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A Study on Student Behaviour During Online Shopping

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ABSTRACT

This study examines student behaviour during online shopping using a sample of 50 questionaires responses. The syudy focuses on shopping frequency , product categories, device used , purchased decision factors, payment methods, social media influence, satisfaction and reasons for cart abandonment. Descriptive analysis is supplemented by a person

1. INTRODUIUCTION

Online shopping has become an important part of student purchasing behaviour because digital platforms provides Convenience,product variety , price comparisons, reviews, promotional offers and multiple payment options.Student may differ in their online purchasing frequency and un the factors they consider before completing a purchase.

This study uses questionnaire data to examine these behaviours and applies inferential statistics to test selected releationships and differences within the sample.

2.OBJECTIVES

- To study the online shopping behaviour of students.
- To identify the most frequently purchased online product categories and devices used.
- To examine wether academic year is associated with weekly online shopping.
- To compare average online shopping satisfaction across academic years.
- To examine wether purchase-decesion factors and social-media advertising influence explain overall satisfaction.
- To identify practical implications for online retailers targeting students.

3.HYPOTHESIS

Chi-Square :HO1: Academic year and weekly online shopping are independent.H11: They are associated.

ANOVA: HO2: Mean Online shopping satisfaction is equal across academic years. H12: At least one academic year group differs.

Regression: HO3: The selected purchase factors and social-media influence do not collectively explain satisfaction.

H13: At least one predictor contributes to explaining satisfaction.

4.Research Methodology

The research follows an quantitative survey design. The supplied excel dataset contains 50 responses.The data were analysed using Excel-Compatible statistical calculations. Categeroical responses were summarized using frequency and percentage tables.

For the Chi-Square analysis , academic year was cross- tabulated with binary variable distinguishing weekly shopping from other frequencies.For ANOVA, overall satisfaction in a 1-5 Scale was compared across academic- year groups. For regressions, Satisfaction was treated as the dependent

variable. Discounts,free shipping, Product reviews and brand reputation were coded 1=Not important, 3=Some what important and 5= Very important.Social media advertising influence on its 1-5 scale

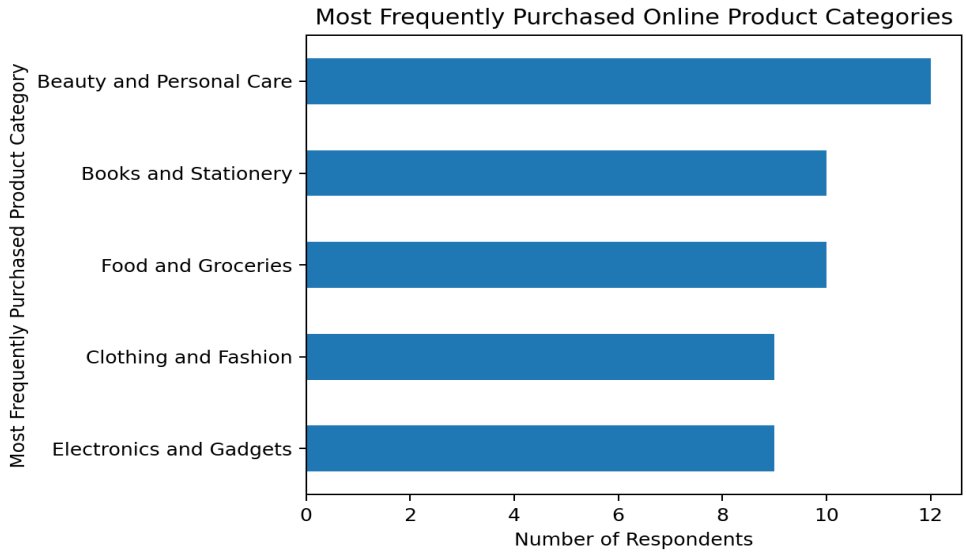
5.Descriptive Analysis

The dataset contains 50 respodents. The most frequently represented shoppiong frequency was weekly with 2 respodents.

The most frequently purchased product category was beauty and personal care. The most common device was smartphone.

Table 1. product category distribution

Category	Frequency	Percent
Beauty and Personal Care	12	24.00
Books and Stationery	10	20.00
Food and Groceries	10	20.00
Electronics and Gadgets	9	18.00
Clothing and Fashion	9	18.00



6.chi – Square Test

Person's chi – square test examined the association between academic year and weekly online shopping. The result was $\chi^2(4)=2.307$, $p=0.679$. Cramer's $V=0.215$. Because $p > 0.05$, the null hypothesis is not rejected.Therefore ,the sample does not provide sufficient of an association between academic year and weekly online shopping.

Table 2. Academic year × **weekly shopping**

Age Group	Other	Weekly
First Year	4	6
Fourth Year or Above	2	3
Postgraduate	2	4
Second Year	7	4
Third Year	10	8

Table 3. Chi – square results

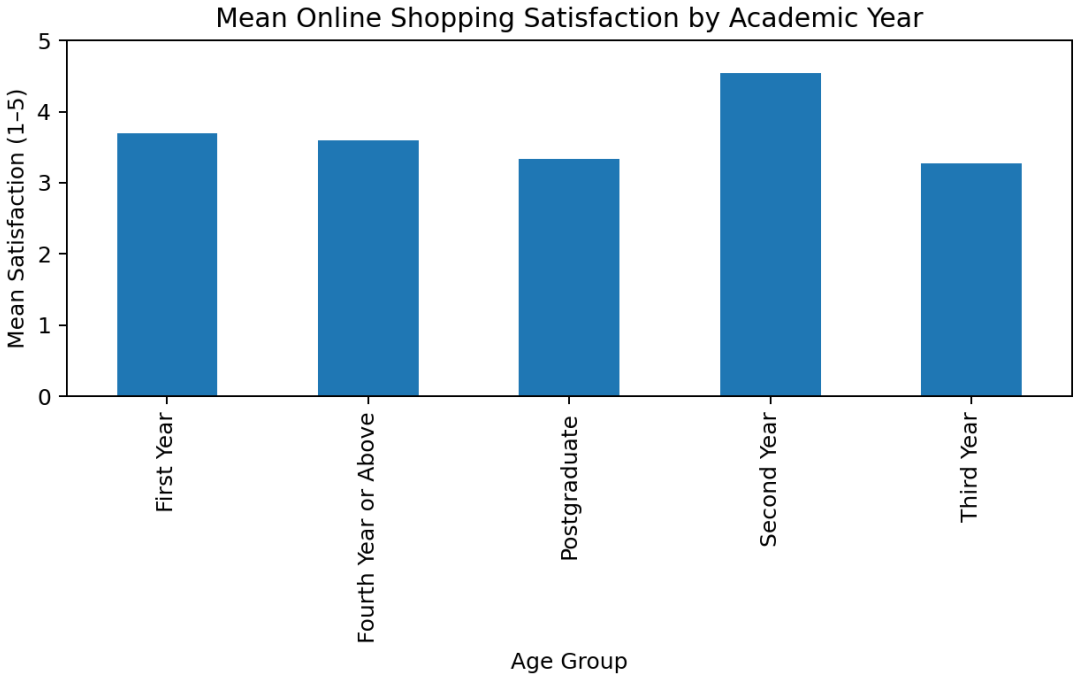
Statistic	Result
Chi-square	2.307
df	4
p-value	0.679
Cramer's V	0.215
Decision	Fail to reject H0

7. One – Way ANOVA

A one-way ANOVA compared satisfaction across academic – year groups. The test produced F=3.438 , p=0.016.Since p < 0.05, the null hypothesis is rejected.Thus,there is insufficient evidence of a statistically significant difference in mean satisfaction across academic years.

Table 4. Satisfaction by academic year

Academic Year	N	Mean Satisfaction	Std. Deviation
First Year	10	3.700	0.823
Fourth Year or Above	5	3.600	0.894
Postgraduate	6	3.333	1.033
Second Year	11	4.545	0.522
Third Year	18	3.278	1.127

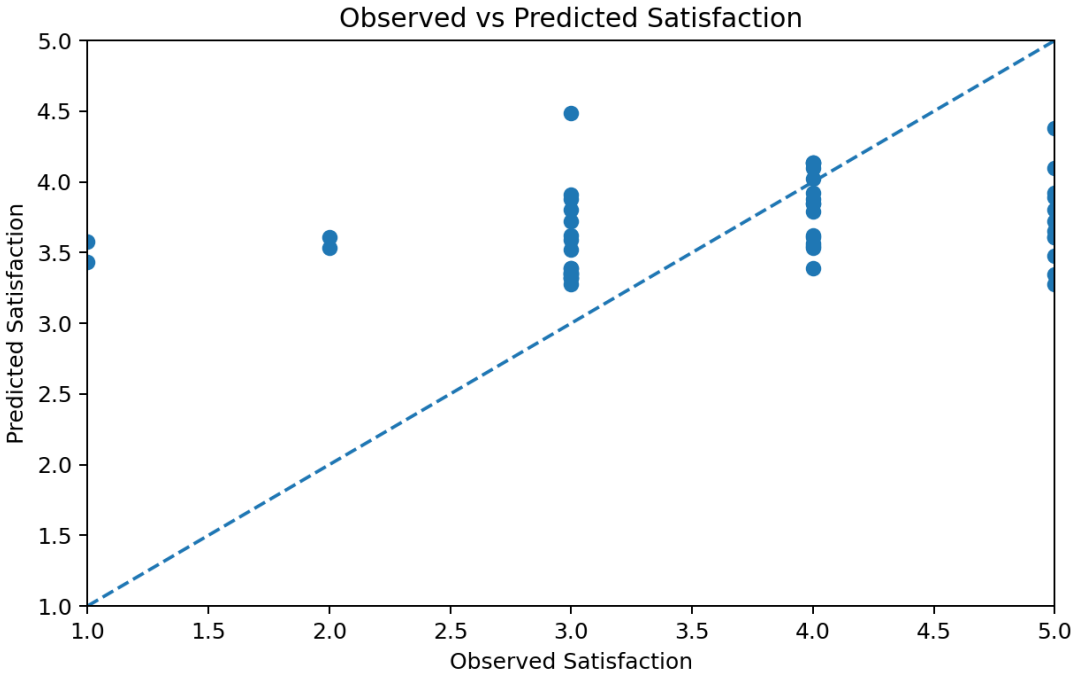


8.MULTIPLE LINEAR REGRESSION

A multiple linear regression was used to examine whether the selected purchased – decision factors and social-media advertising influence predict overall satisfaction. The model produced R^2=0.086 and adjusted R^2=-0.018. The overall model was not statistically significant , F(5,44)=0.829, p=0.536.

Table 5. Regression coefficients

Predictor	B	Std. Error	t	p-value
const	4.949	1.665	2.973	0.005
Discounts and Offers – Importance_num	-0.244	0.158	-1.546	0.129
Free Shipping – Importance_num	0.108	0.154	0.702	0.486
Product Reviews – Importance_num	-0.136	0.224	-0.608	0.547
Brand Reputation – Importance_num	-0.037	0.124	-0.298	0.767
Social Media Advertising Influence (1–5)	0.043	0.168	0.255	0.800



9.Findings

- Sample size: 50 respondents.
- The most common shopping frequency was weekly.
- The leading product category was beauty and personal care
- The chi-square test was not significant (p=0.679).
- The ANOVA was significant (p=0.016).
- The regression model was nit significant overall (p=0.536) and explained 8.6% of the variation in satisfaction.

10. DISCUSSION

The descriptive results indicate that students use online shopping across several product categories and rely heavily on digital devices.The Inferential results should be interpreted cautiously because the sample size is modest. A non Significant result does not prove that no relationship exists in the wider student population, it means that the availablesample did not provide sufficient evidence at the 5% level.

11. MANAGERIAL IMPLICATIONS

- Online retailers can simplify mobile shopping because smartphones are major shopping device.

- Discounts, reviews,shipping conditions and brand reputation can be highlighted clearly on product pages.
- Retailers can use customer reviews and transparent delivery information to reduce uncertainty before purchase.
- Social media promotions should be evaluated using actual engagement and conversion data rather than assumed effects.
- Cart abandonment reason can guide improvements to checkout , shipping chargers and account requirements.

12. LIMITATIONS

- The sample Contains only 50 responses.
- The dataset is a sample dataset and is not a probability sample of all Indian students.
- Several variables are ordinal and their numerical coding is used only for the specified statistical analysis.
- The regression includes a limited set of predictors,other factors may explain satisfaction.
- Cross sectional questionnaire data do not establish casusation.

13. CONCLUSION

The study provides a structured statistical analysis of online shopping behaviour among 50 sample respondents. The chi- square test did not find a statistically significant association between academic uyear and weekly shopping ($p=0.679$). The ANOVA did not find a statistically significant difference in satisfaction across academic years ($p=0.016$).The multiple regression model was also not statistically significant overall ($p=0.536$).The findings therefore suggest that the selected variables alone do not provide sufficient statistical evidence to explain the observed differences in online shopping satisfaction is this sample. Larger studies with broader samples and additional variables such as income, monthly spending, product involvement and previous online shopping experience could provide stronger evidence.