions with Li-

kert scales, allowing respondents to express the degree of importance of various website elements. The following research questions were established:

- | 1. Which website elements are most important to Generation Z university students from an online PR perspective?
- | 2. Are there significant differences in preferences of website elements between Czech and foreign students of Generation Z?
- | 3. How does nationality influence the preferences of website elements of Generation Z's foreign students in the context of online PR?

The sample size for this research was carefully set at a total of 320 respondents, evenly divided between 160 Czech and 160 foreign university students. This sample size was chosen to obtain relevant data for analysing Generation Z's preferences within online PR, ensuring an equal ratio between Czech and foreign respondents. This divided sample allowed not only for comparison of preferences between the two groups but also provided sufficient data variability for identifying potential differences based on the nationality of foreign students. Respondents were selected based on their affiliation with Generation Z, which was the only necessary criterion for inclusion in the research.

The sample was constructed to ensure an equal ratio between Czech and foreign university students, thus ensuring data representativeness towards the target group. This approach enabled a comparative analysis between various subgroups of Generation Z. The choice of an online questionnaire survey reflected the digital competencies of Generation Z, ensuring a high response rate and easy distribution among the target group. Likert scales were used for their ability to measure attitude intensity, ideal for evaluating the preference and importance of various website elements. The selection of Generation Z respondents ensured the relevance and timeliness of the data obtained for the studied topic.

University students were chosen as representatives of Generation Z in this study due to their unique positioning at the intersection of youth culture and higher education. This demographic segment is particularly relevant for examining online PR preferences for several reasons. Firstly, university students are at a stage in their lives where they are both consumers and future professionals, offering insights into both current and emerging trends in digital engagement. Secondly, their academic environment encourages critical thinking and exposure to diverse viewpoints, which may influence their perceptions and preferences regarding online content and presentation. This age group also represents early adopters of technology and digital platforms, making them a pivotal group for understanding the effectiveness of online PR strategies aimed at younger audiences.

In the case of our research on the impact of Generation Z's preferences on online PR elements on university websites, it is important to emphasize that the selection of a sample of 320 respondents, including an equal part of Czech and foreign students, provides a solid basis for analysis. However, it has its limitations in representativeness and generalization of findings to the broader population of Generation Z. Further research could expand the geographical diversity and include both quantitative and qualitative methods for a deeper understanding of cultural and individual differences in the perception of online PR elements.

4 Key elements preferred by generation Z on university's websites — For a comprehensive evaluation of the research results, we will focus on comparing the importance of different website elements – clarity, trends, visual aspect, informativeness and functionality – based on average ratings from respondents in different countries. To this, we will add an analysis of the preferred method of accessing university websites to gain a comprehensive view of how Generation Z perceives and evaluates the online presence of universities. For comparison, we calculate an overall average for each element across the dataset to determine which aspects of the website are most important to Generation Z in general. The countries were divided into groups based on how highly they rate the element – for example, the average rating of the overall rating of all countries for a given element is used as a threshold to determine which countries find the element „important“ (above the world's average rating) and which find it „less important“ (below or equal to the world's average rating).

To keep the element rating in order, first results were calculated for the element of „Clarity“ of the websites that universities have. The average rating for all countries, based on the data collected from the survey, is 4.189. Based in this calculation, it is possible to identify the countries, where the element of clarity isn't so high valued. Specifically, respondents from Austria (3.636), France (4.0), Germany (3.0) and Ukraine (4.0), with their average evaluation being lower than the world average rating, can be expected to view whether the University's website is „clear“ or not as less critical, then respondents from Argentina (5), Czech Republic (4.432), Italy (4.5), Netherlands (4.5), Poland (5.0), Romania (5.0), Russia (4.5) and Slovakia (5.0). These average ratings indicate that most countries consider website clarity to be very important, with ratings of 4.2 or higher. The lowest rating is for Germany (3.0), indicating that website clarity is perceived as less critical in this country compared to the other countries surveyed. Conversely, countries such as Argentina, Poland, Romania and Slovakia have an average rating of 5.0, indicating a high priority for website clarity among respondents from these countries.

The same method is used with the next element of the website, focusing on „Trends“ (modern design). After finishing the analysis and calculating the average rating for every country, the average rating for all countries has been set at 3.403. Based on the survey, „Trends“ were deemed important by participants in the Czech Republic (3.716), France (4.0), Italy (3.5) and Netherlands (4.0) and Poland (4.0) respectively. As less important is the „Modern Design“ viewed in Argentina (2.5), Austria (2.987), Germany (2.0), Romania (3.0), Russia (3.0), Slovakia (3.333) and Ukraine (2.0). Aside from the different preferences in each group participating in the survey, it is also possible to recognize the overall importance of mentioned elements. From collected data it is clear that Clarity has generally higher value for visitors than the web page being „Trendy“, however, this will be elaborated in more detail later in the article.

Next element analysed is „Visual aspect“. As before, the average rating for each country was calculated, and the average rating for all countries was determined to be 3.708. Countries for which Visual Aspect is important are the Czech Republic (3.914), France (4.0), Germany (4.0), Italy (4.0), Poland (5.0), Romania (5.0) and Russia (5.0). Countries for which the Visual aspect is less important are Argentina (3.5), Austria (3.3), the Netherlands (3.5), Slovakia (3.333), and Ukraine (3.444). These results show that the visual aspect is considered very important in the Czech Republic, France,

Germany, Italy, Poland, Romania and Russia, where the average rating exceeds the world's average rating. On the contrary, in the other countries studied this element has a lower priority. This highlights the differences in aesthetic preferences and priorities between different cultures.

The average rating for all countries for the element „Informativeness“ was determined to be 4.172. The high average rating indicates, that functionality is already considered to be very important aspect of good university website, and this is proven by the fact that only participants from Austria (3.804), France (4.0), and Italy (4.0) don't hold functionality in such a high regard, compared to participants from Argentina (4.5), the Czech Republic (4.321), Germany (5.0), Netherlands (5.0), Poland (5.0), Romania (5.0) Russia (5.0), Slovakia (4.333) and Ukraine (5.0), who mostly view informativeness of a university web page as something very crucial.

The last step in this part of analysis will focus on the „Functionality“ element. Using the same processes as before, the average rating for all countries was calculated to be 4.16. Only respondents from Austria (3.76) and France (4.0) rated importance of functionality below the average, while students from Argentina (4.5), the Czech Republic (4.296), Germany (5.0), Italy (4.5), Netherlands (4.5), Poland (5.0), Romania (5.0), Russia (5.0), Slovakia (4.667) and Ukraine (5.0) see it as very important element of PR on the internet.

In conclusion, it is also possible to estimate, using this method, which element is generally the most important when visiting communication channels of universities. By observing the global averages of all the elements, it was found that clarity, with total average rating of 4.18, is the most important aspect for large group of Gen Z members, followed by Informativeness (4.172) and Functionality (4.160) respectively.

5 Preferred method of accessing university websites — Analysing the preferred method of accessing university websites by country reveals interesting differences in respondents' behaviour: France, Germany, Romania, and Ukraine have a 100% preference for one access method, that method being personal computer, laptop, or other similar devices. The Netherlands and Poland show a 100% preference for an alternative method, that method being using some kind of mobile device, such as smartphones etc. Argentina, Italy, and Russia show split preferences, with an approximately equal split between the two access methods. The Czech Republic has a higher propensity to use a computer or laptop (61.04%) compared to a mobile device. Contrary to preferences in the Czech Republic, in Austria mobile phone usage is much more prevalent than the usage of computers, being preferred by 75.56% of respondents. In the context of this research, we evaluated which device students use to access university websites. Therefore, the results related to the preferred method of access can be specifically applied in this case. Other websites will likely have different preferences.

6 Trends and comments — Clarity and Informativeness are the most highly valued aspects, with overall averages of 4.19 and 4.17 and medians of 5.0. This suggests that it is essential for Generation Z that websites provide clear and easily accessible information. Functionality also holds a high priority, with an overall average of 4.16 and a median of 5.0. User-friendliness and ease of navigation on the website are key for respondents. The visual aspect has a lower overall mean of 3.72 with a median of 4.0, showing that although aesthetics are important, they are not considered as crit-

ical as clarity, informativeness and functionality. Trends (modern design) are rated as the least important with an overall mean of 3.4 and a median of 3.0. This suggests that although Generation Z values modern design, it is not as high a priority for them as the other elements listed. One of the questions, that this research tried to answer, was whether there is a major difference between preferences of various website elements between Czech and foreign members of generation Z. After thorough analysis of the collected data, it was discovered that there are slight differences, however not any major deviations. For example, while Czech responders preferred the element clarity the most, responders abroad prefer the element of informativeness. However, for both groups, these elements are in the top three positions, and rest of the preferences are almost identical.

7 Conclusion — In conducting a comprehensive evaluation of Generation Z's preferences regarding university websites, an analysis was focused on identifying the key elements deemed most significant from an online public relations perspective. This study involved comparing the importance of various website aspects – clarity, trendiness, visual appeal, informativeness, and functionality – based on average ratings provided by respondents from different countries. Additionally, an analysis of the preferred method of accessing university websites was incorporated to provide a holistic view of how Generation Z perceives and evaluates the online presence. Findings revealed that clarity, informativeness, and functionality are the elements considered most important by Generation Z students on university websites. This outcome reflects Generation Z's practical approach, prioritizing efficient communication and easy navigation over aesthetic aspects and trendy designs. While visualization and modern design remain important, they are regarded as secondary compared to the aforementioned factors. Overall, clarity, informativeness and functionality are seen as key elements across the countries surveyed, suggesting that websites should be designed with these aspects in mind to maximise engagement and meet the needs of Generation Z. This trend reflects Generation Z's practical approach to digital content, where they prioritize efficiency and ease of navigation on websites. Also, there have been found slight deviations in preferences of elements between Czech and foreign responders. Specifically, Czech responders prefer clarity, while people abroad rather prefer informativeness and functionality. Trendy design and visual aspects are also important, but their priority varies by country, suggesting the need to localise and tailor the online presence to the target audience.

Examples of these other cultural differences observed are for example the fact, that while Germany and Ukraine are very information and functionality oriented, the modern design isn't demanded almost at all, while in contrast with this finding, Netherlands and France gave responses very keen on modern look of the website.

Also, the preferred method of accessing university websites revealed interesting behavioral differences among respondents, with some countries showing a strong preference for a specific type of device. This result emphasizes the importance of optimizing websites for various platforms and devices to accommodate the varied access preferences of Generation Z. In concluding our exploration of Generation Z's preferences within online PR and university websites, it is crucial to acknowledge the mutual relationship between website content and engagement on social media. Generation Z, being digitally proficient, does not only utilize traditional websites but also actively

engages across a broad spectrum of social media and digital platforms that shape their communication preferences and expectations. This interconnection offers unique opportunities for developing effective online PR strategies that reflect and leverage Generation Z's dynamic digital behavior. Recognizing this relationship and integrating social media into the overall online PR strategy can significantly contribute to better engagement and the building of stronger relationships with this key demographic group, thereby enhancing the relevance and impact of our online PR initiatives. This topic should therefore be expanded in this direction in the future.

Overall, the research provides valuable insights especially for universities and educational institutions on how to better communicate and present themselves online to engage Generation Z. The findings underscore the importance of adapting website content and functionality to reflect the preferences and expectations of this key demographic group.

-
- Literatúra | List of References** — [1] Barta, S., Belanche, D., Fernández, A. and Flavián, M., 2023. Influencer marketing on TikTok: The effectiveness of humour and followers' hedonic experience. In: *Journal of Retailing and Consumer Services*. 2023, 70, 103149. ISSN 1873-1384. Available at: <<https://doi.org/10.1016/j.jretconser.2022.103149>> | [2] Bencsik, A., Juhász, T. a Horváth-Csikós, G., 2016. Y and Z generations at workplaces. In: *Journal of Competitiveness*. 2016, 8(3), 9. ISSN 1804-1728. Available at: <<https://doi.org/10.7441/joc.2016.03.06>> | [3] Berg, van den M., 2020. Jak se vzájemně chápá: generace X, Y, Z. Praha: Grada, 2020. ISBN 978-80-247-2139-2. | [4] Bernhard, J. and Russmann, U., 2023. Digitalization in public relations – changing competences: A longitudinal analysis of skills required in PR job ads. In: *Public Relations Review*. 2023, 49(1), 102283. ISSN 1873-4537. Available at: <<https://doi.org/10.1016/j.pubrev.2022.102283>> | [5] Blocksidge, K. and Primeau, H., 2023. Adapting and evolving: Generation Z's information beliefs. In: *The Journal of Academic Librarianship*. 2023, 49(3), 102686. ISSN 1879-1999. Available at: <<https://doi.org/10.1016/j.acalib.2023.102686>> | [6] Chaffey, D. and Ellis-Chadwick, F., 2019. Digital marketing. Pearson. 2019. ISBN 9781292241579. | [7] Ernst & Young LLP, 2015. What if the next big disruptor isn't a what but a who?: Gen Z is connected, informed and ready for business. p. 7, 2015. [online]. [cit. 2020-01-25]. Available at: <<https://www.ey.com/Publication/vwLUAssets/EY-rise-of-gen-znew-challenge-for-retailers/%24FILE/EY-riseof-gen-znew-challenge-for-retailers.pdf>> | [8] Faizan, M., 2019. The role of semiotics in advertising: communicative approach. In: *Language in India*. 2019, 19(2), 135-142. ISSN 1930-2940. | [9] Francis, T. and Hoefel, F. 'True Gen': Generation Z and its implications for companies. McKinsey, 2024. [online]. [cit. 2024-02-23]. Available at: <<https://www.mckinsey.com/~/media/McKinsey/Industries/Consumer%20Packaged%20Goods/Our%20Insights/True%20Gen%20Generation%20Z%20and%20its%20implications%20for%20companies/Generation-Z-and-its-implication-for-companies.ashx>> | [10] Gomez, K., Betts, K. and Mawhinney, T. Welcome to generation Z. Deloitte. [online]. [cit. 2024-02-23]. Available at: <<https://www2.deloitte.com/content/dam/Deloitte/us/Documents/consumer-business/welcome-to-gen-z.pdf>> | [11] Godin, S., 2020. This is marketing. Penguin Books, 2020. ISBN 9780525540830. | [12] Guo, W. and Luo, Q., 2023. Investigating the impact of intelligent personal assistants on the purchase intentions of Generation Z consumers: The moderating role of brand credibility. In: *Journal of Retailing and Consumer Services*. 2023, 73, 103353. ISSN 1873-1384. Available at: <<https://doi.org/10.1016/j.jretconser.2023.103353>> | [13] Hayes, R. A., Robertson, S. L. and Preston, A. N., 2023. Does public relations scholarship need better PR? Practitioners' perspectives on academic research. In: *Public Relations Review*. 2023, 49(1), 102273. ISSN 1873-4537. Available at: <<https://doi.org/10.1016/j.pubrev.2022.102273>> | [14] Issa, T. and Isaias, P., 2016. Internet factors influencing generations Y and Z in Australia and Portugal: A practical study. In: *Information Processing & Management*. 2016, 52(4), 592-617. ISSN 1873-5371. Available at: <<https://doi.org/10.1016/j.ipm.2015.12.006>> | [15] Klačanská, P. and Kohnova, L., 2018. Špecifiká online správania sa generácie Z. In: *Marketing Science & Inspirations*. 2018, 13(4), 21-28. ISSN 1338-

7944. | [16] Lawes, R., 2023. Using semiotics in marketing: How to achieve consumer insight for brand growth and profits. Kogan Page Publishers, 2023. ISBN 9781398607644. | [17] Lock, I., 2023. Conserving complexity: A complex systems paradigm and framework to study public relations’ contribution to grand challenges. In: Public Relations Review. 2023, 49(2), 102310. ISSN 1873-4537. Available at: <https://doi.org/10.1016/j.pubrev.2023.102310> | [18] Meretová, Ch., Fioravanti, S., Iannotta, M. and Gatti, M., 2018. The digital employee experience: Discovering Generation Z. In: Rossignoli, C., Virili, F. and Za, S., eds. Digital technology and organizational change. Cham: Springer International Publishing, 2018, 241-256. ISBN 978-3-319-62050-3. Available at: <https://doi.org/10.1007/978-3-319-62051-0_20> | [19] Merriman, M. and Valerio, D., 2016. One tough customer: How Gen Z is challenging the competitive landscape and redefining omnichannel. Ernst & Young Report, 2017. [online]. [cit. 2024-02-23]. Available at: <http://www.ey.com/Publication/vwLUAssets/EY-one-tough-customer/\$FILE/EY-onetough-customer.pdf> | [20] Ooi, K. B., Lee, V. H., Hew, J. J., Leong, L. Y., Tan, G. W. H. and Lin, A. F., 2023. Social media influencers: An effective marketing approach? In: Journal of Business Research. 2023, 160, 113773. ISSN 1873-7978. Available at: <https://doi.org/10.1016/j.jbusres.2023.113773> | [21] Oswald, L. R. The structural semiotics paradigm for marketing research: Theory, methodology, and case analysis. In: Semiotica. 2015, 205, 115-148. ISSN 0037-1998. Available at: <https://doi.org/10.1515/sem-2015-0005> | [22] Petrovici, M. A., 2014. E-public relations: Impact and efficiency. A case study. In: Procedia – Social and Behavioral Sciences. 2014, 141, 79-84. ISSN 1877-0428. Available at: <https://doi.org/10.1016/j.sbspro.2014.05.015> | [23] Pradeep, S. and Pradeep, M., 2023. Awareness of sustainability, climate emergency, and generation Z’s consumer behaviour in UAE. In: Cleaner and Responsible Consumption. 2023, 11, 100137. ISSN 2666-7843. Available at: <https://doi.org/10.1016/j.clrc.2023.100137> | [24] Priporas, C. V., Hussain, S., Khaneja, S. and Rahman, H., 2024. Technology distraction in Generation Z: The effects on consumer responses, sensory overload, and discomfort. In: International Journal of Information Management. 2024, 102751. ISSN 0268-4012. Available at: <https://doi.org/10.1016/j.ijinfomgt.2023.102751> | [25] Růžicková, N., 2013. Sémiotika v marketingu: Netradiční marketingové techniky v ČR a jejich sémiotická analýza. Prague: Charles University, 2013. [online]. [cit. 2024-02-23]. Available at: <http://hdl.handle.net/20.500.11956/57384> | [26] Schwieger, D. and Ladwig, Ch., 2018. Reaching and retaining the next generation: Adapting to the expectations of Gen Z in the classroom. In: Information Systems Education Journal. 2018, 16(3), 45-54. ISSN 1545-679X. | [27] Schwabel, D., 2014. Gen Y and Gen Z global workplace expectations study. 2014. [online]. [cit. 2024-02-23]. Available at: <http://workplaceintelligence.com/geny-genz-global-workplace-expectations-study/> | [28] Şerban, S., 2014. From marketing to semiotics: The way to marketing semiotics. In: Journal of Self-Governance and Management Economics. 2014, 2(2), 61-71. ISSN 2329-4175. | [29] Sharma, M., Kaushal, D. and Joshi, S., 2023. Adverse effect of social media on generation Z user’s behavior: Government information support as a moderating variable. In: Journal of Retailing and Consumer Services. 2023, 72, 103256. ISSN 1873-1384. Available at: <https://doi.org/10.1016/j.jretconser.2023.103256> | [30] Soeharso, S. Y., Wikantari, M. A., 2022. Customer loyalty factors: The influence of brand semiotics, brand meaning, relationship marketing, customer trust and customer satisfaction. In: American Journal of Research in Humanities and Social Sciences. 2022, 6, 111-120. ISSN 2832-8019. | [31] Tanner, R., 2019. Generation Z: Who are they and what events influenced them? In: Management Is a Journey. [online]. [cit. 2024-02-23]. Available at: <https://managementisajourney.com/generation-z-who-are-they-and-what-events-influenced-them/> | [32] Tesařová, V., 2019. Role sémiotiky vizuálního marketingu při budování značky. Prague: Charles University, 2019. [online]. [cit. 2024-02-23]. Available at: <https://dspace.cuni.cz/handle/20.500.11956/102552> | [33] Tahal, R., 2017. Marketingový výzkum: postupy, metody, trendy. Praha: Grada Publishing, 2017. ISBN 978-80-271-0206-8. | [34] Venciute, D., Mackeviciene, I., Kuslys, M. and Correia, R. F., 2023. The role of influencer–follower congruence in the relationship between influencer marketing and purchase behaviour. In: Journal of Retailing and Consumer Services. 2023, 75, 103506. Available at: <https://doi.org/10.1016/j.jretconser.2023.103506> | [35] Villa, D., Denison, E. and Dorsey, J., 2018. The state of gen Z 2018. The Center for Generational Kinetics, 2019. [online]. [cit. 2020-04-17]. Available at: <https://genhq.com/wp-content/uploads/2018/10/Stateof-Gen-Z2018.pdf?inf_contact_key=a0cc2c5aa5a59f7829121918234336e609c74070ac2bf3cfa7869e3cfd4ff832> | [36] Wang, Z., Yuan, R., Luo, J., Liu, M. J. and Yannopoulou, N., 2023. Does personalized advertising have their best interests at heart? A quantitative study of narcissists’ SNS use among Generation

Z consumers. In: Journal of Business Research. 2023, 165, 114070. ISSN 0148-2963. Available at: <https://doi.org/10.1016/j.jbusres.2023.114070> | [37] Wiggins, R. J., 2022. Semiotic analysis for more thoughtful marketing mix decision-making in the age of online consumer discourse. PhD Thesis. Webster University.

Klíčové slová | Key Words ——— cultural differences, education, digital, Generation Z, online PR, website | *kulturní rozdíly, vzdělání, digitál, Generace Z, online PR, webové stránky*

JEL klasifikácia | JEL Classification ——— M31, M37

Résumé ——— **Webové stránky očima generace Z: Klíčové poznatky a důležité prvky pro efektivní online PR propagaci univerzit**

Článek vychází z teoretických základů online PR a marketingové komunikace a zaměřuje se na měnící se přístupy a očekávání generace Z, která je stále více digitálně zdatná a ovlivňuje trendy v online marketingu. Analyzujeme, jak digitální kompetence a preference vysokoškolských studentů generace Z ovlivňují jejich vnímání prvků online PR univerzitních webových stránek, jako je přehlednost, UI, vizuální stránka, informativnost a funkčnost webových stránek. Výsledky tohoto výzkumu poskytují cenné poznatky pro marketéry a PR specialisty, kteří se snaží lépe porozumět tomu, jak komunikovat s Generací Z a jak efektivně využívat online PR strategie pro lepší zapojení a budování pevnějších vztahů s touto klíčovou demografickou skupinou.

Kontakt na autorov | Address ——— Ing. Hana Volfová, Ph.D., Škoda Auto University, Na Karmeli 1457, 293 01 Mladá Boleslav, Czech Republic, e-mail: hana.volfova@savs.cz, corresponding author
Bc. Anna Janků, Škoda Auto University, Na Karmeli 1457, 293 01 Mladá Boleslav, Czech Republic, e-mail: anna.janku@savs.cz
Bc. Miroslav Landa, Škoda Auto University, Na Karmeli 1457, 293 01 Mladá Boleslav, Czech Republic, e-mail: edu.miroslav.landa@savs.cz
Bc. Natálie Rausová, Škoda Auto University, Na Karmeli 1457, 293 01 Mladá Boleslav, Czech Republic, e-mail: natalie.rausova@savs.cz

Recenzované | Reviewed ——— 27. February 2024 / 12. March 2024