



FROM CLICK TO CART: HOW SOCIAL MEDIA PLATFORMS AND ECONOMIC FACTORS SHAPE POSTGRADUATE STUDENTS' BUYING BEHAVIOUR IN KLANG VALLEY, MALAYSIA

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Abstract:

This research investigates the influence of social media platforms on the buying behaviour of postgraduate students in the Klang Valley, Malaysia. More specifically, the investigation explores the types and characteristics of social media platforms used by postgraduate students and examines how economic factors, essentially disposable income and monetary constraints, affect their buying behaviour. This study utilizes a quantitative research design through a structured survey directed at postgraduate students. The chosen sample size comprises 384 postgraduate students, which is deemed sufficient for reliable data analysis. The theoretical framework underlying the data analysis refers to both the Theory of Planned Behaviour and the Technology Acceptance Model. Therefore, the study tests an integrated model aiming to examine the relationship between social media use and the buying behaviour of postgraduate students. The collected data is analysed using SPSS version 29 by applying statistical tools, such as correlation and regression analysis, to outline the significant relationships between variables. The results suggest that the types and characteristics of social media platforms have a substantial effect on shaping the purchasing behaviour of postgraduate students. Nevertheless, economic factors, comprising low income and poor financial context exacerbated by the post-pandemic era, are also relevant in affecting postgraduate students' purchasing habits. This study is significant for marketers, policymakers, and academics, suggesting that social media has a contextual impact on consumer behaviour. This study recommends that tailoring marketing strategies should cater to postgraduate students' preferences and should integrate both social media platform features and economic realities.

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Keywords: types of social media, characteristics of social media, economic factors, buying behaviour, postgraduate students

1. Introduction

The interplay between social media and the purchasing behaviour of postgraduate students in Malaysia is a new phenomenon that has attracted the attention of several scholars. According to (Karaman & Yildiz, 2022; Alias *et al.*, 2022; Kanapathipillai, 2021) social media is no longer a mere communication tool but also a means of marketing that influences the purchasing behaviour of individuals, shaping their intentions and decisions to buy from a specific seller in a multitude of ways.

The relationship between social media platforms and postgraduate students' buying behaviour in Malaysia is an area of study that encompasses various dimensions, including the types of social media utilized, the characteristics inherent to these platforms, and the economic factors influencing consumer buying behaviour. The postgraduate students are characterised by their high engagement with social media, which significantly influences their purchasing decisions and brand perceptions (Shien *et al.*, 2023; Sasmita & Suki, 2015).

For postgraduate students in Malaysia, platforms such as Facebook, Instagram, eWOM, and Twitter are not merely social networking medium; they are also critical tools for influencing purchasing decisions (Shien *et al.*, 2023; Alias *et al.*, 2022; Putri *et al.*, 2022; Kanapathipillai & Mahbob, 2021). The characteristics of these platforms, including user-generated content, peer reviews, and influencer marketing, play a significant role in shaping students' attitudes and behaviours (Sivapatham *et al.*, 2022; Tobón & García-Madariaga, 2021; Aji *et al.*, 2020).

Moreover, economic conditions, such as disposable income and overall economic stability, directly impact purchasing power and consumer confidence (Memon *et al.*, 2014; Ramli *et al.*, 2021). In Malaysia, postgraduate students often face financial constraints due to tuition fees and living expenses, which can influence their purchasing decisions (Gazali, 2020; Memon *et al.*, 2014). The interplay between economic factors and social media engagement creates a complex environment where students must navigate their financial limitations while being exposed to persuasive marketing tactics on social media platforms (Zurong *et al.*, 2022; Gazali, 2020; Hee & Yen, 2018).

Thus, the purpose of this study is to examine the relationship between social media platforms and postgraduate students' buying behaviour in Malaysia, which is shaped by the nature of the platforms themselves, the economic context, as well as an ever-changing consumer landscape. Therefore, this study investigates how marketers should consider these factors in their attempts to cater to the needs of postgraduate students in Malaysia.

1.1. Research Problem Statements

The growing influence of social media on consumer behavior, particularly among postgraduate students, has been widely acknowledged, but critical gaps persist in understanding this relationship. Previous studies, such as those by (Sivapatham *et al.*, 2022; Alias *et al.*, 2022), have demonstrated the general impact of social media platforms on consumer behavior, emphasizing how advertisements and influencer marketing can lead to increased interactions and sales. However, there is a lack of specific research addressing how different types of social media platforms uniquely influence the buying behavior of postgraduate students, particularly in Malaysia. Scholar, like (Kanapathipillai, 2021) have suggested that platforms like Instagram and Facebook, with their visual and interactive content, are more likely to influence purchases. In contrast, (Abbas *et al.*, 2019), argue that postgraduate students are less impacted by social media and instead rely on more credible sources for information before making purchasing decisions. This contradiction highlights the need for further investigation into how postgraduate students navigate these platforms and whether platform-specific characteristics shape their purchasing behavior in meaningful ways.

Additionally, while the Theory of Planned Behavior (TPB) and the Technology Acceptance Model (TAM) have been extensively applied to consumer behavior studies (Worthington, 2021; Rad *et al.*, 2023), their use in exploring the social media interactions of postgraduate students remains limited. These theories emphasize the role of attitudes, subjective norms, and perceived behavioral control (TPB) alongside perceived usefulness and ease of use (TAM) in technology adoption. However, their application to postgraduate students' purchasing decisions through social media platforms has not been thoroughly examined. The study by (Valencia-Arias *et al.*, 2023) demonstrated that perceptions of usefulness and trustworthiness are crucial for e-commerce adoption among university students, suggesting that postgraduate students may similarly be influenced by these factors. However, contrasting views, such as those from (Abbas *et al.*, 2019), raise questions about whether social media platforms significantly affect postgraduate students' purchasing behavior at all, given their preference for more traditional information sources.

This study aims to fill these critical gaps by examining how the types and characteristics of social media platforms, in conjunction with economic factors, influence postgraduate students' buying behavior in Klang Valley. By applying TPB and TAM, this research provides a robust framework for analyzing the complex interactions between consumer behavior, social media platforms, and economic considerations. Such insights are essential for scholars seeking to understand the evolving digital landscape and for postgraduate students, who are increasingly reliant on social media for both academic and personal purchases. The findings will also contribute significantly to the education industry in Malaysia, offering universities and institutions valuable insights for tailoring their digital engagement strategies to meet the unique needs of postgraduate students.

If this study is not undertaken, several implications arise. The current knowledge gap on how postgraduate students engage with various social media platforms may leave

marketers and educational institutions ill-equipped to reach this demographic effectively. As businesses and universities increasingly rely on social media to communicate with postgraduate students, a failure to understand the platform-specific influences on their purchasing decisions could result in ineffective marketing and engagement strategies. Furthermore, the absence of empirical evidence on how economic factors mediate the relationship between social media use and purchasing behavior could limit the development of targeted financial strategies, particularly for postgraduate students who often face budgetary constraints. Addressing these gaps is not only crucial for advancing academic knowledge but also for practical applications in the fields of marketing, education, and student engagement in Malaysia.

Hence, this study has the potential to make significant contributions to the understanding of digital consumer behavior among postgraduate students, while also providing practical insights for businesses and educational institutions. The research will clarify the complex dynamics between social media platforms, economic factors, and consumer behavior, ultimately informing more effective strategies for engaging this important demographic.

1.2. Research Question

RQ1: Is there a statistically significant relationship between the types of social media platforms and postgraduate students' buying behaviour in Klang Valley?

RQ2: Is there a statistically significant relationship between the characteristics of social media platforms and postgraduate students' buying behaviour in Klang Valley?

RQ3: Is there a statistically significant relationship between economic factors and postgraduate students' buying behaviour in Klang Valley?

1.3. Research Objectives

RO1: To scrutinize the statistically significant relationship between the types of social media platforms and postgraduate students' buying behaviour in Klang Valley.

RO2: To study the statistically significant relationship between the characteristics of social media platforms and postgraduate students' buying behaviour in Klang Valley.

RO3: To examine the statistically significant relationship between economic factors and postgraduate students' buying behaviour in Klang Valley.

2. Literature Review and Hypothesis Development

The following sub-sections focus on the underpinning theory, literature, and hypothesis development.

2.1. Underpinning Theory

The Theory of Planned Behaviour (TPB) and the Technology Acceptance Model (TAM) are essential frameworks for understanding consumer behaviour, especially in the digital age. TPB, as articulated by Fishbein and Ajzen, is focused on predicting deliberate actions

by analyzing factors such as attitudes, subjective norms, and perceived behavioural control. This theory is particularly relevant for understanding how postgraduate students' attitudes towards social media influence their purchasing behaviour. Their engagement with social media is shaped by their attitudes and the influence of their social networks, which can significantly impact their buying decisions (Worthington 2021; Rad *et al.* 2023). Economic factors also play a crucial role in determining their perceived control over purchasing decisions, further influencing their intentions to buy goods or services advertised on social media.

The Technology Acceptance Model (TAM), developed by Davis, complements TPB by focusing on the adoption of new technologies, particularly through the lenses of perceived usefulness and perceived ease of use. In the context of e-commerce and social media, TAM helps explain why certain technologies or platforms are adopted, particularly by MBA students. If a platform is seen as useful and easy to navigate, it is more likely to be embraced, thereby influencing purchasing behaviour (Worthington 2021).

These theoretical models have been applied in various studies to explore the relationship between social media, technology adoption, and consumer behaviour. For example, a study by (Valencia-Arias *et al.*, 2023) combined TAM and TPB to examine e-commerce adoption among young university students in Medellin, revealing that perceptions of usefulness and trustworthiness are key determinants of technology adoption. Similarly, (Kanapathipillai & Mahbob, 2021) emphasized the importance of economic factors, such as value proposition and return on investment, in influencing consumer decisions on social media platforms.

Hence, TPB and TAM provide a robust framework for analyzing the complex interactions between consumer behaviour, economic factors, and social media activity. They offer valuable insights into how attitudes towards social media and perceptions of a technology's usefulness and ease of use shape purchasing decisions. These frameworks are crucial for understanding and predicting consumer behaviour in digital environments, particularly as social media and online platforms continue to evolve.

2.2. Consumer Buying Behaviour

Consumer buying behaviour and social media have a significant impact on postgraduate students' purchasing decisions. Social media exposure has been found to influence impulse buying, especially in online environments, where immediacy and accessibility lead to spontaneous purchasing decisions (Aragoncillo & Orús, 2018). Social presence and interactive elements in live shopping scenarios also enhance impulse buying tendencies among younger demographics like postgraduate students (Li *et al.*, 2022).

According to (Dubey & Sinha, 2023), social media plays a crucial role in shaping consumer preferences, with exposure leading to heightened anxiety and panic buying behaviours, particularly during uncertain times like the COVID-19 pandemic. In line with this, (Roy & Datta, 2023) also have discovered that COVID-19 pandemic has accelerated changes in consumer behaviour, with postgraduate students increasingly

relying on social media for shopping guidance and product discovery. Likewise, according to (Naeem, 2020), social media can generate social proof, which can influence consumer behaviour, particularly during crises. This can lead to stockpiling behaviours among consumers. Therefore, it is important to understand the emotional triggers that drive consumer behaviour, especially in a demographic such as postgraduate students who are highly engaged with social media platforms.

Social media platforms democratize information by providing consumers with access to product information, reviews, and recommendations, which heavily influence purchasing decisions, especially among postgraduate students (Dhingra, 2023). Postgraduate students utilize both online and offline channels throughout their buying journey, leading to the emergence of omnichannel behaviours (Nikodemaska-Wołowik *et al.*, 2019).

A study by (Srivastava & Bag, 2022) highlights that customer interface quality on e-commerce platforms enhances consumer perceptions and buying behaviour, indicating that brands leveraging social media to create engaging and interactive experiences foster loyalty among consumers, including postgraduate students.

The interplay between consumer buying behaviour and social media significantly shapes purchasing decisions among postgraduate students. Based on a study by (Gaurav & Ray, 2020), social media advertising is found to be highly influential in shaping consumer buying behaviour, especially in the Indian e-commerce sector.

Hence, businesses must adapt their strategies to effectively engage this demographic and influence their buying behaviour by leveraging the unique characteristics of social media. The evolving nature of social media and the shift towards omnichannel behaviours highlight the need for businesses to remain agile and responsive to the preferences of postgraduate students.

2.3. The Relationship between Types of Social Media Platforms and Postgraduate Students' Buying Behaviour

Postgraduate students are commonly recognised as a unique group due to their educational background and lifestyle. Examining their social media behaviour can offer valuable insights into their purchasing choices. Complex algorithms are utilized by social media sites to present advertisements tailored to the preferences and actions of users (Kanapathipillai, 2021). This could lead to a higher probability of postgraduate students making purchases. According to (Sivapatham *et al.*, 2022; Alias *et al.*, 2022) particular content shared on social media can lead to increased interaction and sales. Advertising through influencers on Instagram, YouTube and Facebook has the potential to influence the products that people purchase (Kanapathipillai & Mohbob, 2021). Each social media platform operates uniquely and has its vibe, which can influence the way individuals interact with and perceive businesses. The use of social media can lead to increased interest in purchasing products and services by providing information and awareness (Kanapathipillai, 2021). Research suggests that social media consistently influences people's purchasing decisions across various platforms (Sivapatham *et al.*, 2022; Alias *et*

al., 2022; Dwivedi *et al.*, 2021). This indicates that the influence of social media remains the same regardless of the platform.

Additionally, The various types of social media platforms in today's digital environment are greatly influential in determining the purchasing habits of students (Saura *et al.*, 2020). The effect of visual-centric, content-driven, and hybrid platforms are highlighted as they examine the current understanding of how different social media classifications affect students' purchase decisions (Kanapathipillai, 2021). On the other hand, postgraduate students may be less swayed by social media and more inclined to seek information from credible sources before making purchasing decisions, as indicated by (Abbas *et al.*, 2019). Moreover, (Abbas *et al.*, 2019) further mentioned that postgraduate students are less impacted by social media and social media platforms are mainly used by postgraduate students to organise and gather data for their studies.

An increasing number of studies have found that social media activity has a significant impact on the purchasing decision-making process at various stages, including the cognitive, affective and behavioural phases (Hutter *et al.*, 2013). The effect of social media on the purchasing behaviour of most postgraduates, who are adept at using digital platforms and active in many different respects, is apparent. Students frequently rely on an online word-of-mouth (WOM) communications, which are moderated by offline WOM, to validate their purchasing decisions (Qi & Kuik, 2022). According to researchers (Sivapatham *et al.*, 2022; Alias *et al.*, 2022; Kanapathipillai & Mohbob, 2021), any time social media is in a position where it can influence consumer behaviour, such as when they use a peer's personal recommendation or rely on popularity, they will be largely affected.

Moreover, a study conducted in Indonesia found that varied social media interactions lead to increased buying interest, which directly correlates with higher purchasing decisions (Najmudin *et al.*, 2021). This suggests that postgraduate students, who frequently utilize multiple platforms for different purposes, may experience varying levels of influence based on the specific characteristics and functionalities of each platform. Platforms like Instagram and Facebook, which are visually oriented, may enhance brand awareness and affective responses more effectively than text-based platforms like Twitter. Additionally, according to (Kanapathipillai, 2021), the impact of social media on consumer behaviour is not the same for all platforms. Each of them has a certain set of options, and they can have different effects on how postgraduate students deal with brands. Facebook uses images, videos, and influencers, which can make the private connection to some goods more emotional (Kumar & Mehendale, 2022; Kanapathipillai, 2021). There may also be sites, such as LinkedIn, meeting the needs for professional and educational purchases. This should be taken into account by those who want to reach postgraduate students effectively.

For postgraduate students, word-of-mouth in electronic form (eWOM) is widely hailed as an outstandingly significant factor. Research has shown that through social media, eWOM can boost brand reputation and influence purchase intentions (Prasad *et al.*, 2019). The postgraduate students have a habit of seeking out brands that reflect its

values and lifestyle. They often look to peer reviews or other customer's recommendations before making any purchase. Moreover, through interaction on social media, conviction and mutual trust will lead postgraduate students to become more loyal customers, to certain brands (Prasad *et al.*, 2019). Furthermore, the effectiveness of social media marketing strategies is amplified when they are tailored to resonate with the specific interests and preferences of postgraduate students (Awaludin & Sukmono, 2020). In addition to eWOM, the perception of product quality and price sensitivity also play a critical role in the purchasing decisions of postgraduate students. Research indicates that social media marketing can significantly impact consumers' perceptions of product quality and pricing, which are essential factors in their decision-making process (Zamharira & Nainggolan, 2023). Postgraduate students, who may have limited budgets due to their academic commitments, are likely to be particularly sensitive to price perceptions. Thus, effective social media marketing strategies that highlight value propositions can significantly influence their buying behaviour.

Conversely, some research scholars have asserted that the types of social media platforms do not influence postgraduate students' buying behaviour. Research by (Romadhoni, 2023) indicates that there are instances where social media marketing platforms have no effect on purchasing behaviour, suggesting that the type of platform may not consistently dictate purchasing outcomes. Additionally, the findings from (Madhura & Panakaje, 2023) reinforce that social media influence is not strictly dependent on the platform but rather on the broader context of consumer engagement. In line with this (Wang *et al.*, 2012) points out how peer communication through social media can impact purchase intentions, yet this influence is not uniform across all platforms. This significantly indicates that the types of social media platforms may not be the critical factor influencing postgraduate students' buying behaviour.

Furthermore, a study undertaken by (Kayombo *et al.*, 2020) on postgraduate student preferences highlights that traditional sources of information, such as friends and family, often outweigh the influence of social media platforms. This finding suggests that while social media serves as a valuable resource, it may not be the primary driver of purchasing decisions among postgraduate students, further supporting the claim that the type of platform does not significantly influence buying behaviour. Additionally, research by (Dubey & Sinha, 2023; Furyanah *et al.*, 2021) explores the mediating factors that influence purchasing decisions, indicating that anxiety and other psychological factors can overshadow the impact of social media. This suggests that the effectiveness of social media in shaping buying behaviour may be contingent upon individual psychological states rather than the platform. Additionally, the research by (Büyükdağ, 2021) highlights the substantial impact of brand image and loyalty on purchase intentions, suggesting that these factors may be more influential than the type of social media platform.

Hence, although there is strong evidence to suggest that social media platforms can influence postgraduate students' buying behaviour, the type of platform does not appear to be a decisive factor. Therefore, there are contrasting outcomes on the

relationship between types of social media platforms and postgraduate students' buying behaviour. Thus, hypothesis H1 was proposed to address the gap that exists in the literature.

H1: There is a significant relationship between types of social media platforms and postgraduate students' buying behaviour in Klang Valley.

2.4. The Relationship between the Characteristics of Social Media Platforms and Postgraduate Students' Buying Behaviour

The relationship between social media platform characteristics and postgraduate students' buying behaviour is an intricate area of study that explores how various aspects of social media influence consumer decisions.

Social media platforms can be functionally categorized, significantly shaping how users, particularly university students, interact with content and make purchasing decisions. According to (Ekpo *et al.*, 2022), the nature of social media platforms, whether text-centric like Twitter or visually-oriented like Instagram, can evoke different consumer responses. Understanding these is essential for marketers aiming to optimize consumer engagement and tailor content strategies effectively. Visually dominant platforms like Instagram might elicit more visual engagement compared to text-based platforms like Twitter (Dissanayake & Rassool, 2019). Platforms are also categorized by their intended use, such as professional networking or entertainment-focused purposes. Research by (Hamat *et al.*, 2021) shows that university students often use professional networking sites to gather product information, whereas entertainment-oriented platforms are more likely to serve as venues for peer recommendations. Therefore, marketers must strategically place their products on channels that align with the information-seeking behaviours of college students.

The dynamic of peer influence, facilitated by social media, plays a critical role in consumer decision-making. Social media classification, based on suggestions and interpersonal connections, reveals that university students not only consume content but also actively participate in their peers' decision-making processes (Sivakumar *et al.*, 2023). This underscores the need for marketers to understand social network dynamics and leverage them to enhance the effectiveness of their campaigns (Kanapathipillai & Mahbob, 2021).

The algorithmic curation of content on social media platforms significantly influences what university students are exposed to, thereby shaping their purchasing behaviour. According to (Kanapathipillai, 2021), content delivery is increasingly personalized through algorithmic principles, making marketing content more relevant and likely to influence consumer preferences and decisions. This personalized approach is crucial in the context of social media, where targeted marketing can significantly impact university students' purchasing behaviour (Eg *et al.*, 2023).

Cultural differences are another important factor when classifying social media platforms. As highlighted by (Hu & Zhu, 2022), different cultures may assign varying

levels of importance to specific social media platforms, affecting the success of marketing strategies. Given the diverse backgrounds of university students, marketers must consider cultural differences to ensure their messages resonate effectively (Vaddadi Krishna & Thandava Sreenivas, 2019).

Social media platforms, particularly those that are visually driven, like Instagram and TikTok, heavily influence consumer engagement. Research by (Richard, 2021) indicates that the visual appeal of content significantly affects consumer engagement, with visually rich platforms having a stronger impact on university students' perceptions and purchasing decisions (Kanapathipillai, 2021). However, excessive advertising on social media can lead to skepticism among postgraduate students, potentially reducing their purchasing inclination (Yousef *et al.*, 2021).

Real-time communication features on social media platforms, such as those on Twitter and Snapchat, facilitate instant sharing of information and significantly impact consumer decision-making. This phenomenon is further supported by findings, which indicate that social media significantly impacts young adults' impulsive buying behavior, driven by social validation and peer comparisons (Sehra *et al.*, 2022).

Social media platforms enhance the impact of peer influence on consumer decisions due to their inherently social nature. Studies by (Muhammad, 2022; Bao *et al.*, 2022) reveal that university students frequently rely on peer recommendations and social validation when making purchasing decisions. This social influence creates a powerful tool for marketers to encourage brand loyalty among university students (Sivakumar *et al.*, 2023). However, recent research suggests that consumers may be growing more skeptical of peer recommendations due to the prevalence of fake reviews and influencer marketing (Alias *et al.*, 2022).

The accessibility of social media platforms on mobile devices is another key factor influencing consumer behaviour. According to (Alnjadat *et al.*, 2019), university students, who are heavily reliant on mobile devices, engage with social media across multiple platforms with ease. This accessibility is crucial for marketers to develop integrated, mobile-friendly campaigns that fit seamlessly into students' busy schedules.

Moreover, the Fear of Missing Out (FOMO) phenomenon, prevalent on platforms like Snapchat and Instagram Stories, drives impulsive purchasing behaviour among university students. Inwon *et al.* (2020) note that FOMO is a significant factor in consumer decision-making, pushing students to make quick purchases to avoid missing out on experiences or trends. However, FOMO also has psychological implications, influencing feelings of isolation and connection insecurity, which can affect retail patronage (Rippé *et al.*, 2023).

Therefore, there are conflicting views on the relationship between the characteristics of social media platforms and postgraduate students' buying behaviour. Thus, hypothesis H2 was proposed to address the gap that exists in the literature.

H2: There is a significant relationship between the characteristics of social media platforms and postgraduate students' buying behaviour in Klang Valley.

2.5. The Relationship between Economic Factors and Postgraduate Students' Buying Behaviour

Economic factors play a significant role in shaping the buying behaviour of postgraduate students, particularly in the context of their interactions on social media platforms. These platforms, which sell a wide range of products, including food, clothing, jewelry, and electronics, see consumer spending patterns closely tied to prevailing economic conditions (Bloomenthal, 2023).

One of the most critical factors influencing the spending habits of postgraduate students is their employment status. The number of students who have jobs and their expectations of continued income directly impact their purchasing decisions. When postgraduate students have a steady income, they are more likely to buy non-essential goods, thus increasing overall spending. In the United States, student spending on social media saw a significant rise as the economy recovered from the 2007-2009 recession, with notable increases in the purchase of various goods and services until 2022 (Maverick, 2022). This trend underscores the direct correlation between employment levels and student expenditure, where higher employment rates lead to increased confidence and spending (Simpson, 2022).

Income levels, particularly disposable and discretionary incomes, are pivotal in determining how much postgraduate students spend on goods and services. Disposable income, which refers to the money left after essential payments like taxes, directly affects consumption levels. A rise in disposable income generally leads to an increase in spending on various products (Tuovila, 2022). On the other hand, discretionary income, which remains after meeting all basic life necessities, is often used by students for purchasing durable goods and luxury items. Higher discretionary income typically results in a better standard of living and greater consumption of shopping merchandise (Tuovila, 2022).

Family income, which aggregates the earnings of all family members, also significantly impacts the spending habits of postgraduate students. The portion of income left after covering essential living expenses is often allocated to non-essential items, such as luxury goods and branded clothing (Tuovila, 2022). Therefore, the total family income can either constrain or expand consumer choices, influencing how postgraduate students behave in online marketplaces.

Savings are another critical factor affecting the spending behaviour of postgraduate students. The amount of money saved from regular income influences how much students are willing to spend on non-essential goods. When students save more, they tend to spend less on discretionary items and vice versa (Whiteside, 2023). Moreover, the liquidity of assets, such as savings accounts, stocks, and mutual funds, plays a crucial role in purchasing decisions. Students with easily accessible funds are more likely to indulge in shopping and buy expensive items, whereas those with fewer liquid assets may reduce their spending (Team, 2023).

Consumer credit, often provided by sellers or financial institutions, also plays a significant role in influencing the spending behaviour of postgraduate students. The

availability of credit allows students to make purchases and pay for them over time, which can lead to increased spending, especially on social media platforms. Students are more likely to buy expensive items when they can spread the payment over several months. Conversely, limited access to credit tends to reduce spending (Kagan, 2023).

The overall state of the economy profoundly affects the purchasing behaviour of postgraduate students. Economic stability, characterized by low inflation and steady employment, generally boosts student confidence and spending. However, economic downturns, such as recessions, can lead to reduced spending, particularly on non-essential goods. The economic disruptions caused by the COVID-19 pandemic, the Russia-Ukraine conflict, and shortages of key commodities like corn and wheat in 2022 led to increased prices and reduced availability of products, negatively impacting the spending behaviour of postgraduate students (Albrecht, 2023).

During economic recessions, postgraduate students often shift their spending patterns, prioritizing essential goods over luxury items. This shift is particularly evident among students, whose purchasing behaviour is more sensitive to economic fluctuations due to their relatively lower and variable incomes (Pfeffer *et al.*, 2013).

Social media platforms have become a significant factor in shaping the buying behaviour of postgraduate students. These platforms offer targeted advertising and promotions that can either encourage or discourage spending. Students often wait for discounts or promotions before making purchases, with studies showing that 64% of online shoppers tend to buy items on sale (Alnjadat *et al.*, 2019). Social media also provides a platform for students to seek reviews and recommendations, which can influence their purchasing decisions.

Moreover, an investigation by (Moogan, 2018) into international postgraduate students' decision-making processes highlights that cost factors, including tuition and living expenses, are pivotal in shaping students' choices regarding their education and associated purchases. This finding suggests that economic considerations are not merely peripheral but central to the decision-making process of postgraduate students. Furthermore, the study indicates that students actively seek information about costs through social media, reinforcing the notion that economic factors are intertwined with social media's influence on purchasing behaviour.

Additionally, the study by (Durmaz & Alagoz, 2019) provides further evidence that social media influences consumer behaviour among university students, yet it also suggests that economic factors play a crucial role in shaping these behaviours. Their research indicates that while social media can enhance brand awareness and purchase intention, students' financial situations ultimately dictate their purchasing capabilities. This finding aligns with the broader understanding that economic constraints can limit the effectiveness of social media marketing, as students may be unable to act on their interests due to budgetary restrictions.

Furthermore, research conducted by (Suganda & Arrifianti, 2023) highlights that social media platforms are increasingly utilized for marketing purposes, suggesting that organizations leverage these platforms to reach consumers effectively. However, the

effectiveness of such marketing strategies is contingent upon the economic context of the target audience. If postgraduate students are facing financial difficulties, even the most compelling social media marketing campaigns may fail to convert interest into purchases. This reinforces the argument that economic factors cannot be disregarded when analysing the purchasing behaviour of postgraduate students.

Therefore, various economic factors, including employment, income levels, savings, liquid assets, and consumer credit, significantly influence the buying behaviour of postgraduate students on social media platforms. But, therefore, there are still opposing views on the relationship between economic factors and postgraduate students' buying behaviour. Thus, hypothesis H3 was proposed to address the gap that exists in the literature.

H3: There is a significant relationship between economic factors and postgraduate students' buying behaviour in Klang Valley.

2.6. Proposed Conceptual Framework

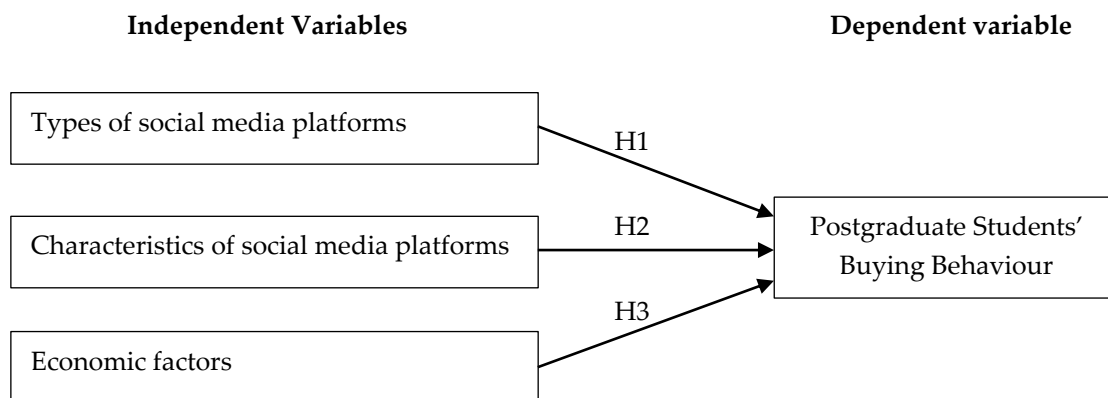


Figure 2.1: Proposed Conceptual Framework

Figure 2.1 Proposed Conceptual Framework illustrates how the underpinning theories in this study Theory of Planned Behaviour (TPB) and Technology acceptance model (TAM), provide a comprehensive understanding of how the independent variables (types of social media platforms, characteristics of social media platforms, and economic factors) influence postgraduate students' buying behaviour. TPB explains how attitudes, subjective norms, and perceived behavioural control shaped by social media and economic factors impact purchasing decisions, while TAM focuses on how the perceived usefulness and ease of use of social media platforms facilitate the adoption of these platforms for consumer behaviour.

3. Methodology

The following section illustrates the population, sampling method and measurements used in this study.

3.1. Population, Sampling and Measurements

The total population for this study is solely focused on postgraduate students from Klang Valley universities and colleges. The population consisted of 101,386 postgraduate students in the Klang Valley area (KPT, 2023).

The (Krejcie & Morgan, 1970) tabulation was used to determine the sample size for a population of 101,386 postgraduate students, the adequate sample size is 382. To obtain the required sample size, 500 questionnaires in total were distributed. 391 responses were received. 7 responses were incomplete. Therefore, a total of 384 questionnaires provided the data for the analysis. This is approximately a 76.8% response rate. According to (Fincham, 2008) response rates approximating 60% for most research should be the goal of researchers and certainly are the expectation of the journal's editors.

Simple random sampling was chosen for this study due to the large population of postgraduate students in Klang Valley. To apply this sampling technique, the researchers distributed the questionnaire through Google Forms to all postgraduate students in Klang Valley.

4. Findings and Interpretation

In this section, reliability analysis, normality test, descriptive statistics, correlation analysis, regression analysis, and the summary of the hypothesis are presented.

4.1. Reliability Analysis

Table 4.1: Reliability Analysis (N = 384)

| Variables | Cronbach's Alpha | N of Items |
|---|------------------|------------|
| Types of Social Media | 0.813 | 7 |
| Characteristics of Social Media | 0.934 | 7 |
| Economic Factors | 0.951 | 7 |
| Postgraduate Students' Buying Behaviour | 0.913 | 7 |

Based on Table 4.1 Reliability Analysis, Cronbach's Alpha value for types of social media is 0.813, while characteristics of social media, economic factors and postgraduate students' buying behaviour are 0.934, 0.951 and 0.913, respectively. Each variable has the same number of items, which is 7. All Cronbach's Alpha shows a value greater than 0.8, which means the reliability of the coefficient for the type of social media is very good, while the rest which are characteristics of social media, economic factors, and postgraduate students' buying behaviour are excellent. Thus, all variables have a high level of reliability and great consistency.

4.2. Normality

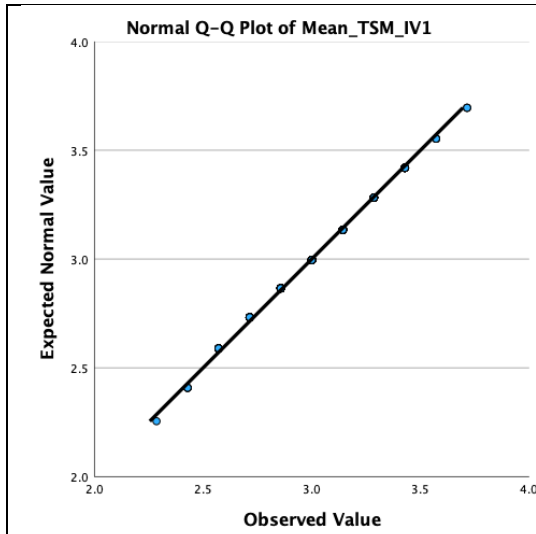


Figure 4.3.1: Types of Social Media

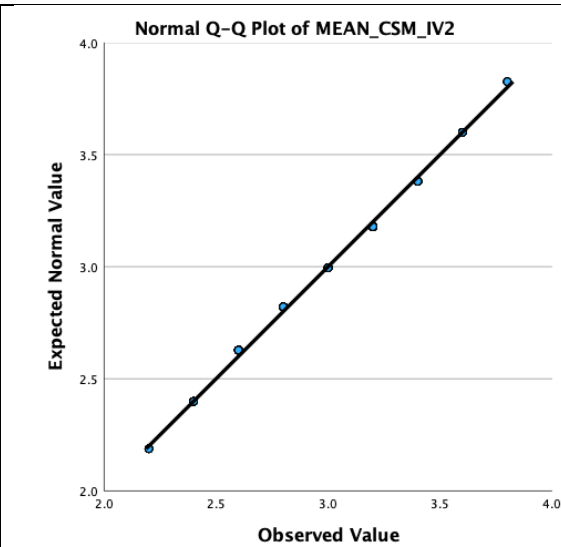


Figure 4.3.2: Characteristics of Social Media

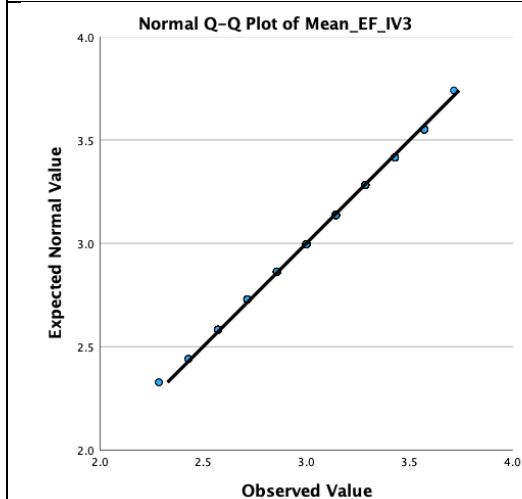


Figure 4.3.3: Economic Factors

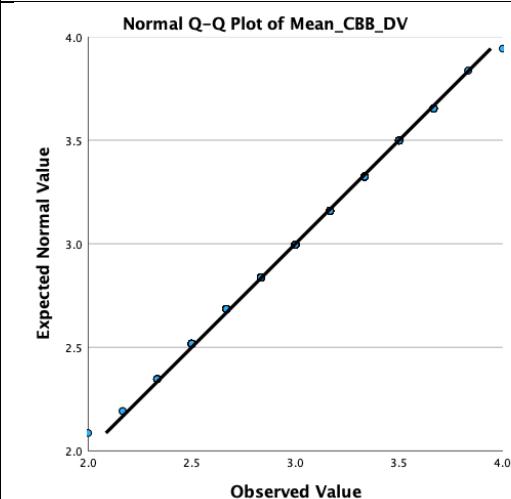


Figure 4.3.4: Buying Behaviour

In this study, figures 4.3.1 - 4.3.4 Q-Q plots for the variables identify potential extreme outliers as well as whether the data fits a normal distribution. As a result, a normal distribution is distinguished by data points that are close to the line representing expected normal values on the Q-Q graph, whereas non-normal data shows a curved pattern that deviates from the straight line. The Q-Q plots figures 4.3.1 - 4.3.4 show that all of the variables in this study follow a normal distribution.

4.3 Mean and Standard Deviation Analysis

Table 4.2: Descriptive Statistics (N = 384)

| Factors | Mean | SD | Min | Max |
|---|-------|-------|------|------|
| Types of Social Media | 4.313 | 0.539 | 2.43 | 5.00 |
| Characteristics of Social Media | 4.462 | 0.621 | 2.57 | 5.00 |
| Economic Factors | 4.630 | 0.566 | 3.00 | 5.00 |
| Postgraduate Students' Buying Behaviour | 4.344 | 0.630 | 2.00 | 5.00 |

Table 4.2 descriptive statistics provides insight into the central tendency, dispersion, and range of responses from 384 respondents for the variables in this study. The mean score for types of social media is (4.313 ± 0.539), indicating that respondents rated this factor highly overall, with some variability in the standard deviation. The minimum score for this factor was 2.43, while the maximum was 5.00, showing a wide range of responses, but with some respondents rating it at the highest possible score.

For characteristics of social media, the mean was slightly higher, with the standard deviation indicating slightly more variability at (4.462 ± 0.621), suggesting that respondents considered this factor more favorably than types of social media. The minimum score for this factor was 2.57, with a maximum score of 5.00, further reflecting the positive perception among respondents.

Economic Factors had the highest average rating of all the factors, with a mean and moderate variability of (4.630 ± 0.566), suggesting that respondents viewed this factor as very significant. The minimum score was 3.00, showing that all respondents rated this factor at least moderately. and the maximum score was 5.00.

Finally, postgraduate students' buying behaviour had a mean score and moderate variability of (4.344 ± 0.630), indicating that respondents rated this factor positively, though not as highly as economic factors. The responses ranged from a minimum of 2.00 to a maximum of 5.00. Overall, the data show that respondents rated all factors positively, with average scores above 4.0, and the standard deviations indicate that while there is some spread in responses, most ratings are relatively close to the mean. The maximum scores of 5.00 across all factors demonstrate that a portion of respondents consistently rated these factors at the highest level.

4.4 Pearson's Correlation Coefficient Analysis

Table 4.3: Pearson's Correlation Matrix (N = 384)

| Factors | 1 | 2 | 3 | 4 |
|---|---------|---------|---------|---|
| Types of Social Media | 1 | | | |
| Characteristics of Social Media | 0.488** | 1 | | |
| Economic Factors | 0.306** | 0.721** | 1 | |
| Postgraduate Students' Buying Behaviour | 0.395** | 0.706** | 0.646** | 1 |
| **Correlation is significant at 0.01 level (2-tailed) | | | | |

Table 4.3 Pearson's Correlation Matrix provides the association between the variables in this study, with a sample size of 384.

The correlation between types of social media and characteristics of social media (0.488; $p < 0.001$), indicates a moderate positive relationship. This suggests that an increase in the types of social media used is moderately associated with a more favorable perception of the characteristics of social media. Similarly, types of social media are moderately correlated with postgraduate students' buying behaviour (0.395; $p < 0.001$), suggesting that increased social media engagement is associated with higher buying behaviour among postgraduate students. However, the weakest correlation is observed between types of social media and economic factors, with a coefficient of (0.306; $p < 0.001$), although this relationship remains statistically significant.

The strongest relationship is found between characteristics of social media and economic factors, with a correlation coefficient of (0.721; $p < 0.001$), indicating a strong positive relationship. This suggests that respondents who view social media characteristics positively are also likely to consider economic factors favorably. There is also a high correlation between characteristics of social media and postgraduate students' buying behaviour (0.706; $p < 0.001$), suggesting that positive perceptions of social media characteristics are strongly linked to increased buying behaviour among postgraduate students. Economic Factors also show a significant positive correlation with postgraduate students' buying behaviour (0.646; $p < 0.001$), indicating that favorable economic conditions are associated with higher levels of purchasing activity among postgraduate students.

Therefore, Pearson's Correlation matrix reveals that all associations are positive and statistically significant, indicating that the factors are interrelated. The strongest relationships are observed between.

4.5 Multiple Regression Analysis

Table 4.4: Model Summary

| R | R Square | Adjusted R Square | Std. Error Est. |
|---|----------|-------------------|-----------------|
| 0.739 ^a | 0.547 | 0.543 | 0.426 |
| a. Predictors: (Constant), Types of Social Media, Characteristics of Social Media, Economic Factors | | | |
| b. Dependent Variable: Postgraduate Students' Buying Behaviour | | | |

Table 4.4 Model Summary indicates a strong positive correlation ($R = 0.739$) between the independent variables (Types of Social Media, Characteristics of Social Media, and Economic Factors) and the dependent variable (Postgraduate Students' Buying Behaviour). The ($R^2 = 0.547$) implies that 54.7% of the variance in the dependent variable is explained by the independent variables, indicating a significant influence. The (Adjusted $R^2 = 0.543$) confirms the model's robustness, while the (Standard Error = 0.426) suggests reasonably accurate predictive power. Overall, the model effectively explains a substantial portion of the variation in buying behaviour.

Table 4.5: ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|--------------------|
| 1 | Regression | 83.085 | 3 | 27.695 | 152.856 | 0.000 ^b |
| | Residual | 68.850 | 380 | 0.181 | | |
| | Total | 151.935 | 383 | | | |

a. Dependent Variable: Postgraduate Students' Buying Behaviour
 b. Predictors: (Constant), Types of Social Media, Characteristics of Social Media, Economic Factors

Table 4.5 ANOVA provides details about the overall fit of the regression model. The regression model, which includes the predictors (Types of Social Media, Characteristics of Social Media, and Economic Factors), has a (Sum of Squares = 83.085, with (df = 3) yielding a (Mean Square = 27.695). This value is compared to the (Residual Sum of Squares = 68.850), which has (df = 380), resulting in a (Residual Mean Square = 0.181).

The (F-statistic = 152.856; $p < 0.001$), indicates that the model is highly statistically significant. The high F-value and low significance level suggest that the predictors explain a significant amount of the variation in the dependent variable, and the model overall is a good fit for the data. This means that the independent variables (Types of Social Media, Characteristics of Social Media, and Economic Factors) collectively have a significant impact on the dependent variable (Postgraduate Students' Buying Behaviour).

Table 4.6: Coefficient

| Model 1 | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.288 | 0.219 | | 1.314 | 0.009 |
| Types of Social Media | 0.121 | 0.045 | 0.104 | 2.680 | 0.008 |
| Characteristics of Social Media | 0.458 | 0.054 | 0.451 | 8.506 | 0.000 |
| Economic Factors | 0.322 | 0.055 | 0.289 | 5.809 | 0.000 |

a. Dependent Variable: Postgraduate Students' Buying Behaviour

4.6 Linear Regression Equation

$$CBB = 0.288 + 0.121(TSM) + 0.458(CSM) + 0.322(EF)$$

Where,

CBB = Postgraduate Students' Buying Behaviour;

TSM = Types of Social Media;

CSM = Characteristics of Social Media;

EF = Economic Factors;

Constant = 0.288.

Table 4.6 and the regression equation above provide details about the relationship between the independent variables (Types of Social Media, Characteristics of Social Media, and Economic Factors) and the dependent variable (Postgraduate Students'

Buying Behaviour). The (Constant = 0.288; $p < 0.05$) indicates that it contributes significantly to the prediction of the dependent variable.

Firstly, Types of Social Media, the unstandardized coefficient ($B = 0.121$), meaning that for every unit increase in the Types of Social Media, there is a predicted 0.121 unit increase in Postgraduate Students' Buying Behaviour, holding other factors constant. The standardized coefficient (Beta = 0.104; $p < 0.05$) shows the relative strength of this relationship, where Types of Social Media has a small but significant impact on buying behaviour.

Secondly, Characteristics of Social Media has a much larger unstandardized coefficient of ($B = 0.458$), denoting that it has a strong positive influence on Postgraduate Students' Buying Behaviour. For every unit increase in the Characteristics of Social Media, there is a predicted 0.458 unit increase in Postgraduate Students' Buying Behaviour, holding other factors constant. The standardized coefficient (Beta = 0.451; $p < 0.05$), indicating that this factor has the strongest effect relative to the other predictors. The ($t = 8.506$; $p < 0.05$) shows that this variable is a highly significant predictor of Postgraduate Students' Buying Behaviour.

Finally, Economic Factors has an unstandardized coefficient ($B = 0.322$) signifying that for every unit increase in Economic Factors, Postgraduate Students' Buying Behaviour increases by 0.322 units. The standardized coefficient (Beta = 0.289; $p < 0.05$) shows that this variable also has a substantial effect on Postgraduate Students' Buying Behaviour. With ($t = 5.809$; $p < 0.05$), Economic Factors is also a statistically significant predictor of Postgraduate Students' Buying Behaviour.

Hence, the regression table indicates that Characteristics of Social Media has the strongest influence on Postgraduate Students' Buying Behaviour, followed by Economic Factors and Types of Social Media, all of which are significant contributors to this study.

4.7. Summary of Hypothesis Test

Table 4.7: Summary of Hypothesis Test

| No | Hypothesis | P-value | Result |
|----|--|---------|----------|
| H1 | There is a significant relationship between types of social media platforms and postgraduate students' buying behaviour in Klang Valley. | < 0.05 | Accepted |
| H2 | There is a significant relationship between the characteristics of social media platforms and postgraduate students' buying behaviour in Klang Valley. | < 0.05 | Accepted |
| H3 | There is a significant relationship between economic factors and postgraduate students' buying behaviour in Klang Valley. | < 0.05 | Accepted |

Table 4.7 summarises the hypothesis tested in this study.

The first hypothesis H1: There is a significant relationship between types of social media platforms and postgraduate students' buying behaviour in Klang Valley. The ($p = 0.008$), which is lower than 0.05. Therefore, it proves a statistically significant impact of the type of social media on the postgraduate students' buying behaviour.

The second hypothesis H2: There is a significant relationship between the characteristics of social media platforms and postgraduate students' buying behaviour in Klang Valley. The ($p = 0.000$), which is lower than 0.05. Consequently, indicating a statistically significant impact of characteristics of social media platforms on the postgraduate students' buying behaviour.

The third hypothesis H3: There is a significant relationship between economic factors and postgraduate students' buying behaviour in Klang Valley. The ($p = 0.000$), which is lower than 0.05. Hence, demonstrating a statistically significant influence of economic factors on the postgraduate students' buying behaviour.

It can be concluded that all hypotheses (H1), (H2), and (H3) show a statistically significant effect on the postgraduate students' buying behaviour in Klang Valley.

5. Discussion

This section answers the research questions and the hypothesis outcomes of this research. The first research question (RQ1) was formulated to answer if there is a statistically significant relationship between the types of social media platforms and postgraduate students' buying behavior in Klang Valley.

The findings confirmed a statistically significant relationship between the types of social media platforms and the buying behavior of postgraduate students in Klang Valley, as supported by the acceptance of Hypothesis H1, where ($p < 0.05$) suggesting that the type of social media platform plays a pivotal role in shaping postgraduate students' purchasing decisions.

Previous research by (Kanapathipillai, 2021; Alias *et al.*, 2022) corroborate this finding and demonstrated that tailored advertisements on platforms such as Instagram and Facebook significantly influence postgraduate students' buying behavior. Additionally, (Sivapatham *et al.*, 2022; Kanapathipillai & Mahbob, 2021) argued that social media platforms with influencer marketing features amplify consumer interaction, thus increasing purchase likelihood. The unique characteristics of these platforms allow users to make purchase decisions through visually engaging content, peer reviews, and influencer endorsements. This aligns with the notion of (Saura *et al.*, 2020), who highlighted the growing influence of visual-centric social media platforms on the buying habits of students.

On the contrary, (Abbas *et al.*, 2019) provided a divergent view, suggesting that postgraduate students might be less influenced by social media platforms and rely more on credible offline sources for decision-making. This underscores the notion that while social media exerts influence, it may not be the sole determinant of buying behavior for all students. This finding highlights the complexity of social media's role, suggesting that its impact may vary depending on individual preferences and the platform used.

The second research question (RQ2) was developed to answer if there is a statistically significant relationship between the characteristics of social media platforms and postgraduate students' buying behavior in Klang Valley.

The results revealed a statistically significant relationship between the characteristics of social media platforms and postgraduate students' buying behavior, supporting Hypothesis H2, where ($p < 0.05$) implying that the characteristics of social media platforms, such as ease of use, interactive features, and peer engagement, emerged as strong influencers of consumer decisions. This is particularly evident in platforms like Instagram and TikTok, where visual appeal and real-time engagement foster a heightened consumer response.

Supporting this, (Ekpo *et al.*, 2022; Dissanayake & Rassool, 2019) suggested that the visually engaging nature of platforms like Instagram evokes stronger consumer responses compared to text-centric platforms like Twitter. Furthermore, (Kanapathipillai & Mahbob, 2021) highlighted how social media platform characteristics that emphasize peer recommendations and social validation play a crucial role in influencing postgraduate students' buying decisions. Additionally, (Kanapathipillai, 2021) also emphasized that algorithmic content curation enhances consumer engagement. In the same way, this shapes students' purchasing habits.

However, not all characteristics are equally influential. Excessive advertising on platforms like Instagram and Facebook, as indicated by (Yousef *et al.*, 2021), can lead to consumer skepticism, reducing purchasing inclinations. This finding is aligned with the assertion by (Alias *et al.*, 2022), who noted the growing skepticism toward peer recommendations due to the rise of fake reviews, thus moderating the influence of social media characteristics on purchasing decisions.

The third research question (RQ3) was established to answer if there is a statistically significant relationship between economic factors and postgraduate students' buying behavior in Klang Valley.

The study also established a significant relationship between economic factors and postgraduate students' buying behavior, as evidenced by the acceptance of Hypothesis H3, where ($p < 0.05$) indicating that economic factors such as disposable income, employment status, and financial security strongly influence postgraduate students' buying behavior on social media platforms.

The findings align with previous studies like those of (Maverick, 2022; Simpson, 2022), which illustrated that higher disposable and discretionary incomes enable students to engage more in non-essential purchases. Additionally, (Tuovila, 2022) confirmed that a rise in disposable income directly correlates with increased spending, a pattern observed in postgraduate students who balance academic expenses with discretionary purchases.

Conversely, studies like (Durmaz & Alagoz, 2019) acknowledged that while social media enhances brand awareness and purchase intention, students' financial constraints may limit their ability to act on these intentions. This suggests that economic factors, such as limited budgets, may overshadow the influence of social media marketing strategies, as emphasized by (Suganda & Arrifianti, 2023).

Thus, this study demonstrated significant relationships between the types of social media platforms, their characteristics, and economic factors with postgraduate students'

buying behavior. These findings are consistent with the theoretical underpinnings of the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB), offering a comprehensive understanding of how postgraduate students interact with social media platforms to make purchasing decisions.

6. Conclusion

This section provides the conclusion for this research by addressing the research objectives. This study has successfully bridged key gaps in the existing literature concerning the influence of social media platforms on the buying behavior of postgraduate students in Klang Valley. By addressing the three research objectives, this study offers significant contributions that advance the understanding of the digital consumer landscape.

The first research objective (RO1) sought to scrutinise the relationship between the types of social media platforms and postgraduate students' buying behavior. The results reveal a significant relationship, underscoring the influence of various platforms like Instagram, Facebook, and Twitter on purchasing decisions, confirming previous research by (Kanapathipillai, 2021). However, this study also enhanced the understanding by showing that while platform type is important, its influence may vary across specific user groups, as indicated by (Abbas *et al.*, 2019), thus addressing the literature gap on how platform variability affects specific consumer segments.

The second research objective (RO2) focused on the characteristics of social media platforms and how they shape postgraduate students' purchasing behavior. The findings indicated that platform characteristics such as user-generated content, peer reviews, and influencer endorsements significantly impact consumer decision-making processes, reaffirming studies by (Sivapatham *et al.*, 2022; Tobón & García-Madariaga, 2021). By applying the Technology Acceptance Model (TAM), this research extends these findings, demonstrating that ease of use and perceived usefulness are key drivers, further solidifying the importance of tailored content to enhance consumer engagement. This helps narrow the gap regarding how platform-specific features directly influence buying patterns.

The third research objective (RO3) sought to examine the relationship between economic factors and postgraduate students' buying behavior. As predicted by the Theory of Planned Behavior (TPB), economic constraints such as disposable income and financial stability were found to play a crucial role, supporting the works of (Gazali, 2020; Memon *et al.*, 2014). This research provides a more comprehensive understanding of how economic pressures interact with social media marketing, particularly in a post-pandemic landscape, highlighting the complexity of financial considerations in purchasing behavior. The findings narrowed the gap in understanding how economic factors, especially in financially constrained student populations, influence digital consumerism. Thus, this study integrates TPB and TAM to provide a holistic framework that not only confirms but also refines existing theoretical models of consumer behavior in digital

spaces. It presents empirical evidence that advances the discourse on social media influence, particularly in the context of postgraduate students, making significant contributions to both academic literature and practical marketing strategies.

7. Limitations and Further Research

This study's findings are limited by the sample size and geographical focus, which may not represent all postgraduate experiences. Ethical considerations may limit data collection and data collection methods, especially when tracking digital behavior. The scope of economic factors considered was not exhaustive, and the sample was limited to a specific demographic. Future research should explore factors affecting social media platforms' impact on consumer buying habits and leverage user-generated content and influencers. A longitudinal study could track postgraduate students over time to understand how changes in the economic environment influence their buying behaviors, potentially revealing whether identified behaviors are fixed or adaptable.

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Conflict of Interest Statement

The authors affirm that, to the best of their knowledge, there is no sponsorship associated with this study, authorship, or publication that could have influenced its findings, nor do they have any conflicts of interest pertaining to it. The researchers of the study confirm that its originality has never been published before and is not currently under consideration for publication elsewhere.

About the Authors

There are four authors involved in this research. Below is a very brief introduction of each author.

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