

ADDIS ABABA UNIVERSITY

COLLEGE OF BUSSINES AND ECONONMICS

SCHOOL OF COMMERECE

DEPARTMENT OF MARKETING MANAGEMENT

(GRADUATE PROGRAM)

PEERS AND PARENTS' INFLUENCE ON CONSUMERS' BUYING DECISIONS MAKING OF ELECTRONICS (E) - GADGETS: THE CASE OF ADDIS ABABA UNIVERSITY STUDENT'S

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY, SCHOOL OF COMMERCE FOR THE PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF ARTS IN MARKETING MANAGEMENT

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STATEMENT OF CERTIFICATION

This is to certify that TEMESEGEN ESKEZIAW MEKONNEN has carried out his research work on the topic entitled “Peers And Parents’ Influence On Consumers’ Buying Decisions Making Of Electronics (E) - Gadgets: The Case Of Addis Ababa University Student’s” is his original work and is suitable for submission for the award of Master’s Degree in Marketing Management.

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DECLARATION

I Temesegen Eskeziaw, do declare that this Thesis titled "Peers And Parents' Influence On Consumers' Buying Decisions Making Of Electronics (E) - Gadgets: The Case Of Addis Ababa University Student's." is my original work and that all sources of materials used for this thesis have been duly acknowledged. This work has not been submitted partially, or in full, by any other person for an award of a degree in any other university or institution and I carried out the study under the guidance and supervision of Hailemariam Kebede (PhD).The assistance and help received during the course of this investigation have been duly acknowledged.

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ADDIS ABABA, ETHIOPIA

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LIST OF ACRONYMS

AA: Addis Ababa

AAU: Addis Ababa University

AMA: American Marketing Association

BDM: Buying/Purchase Decisions Making

CB: Consumer Behaviors

CBB: Consumer Buying Behavior

CBDM: Consumer Buying Decision Making

CBDP: Consumer Buying Decision process

CDMP: Consumer Decision-Making Process

DMP: Decision Making Process

E-gadgets: Electronics-Gadgets

EPS: Extensive problem Solving

LPS: Limited Problem Solving

M: Mean

RRB: Routinized Response Behavior

SD: Standard Deviation

SDSSU: Surigao del Sur State University

SE: Standard Error

SMC: Saint Michael College

SPSS: Statistical Packages for Social Science

VIF: Variance inflation factor

Abstract

In the digital age, relationships between parents and their children as well as among peers have changed. This has led to a shift in the social, cultural, and communication environment, which in turn has altered the way and direction of influence between parents and children as well as among peers. The purpose of this study aims to investigate how parents and peers use their social power base to influence AAU students' BDM of an e-gadgets. Only quantitative research methods and both descriptive and explanatory research designs were employed to address the research objectives and questions. Convenience and stratified random sampling *approaches were used to limit delimited the study. A structured questionnaire was adapted and distributed to 383 AAU second-year and above undergraduate students from four AAU branches (College of Technology and Built Environment, College of Natural and Computational Sciences, School of Commerce, and College of Social Sciences, Art, and Humanities) in order to collect quantitative data. The descriptive and inferential analyses were used to examine the quantitative data. Descriptive data show that the total mean variable score of social power bases, including Expert, Referent, Legitimate, Coercive, and Reward power, is 2.674 (SD =.955). The mean of the combined variable for peer and parental influence on the dependent variable "BDM" was 3.3174 (SD = 0.696). In this situation, social power bases of parents and peers was found to have a stronger link to students BDM. Similarly, the empirical findings of the multiple regression revealed that parent and peer predictor variables of Referent, Legitimate, and Reward power, and peer Expert power have significant effect on students BDM, however both parental and peer coercive power have not a significant effect on students BDM. These independent variables were likewise found to be significant joint predictors of performance, according to the findings. Finally, based on the study's findings, recommendations for marketers, retailers, parents, students, and researchers were given.*

Key Words: Social Power Bases, Parent, Peer, Influence, and buying decisions making (BDM)

CHAPTER ONE

1. Introduction

This chapter consists of the background of the study, statement of the problem, research question, and objectives of the study, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the study.

1.1. Background of the study

Nirwana (2023) asserts that buying a goods is an integral part of our everyday existence, either in substantial volumes or in very modest ones. Both individuals and organizations can engage in buying operations. On the other hand, according to Trikha, Durmaz & Jablonski's (2022), research revealed that a consumer is any individual, business, or other entity that is interested in purchasing goods or services made by a manufacturer or seller and buys goods and services made by another individual, business, or entity. With regard to consumer buying behavior (CBB), according to Solomon (1995, as referenced in T. Haider & S. Shakib, 2018), is the process by which people or groups select, purchase, use, or discard goods, services, ideas, or experiences to meet their needs and desires. In addition, CBB, according to P. Roy & D. Datta (2022), is the result of the user's preferences, opinions, objectives, and choices about their reaction to the market while buying a product. It is a synthesis of three social science disciplines: individual psychology, societal psychology, and cultural anthropology, according to Ramachander (1988, cited in T. Haider & S. Shakib, 2018). Luca (2025) asserts that it also entails examining the psychological, sociological, and economic elements that affect customer reactions to marketing tactics and purchase decisions.

Because there are so many alternatives accessible, it might be challenging to make a purchasing decision in the marketing setting, according to Abu Auf et al. (2018). On the other hand, Hanaysha (2017) describes the consumer decision-making process (CDMP) as the stages that customers go through before deciding to make a final purchase. The explanation of the CDMP process demonstrates that the consumer goes through several stages. This is due to the market's abundance of options for the target consumer, who must go through several stages in order to determine the products they require. The consumer buying decision process (CBDP), according to Qazzafi (2019, as referenced in Gupta, Gaurav, & Jaisw, 2023), describes how consumers allocate their resources to purchase goods or services from the market, both before to and following a payment. In other words,

Luca (2025) asserts that the decision-making process (DMP) usually follows an organized route that includes need identification, information search, alternative evaluation, purchase, and post-purchase behavior. Furthermore, according to Abu-Dalbouh et al. (2025), a number of elements, such as individual demographics, psychographics, and the expanding significance of social media as a source of interaction and knowledge, have an impact on each stage. In addition, According to Khaniwale (2015), the entire purchasing process entails considering what should be purchased, which brand is excellent or appropriate, where or from whom the purchase should be made, when to buy, how much to spend, and how often and at what intervals to buy. Consequently, according to Zhang (2024), a number of consumer behaviors (CBs) might be considered as the outcome of consumer buying decision making (CBDM).

Bekimbetova (2024) identified that a variety of elements, including the state of the economy, technology, politics, and culture, affect a person's decision to purchase a certain item. Moreover, internal and external influences are the two main categories into which all of these elements may be divided. With regard to, according to Bojkovska et al. (2013). Internal elements are associated with the consumer's mental state, whereas external factors are those that manifest in their surroundings. Furthermore, Luca (2025) states that these factors impact customers' perceptions of items, their choice to buy, and their development of brand preferences. Customers live in a complicated environment, according to Mohanty (2009). Both internal and external influences affect their behavior during the DMP.

According to Deng et al. (2022), power is a basic quality of an individual in social situations and relationships. Moreover, Power is commonly described as the relative capacity of an individual to influence or control others. On the other hand, Chang (2016) argues that social power originates from participant interactions and influences people's decisions and behaviors. Additionally, Chang (2016) claims that social power is separated into hard and soft power. Rewards, coercion, and legitimate power are examples of hard power, whereas referent power and expert power are examples of soft power. Although power and influence are two distinct phenomena, they commonly coexist, according to McClelland (2017, as referenced in Rashid et al., 2020). However, Gronhoj (2003, as referenced in Kiriinya, Bwisa, & Orwa, 2014) claims that influence discusses a skill that makes it possible to attain particular outcomes. Based to the definitions, influence refers to persuading someone to alter their decisions through. Influence has been classified as informative, value

expressive, and utilitarian, according to Bearden and Etzel (1982) and Bearden et al. (1989) (as stated in Feltham, 1998). On the other hand, Raven (2004) defines social influence as a change in an individual's (the target of influence) attitudes, behaviors, or beliefs caused by the acts of another person (an influencing agent). Furthermore, social power is the potential for such influence, or the agent's capacity to use the resources at hand to effect such a change.

Buying decision-making (BDM), according to Sapkota and Kafle (2020), is a multifaceted and complex process that is carried out by the buyer as well as by other stakeholders. Moreover, according to Kotler (2008, as quoted in Kiriinya, Bwisa, and Orwa, 2014), it is influenced by a range of factors, such as family structure, peers, and shopping patterns. In addition, Rajeev (2024) asserts that peer influences have a major impact on young people' decisions and actions, especially when it comes to CB. Furthermore, Al-Saud and Al-King (2023) describe a peer group as an intimate community of people of the same age who participate in comparable activities. Likewise, peer groups serve as "reference groups," which either directly or indirectly affect a person's views and conduct, according to Bahari et al. (2025). On the other hand, consumers today look to their peers for advice before making purchases, according to Hasan et al. (2019). With regard to, peer influence is typically described as the degree to which peers have an impact on an individual's attitudes, beliefs, and behaviors (Bristol and Mangleburg, 2005, as referenced in John & Christopher, 2013). Moreover, peer influence operates as a powerful socialization mechanism, particularly among children and adolescents.

According to Jain et al. (2023), younger and younger children are becoming consumers, and many events and variables effect their behavior and purchase patterns. Their behavior and decision-making are influenced by a number of interrelated factors. On the other hand, according to Mishra et al. (2018a, as quoted in Mishra & Maity, 2021), family communication patterns—which gauge the frequency of parent-child interactions—are used in consumer socialization research to operationalize parental influence. Moreover, Wiese and Kruger (2016) discovered that the proverb "Listen to your mother, she knows best" emphasizes the importance of parents as role models. It is also possible to extend this impact to customer and buying behavior. In addition, Ward et al. (1971, as cited in Arslan, Umair, & Zaman, 2015) argued that parents, in particular, have a direct influence on their children by serving as role models, responding to their purchase requests, giving them pocket money, and going shopping with them. Furthermore, Ruvio et al. (2010, as quoted in Wiese &

Kruger, 2016) pointed out that the choice, however, in making the purchase to meet the consumer's requirements and wants is impacted by several elements, among which a key variable is the effect of role models.

In both developed and developing nations, the use of electronic devices including laptops, computers, cellphones, and tablets for daily tasks has grown quite widespread, particularly among young university students even during class hours (Ashfaq-ul-Hassan et al., 2025). Furthermore, Kabanova and Vetrova (2019) claim that modern people actively use electronics in their daily lives regardless of their gender, age, educational attainment, ethnicity, or economic standing. Varadaraj (2025), for example, claims that these tools enhance learning, productivity, and communication. According to Kabanova and Vetrova (2019), this has made humanity a prisoner of electronic technology. However, Kushwaha et al. (2015) claim that vendors have been forced to concentrate on the buying behaviors of customers due to the ongoing innovation in electronic devices, a strong pricing war, and competing items that are offered in every market. Furthermore, the decision to buy a digital gadget is influenced by a variety of elements, including social effects and technological characteristics, as well as changing consumer tastes in the digital era (Andrews and Sebastian, 2025). On the other hand, a variety of factors, including cultural aspects, circumstances, and social influences, affect consumer behavior in the area of electronic gadgets (Kaur, 2023).

1.2. Statement of the problem

According to Suregka Felix and Hema Nalini (2022), Human behavior is difficult, full of disagreements and contradictions, which makes total sense to marketing scholars and practitioners. However, According to Kumar (2019), formal studies of CB, including demographics, personality, lifestyles, and behavioral variables like usage rates, usage occasion, loyalty, brand advocacy, and willingness to provide referrals, are crucial to understanding people's needs and consumption patterns. On the other hand, CB is impacted by a wide range of elements, including individual traits, psychological processes, social influences, cultural norms, and environmental stimuli (Rusdian, Sugiat, & Tojiri, 2024). In other words, Cultural elements, social factors, psychological factors, personal factors, and the marketing mix are the five categories of factors that often impact CB, according to Furaiji, Čatuszyła, & Wawrzyniak (2012).

Cultural variables have a significant impact on CB, influencing their preferences and DMP, according to Šostar and Ristanović (2023, as referenced in Herdiyanti et al., 2024). Furthermore,

Pandey and Dixit (2011), culture impacts consumers through the rules and values set by the society in which they inhabit. Culture has an almost imperceptible and automatic effect. Culture not only impacts CB but also reflects it. In contrast, Kire & RajKumar (2017) claim that customers in various social and cultural structures likely to have distinct demands and values. The social component is one of the most important factors influencing consumer purchasing behavior (Kotni, 2023). On the other hand, According to Durmaz & Gündüz (2021), the key social elements determining CB are family, roles and status. Social variables have a direct influence on the consumption and purchase behavior of people. In other words, According to Durmaz & Durmaz (n.d.), family members such as a spouse, children and parents can have a substantial effect on the consumer's purchasing behavior. Influence from peers is also a key aspect that impacts a consumer's purchase choices. Roles and status refer to a person's place in their family, place of employment, clubs, or social circle (Rani & Daramola, 2014; 2022, as referenced in Orji, Emmanuel, & Ayishatu, 2023). Likewise, According to Chandan (2019), People decide on products that express their function and status in society. Psychological factors are internal factors that influence CB, according to Fitrayanti and Purwanto (2020). A person's purchase decisions are impacted by important psychological elements, such as motivation, perception, knowledge, beliefs, and attitudes (Kotler & Armstrong, 2004, as quoted in Asri & Andadari, 2023). In addition, Kotni (2023) states that a customer's age and life cycle phases, occupation, personality, lifestyle, and beliefs are all personal characteristics that affect their purchase behavior. Furthermore, Pemani, Massie, and Tielung (2017) claim that people's purchases of products and services vary over their lives. Food, clothing, furnishings, and recreational preferences are frequently correlated with age. Buying is also impacted by the stage of the family lifecycle — the stages through which families could traverse as they develop throughout time. The marketing mix is a technique used by businesses to accomplish their objectives, according to Adhiansyah and Rizkyanfi (2020). Consequently, Aldani (n.d.) argues that by combining important components like Product, Price, Place, and Promotion (4Ps), marketing mix techniques significantly influence customer purchase decisions.

The study conducted by Qoriyah et al. (2025), social interactions—such as suggestions from friends, relatives, and influencers who are seen as reliable sources—have a favorable and substantial impact on purchase decisions. Customers' decisions are influenced by recommendations from these social circles because they think these sources offer appropriate and safe goods.

In a similar vein, psychological aspects have a big impact on buying decisions. These comprise the thoughts, feelings, attitudes, and convictions of customers on the advantages of products. Customers' decisions are influenced by their conviction in the product's efficacy for their benefit as well as their trust in it, which is based on testimonials and personal experiences. CB is influenced by both social and psychological aspects. When social recommendations coincide with favorable opinions and trust in the product, the chance of a purchase increases.

In Yu's (2017) research, the Marketing Mix, Personal, Psychological, Social, Cultural, and Situational Factors had T-values of 3.27, 2.015, 1.895, 2.92, 2.015, and 1.782, respectively. Except for cultural aspects, which do not substantially deviate from the crucial value, indicating no major effect, every factor's T-value is above the critical value, indicating significant influence. Additionally, the mean influence of the marketing mix is 3.14 Surigao del Sur State University (SDSSU) and 3.32 Saint Michael College (SMC), both near "most of the time" to "all the time," indicating high influence and frequent consideration of this factor; the mean influence of personalfactors is 2.47 (SDSSU) and 2.65 (SMC), falling between "sometimes" and "most of the time," implying moderate to high influence, more prominent in SMC; the mean influence of psychological factors is 2.65 (SDSSU) and 2.98 (SMC), with SMC students are more likely to consider this factor; and the mean influence of social factors is 2.95 (SDSSU) and 3.22 (SMC), situational factors mean influence 2.48 (SDSSU) and 2.99 (SMC), with SMC students considering situational factors nearly always, and the mean influence of cultural variables is 2.68 (SDSSU) and 2.61 (SMC), both approximately "most of the time," however cultural elements are less statistically significant based on the t-test results.

This comparison demonstrates that while all factors are considered important to some degree, Marketing Mix and Social factors are both statistically significant and highly rated in terms of influence, especially among SMC students. Cultural factors, despite moderate mean values, are less statistically significant in affecting CB in this context.

University students averaged 5.8 hours of daily gadget use (SD = 1.65) with a mean GPA of 3.10 (SD = .45), but regression analysis revealed that academic and non-academic use combined to significantly predict 27% of GPA variance (R^2 = .27), specifically showing that academic use positively correlated with performance ($r = .41$, $p < .01$) while non-academic use had a significant negative impact ($r = -.36$, $p < .01$) (Ashfaq, 2025).

The aforementioned studies identified the most prevalent elements that affect consumers' decisions to buy a certain product. These elements include the social, cultural, psychological, personal, and marketing mix. The study's findings indicate that, with the exception of cultural factors, the chosen common factors had a significant impact on CB. However, under each common factor that influences CB during decision-making time, there are various sub factors that influence CB during decision-making time. These factors that fall under the most common factors are raised and discussed in the paragraphs above. As a result, it is challenging to determine which sub-factors under the major factors have a stronger impact. Therefore, in order to determine these from those factors, I choose the social factors under which family, peers and roles and status belong. Parents are a part of the family from those sub-variables that are part of the social factors. Additionally, the study by Ashfaq (2025) demonstrates that e-gadgets are essential for university students' academic success because the association is positive. Hence, the study focuses on the many electronic (e)-gadget product types that AAU students use. In addition to using the social power base as a basic theory to support the study, I also chose the student's parents and peers, which are social variables, and their influences on the students of AAU's BDM of e–gadgets products.

1.3. Research Questions

The following research questions have been prepared as both major and sub-research questions in order to assist concentrate and guide the research's path toward accomplishing the stated aim.

1.3.1. Main research question

The primary question this study seeks to answer is: "Of the five social power bases, which social power is used the most by the parents and/or peers of the students to influence (affect) the BDM of an e-gadgets products of the AAU undergraduate student?"

1.3.2. Sub research questions

The following are the specific research questions:

I. How does parents and/or peers expert power influence (affects) the students BDM of an e-gadgets products?

II. How does parents and/or peers referent power influence (affects) the students BDM of an e-gadgets products?

III. How does parents and/or peers legitimate power influence (affects) the students BDM of an e-gadgets products?

IV. How does parents and/or peers coercive power influence (affects) the students BDM of an e-gadgets products?

V. How does parents and/or peers reward power influence (affects) the students BDM of an e-gadgets products?

1.4. Objectives of the study

There are two categories for the research's objectives: general and specific. The subsequent runs through independently list the five (5) specific objectives and one general objective of the study.

1.4.1. General objective of the study

To determine the influence of parents and/or peers on AAU undergraduate students' BDM of an e-gadgets products utilizing the five social power bases and in order to recommend possible action to be taken by the marketers, retailers, parents, and university student while selling and buying of the product, and also researchers while during conducting further research in the area.

1.4.2. Specific objectives of the study

The following objectives are also intended to be attained by the study:
To find out how parents and/or peers social power base influence (affects) the BDM during the purchase of e-gadgets products of AAU undergraduate students.

- To examine the influence of parents and/or peers referent power on the BDM on an e-gadgets products of AAU undergraduate students.
- To identify the linkage between the influences of legitimate power of parents and/or peers and BDM on an e-gadgets products of AAU undergraduate students.
- To determine the association between BDM on an e-gadgets products of AAU undergraduate students and their parents and/or peers coercive power.
- To determine the relationship between AAU undergraduate students' BDM on an e-gadgets products and the rewards power of their parents and/or peer.

- To examine the influence of parents and/or peers expert power on the BDM on an e-gadgets products of AAU undergraduate students.

1.5. Significance of the study

Four groups are expected to profit from this study: AAU students, their parents, marketers or product sellers, and other researchers who wish to investigate these topics.

Students at AAU benefit from this study by learning which social power base has the most significant effect on their purchasing decisions, where that influence originates, and how to deal with it. Students can free themselves from purchase dissonance (also called post-buy dissonance) by using their coping mechanisms to steer clear of unnecessary or unpleasant purchases. Additionally, it helps students in identifying which parents and/or peers social power have the greatest influence over students' BDM on an e-gadgets products. Another advantage of these study is that they help students make better decisions while making purchases of e-gadgets products.

The study also benefits the parents of the students in a number of ways. Firstly, if the parents are aware that their children's peers have the most influence over their purchasing decisions making of an e-gadgets products, they can reduce conflict by removing their influence. Instead, they can have a productive conversation about their children's purchasing decisions making of an e-gadgets products. Secondly, if their own social power is more influential than that of the student's peers, it helps them steer their children in the direction they want to go. Finally, it helps them understand that other factors, including their peers, have an influence on their children's BDM of an e-gadgets products in addition to their own.

The study helps marketers or e-gadgets product sellers to understand which social power has the greatest influence on students' BDM on an e-gadgets products. In addition to helping the marketer create the message based on the main influence of the student's parents and/or peers social power, it helps them in the selling process by offering the student an e-gadgets product type depending on the influence of a parent and/or peer social power.

The study also helps other researchers who want to do research in related fields by providing information and serving as a source of reference.

1.6. Scope of the study

The conceptual focus of the study is on how parents and/or peers influence the BDM of an e-gadgets products of AAU undergraduate students. Expert, referent, legitimate, coercive, and reward power are the five social power bases that comprise the theory of social power. The study was employ this theory to investigate how university undergraduate students' peers and/or parents influence their BDM on an e-gadgets products. It was also ascertain whose social power and by whom has the greatest influence on these decisions making. Therefore, even if they have the ability to affect AAU students' BDM, it excludes other areas of influencing elements. The study's methodology focuses on AAU undergraduate students, however excluding freshman students and who attend its branches in Addis Ababa (AA), specifically college of Technology and Built Environment, Natural and Computational Sciences, Social Sciences, Art and Humanities and School of Commerce; the remainder of the campus is excluded. As a result, the study is limited to university students in AA City.

1.7. Limitation of the Study

As is well known, AAU offers instruction at various levels, ranging from a bachelor's degree to a doctorate (third degree). Due to time constraints and financial constraints, it is challenging to enroll every student in these studies; therefore, except freshman students only undergraduate students are included, but those enrolled in regular programs are. Even though the study employed a scientific method to determine the sample size, it will be difficult to include all regular undergraduate students. However, it will be simple to obtain the total number of regular undergraduate students because the data will be registered at the university registration, allowing the researcher to determine the sample frame using the known population total number of undergraduate students except freshmen students. Students from different colleges will also be included, even if it is difficult to include every department inside the college.

1.8. Definition of Terms

1.8.1. Conceptual definition

I. **A customer**, often referred to as a client, buyer, or purchaser, is the person who receives a good or service from a vendor, seller, or supplier in exchange for money or another valuable

consideration. This person may or may not be the consumer, or the final user of the good or service (Datta, 2016).

II. **A consumer**, according to Ikpeze and Ikeatu (2022), is the individual who buys goods or services and utilizes them for personal consumption.

III. **Consumer behavior** is the actions that customers take while searching for, purchasing, utilizing, evaluating, and discarding products and services that they think will satisfy their needs (Kire & Rajkumar, 2017).

IV. **Consumer buying behavior** is the result of the user's preferences, opinions, objectives, and choices on how to react in the market place while making a buying decision (Roy & Datta, 2022).

V. **Consumer decision making** is an integration process that combines knowledge to evaluate two or more alternative behaviors and choose one of them (Setiadi, 2003, as cited in Harahap & Amanah, 2020).

VI. **Purchase decision** refers to the process of decision-making by consumers in choosing to buy a product or service (Santuso et al., 2024).

VII. **Electronic (e)-gadget** means a device that works on electronic technology (Kumari, 2023).

1.8.2 Operational definition

I. **A peer group** is defined as a close group within the same age engaging in similar activities. Peer groups are networks of individuals who spent most of the time together (Bristol & Mangleburg, 2005; Brown et al., 2008).

II. **A parent is** "someone who is one of the progenitors of a child: a father or mother," according to the Oxford English dictionary. Additionally, in expanded usage: a man or woman who assumes parental duties (Chow, 2023).

1.9. Organization of the paper

The content of this research is consisted of five chapters. The first chapter deals (Introduction) indicates the background of the study, statement of the problem, research questions, objectives of the study, the significance of the study, scope of the study , limitation of the study and definition of terms. This is followed by the literature review (chapter two), which analyses the existing literature about the subject field to develop a new concept to be tested by this research. Chapter three describes the research methodology in which the execution of this study to achieve the research objectives.

Thereafter Chapter four focused on the results of analysis and discusses the findings. Finally, the researcher is portrayed the conclusions drawn from the findings and gives relevant recommendations on the basis of the conclusions; this is presented in Chapter five.

CHAPTER TWO

2. Literature Review

2.1. Introduction

This chapter consists of three sections. The first part is theoretical review which focuses on related concepts and theories of the study. Review of related journals and articles about the research topic were presented in the second section. At the end, conceptualization of Hypothesis and conceptual framework of the study.

2.2. Theoretical Review

2.2.1. Consumer behavior and Consumer buying behavior

CB is a subset of human behavior, according to Özsungur and Trust (2017, as referenced in Durmaz & Gündüz, 2021). Also, a consumer is the fundamental foundation of marketing, according to Bojkovska et al. (2013). As a result, Mohanty (2009) argues that the study of CB helps marketers comprehend and forecast CB in the marketplace. Furthermore, researching consumers' behaviors, wants, lifestyles, and purchasing DMP is crucial to developing a successful marketing strategy. Consequently, according to Lukman and Vukasović (2020), buyer behavior has emerged as a separate field as a result of the review of marketing concepts from simple selling concepts to consumer-oriented marketing. Also, Kumar et al. (2022) indicate that as the goal of any marketing initiatives is to influence consumers, marketers analyze different aspects of CB and the variables that affect their purchasing decisions. However, CB is not always easily explained, according to Özsungur and Trust (2017, as referenced in Durmaz & Gündüz, 2021). Sometimes customers are unable to articulate their reasons for making decisions.

The American Marketing Association (AMA) defines CB as the dynamic interaction of cognition, behavior and environmental events by which human beings conduct the exchange aspect of their lives with various social and psychological variables at play. Furthermore, CB, according to Orji et al. (2017, as cited in Abu Auf et al., 2018), encompasses a wide range of activities from the problem awareness stage through post-purchase behavior, idea formulation, or experiences to satisfy their needs and desires. Essentially, the AMA definition highlights the components and interactions involved in the DMP, while the Orji et al. definition focuses on the comprehensive stages a consumer goes through in their journey to meet a need or desire.

CBB, "is all psychological, social, and physical behavior of potential customers as they become aware of, evaluate, purchase, consume, and tell other people about products and services," according to Webster (n.d., as cited in Gupta et al., 2023). Furthermore, CBB, according to Jemala and Melese (2025), describes strategies employed anytime people or groups select, collect, use, or discard products, concepts, or experiences that align with their needs and preferences. Moreover, CBB, according to Vasani and Abdulkareem (2022), is the outcome of the attitudes, preferences, intents, and choices that consumers make in a marketplace prior to making a purchase. While all three definitions agree that CB is a multi-stage process driven by internal needs, they differ in their boundaries. Webster emphasizes the social aspect of sharing experiences, Jemala and Melese uniquely include the "discarding" phase and the selection of "concepts," and Vasani and Abdulkareem highlight the psychological state that immediately precedes the act of buying.

Therefore, CB is the general domain, and CBB is the particular, observable act of purchasing within that larger context, according to the definition of CB and CBB given above.

2.2.2. Types of Consumer buying behavior

Depending on how involved they are in making a buy and how distinct competing brands are from one another, consumers display a variety of buying behaviors (Luca, 2025). Hence, four categories of buyer behavior should be taken into account, according to Roy and Datta (2022): complicated buying, dissonance-reducing buying, habitual buying, and variety seeking.

2.2.2.1. Complex buying behavior/ Extensive problem Solving (EPS)

Roy and Datta (2022) claim that because purchasing expensive products involves a significant level of risk, the buyer's involvement in sophisticated buying behavior is particularly high. Thus, according to Luca (2025) it happens when customers are deeply invested in the transaction and notice significant distinctions across brands. These behaviors of buying include things like vehicles, houses, computers, and education. Spend a lot of time researching and making decisions (Sathavara, 2013).

2.2.2.2. Dissonance-reducing buying behavior/ Limited Problem Solving (LPS)

There are times when a consumer is very engaged throughout the buying process yet perceives a small difference within the brand (Vasani and Abdulkareem, 2022). Furthermore, Francis (n.d.) claims that because the consumer is faced with an unknown brand in a well-known product class, the buyer is

more complicated in this situation than in typical purchasing behavior. On the other hand, according to Kumar et al. (2022), consumers exhibit high levels of participation yet have few options due to the product's scarcity and lack of alternatives.

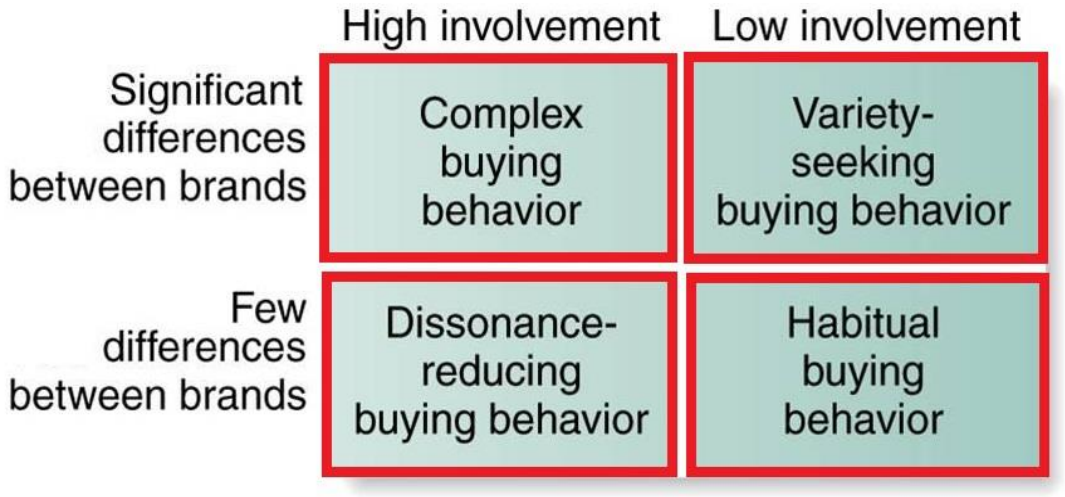
2.2.2.3. Habitual Buying Behavior/Routinized Response Behavior (RRB)

Habitual kind of CB is the most basic. Consequently, according to Francis (n.d.), this happens when a customer has already purchased and used the goods. On the other hand, Vasani and Abdulkareem (2022) claim that a lot of products are purchased in situations where there is little consumer engagement and, thus, no significant brand differences. Everyday necessities including groceries, household cleaning supplies, and toiletries are a few examples (Luca, 2025).

2.2.2.4. Variety Seeking

Customers move companies because they like trying new things, not because they're unhappy, according to Rawat (2024). On the other hand, they are interested and prefer variety in their purchases, according to Vasani and Abdulkareem (2022). However, according to Francis (n.d.), switching can be brought on by external cues like retail stock outs or coupons that encourage switching, or it can happen just because a person is tired with their current brand choice. For example, states that this is typical for goods like snacks, drinks, or clothing that customers like experimenting with (Luca, 2025).

Figure 2.2.2.: Types of consumer buying behavior



Source: Francis, A. (n.d.)

2.2.3. Factors influencing consumers' buying decisions

According to Chandan (2019), a CDMP, buying habits, buying behaviors, the brands he/she purchases, and the stores he/she visits are all influenced by a variety of elements, specificities, and characteristics. Moreover, asserts that a consumer's decision to purchase a product is impacted by a variety of variables, both internal and external (Nawawi, 2016). Furthermore, according to Sowri Babu and Banana (2023), external elements are actual indications and factors that are necessary to obtain the target group profile through living area, benefits, etc. In contrast, according to Bojkovska et al. (2013), internal elements, on the other hand, speak for the interior state of customers' personalities, which are becoming increasingly important in the current world and cannot be ignored. Furthermore, four characteristics—cultural, social, psychographic, and personal—affect CB, according to Kotler and Keller (2006, as quoted in Pratiwi et al., 2017). Additionally, Sowri Babu and Banana (2023) add economic and environmental elements to the list of issues mentioned by Kotler and Keller.

2.2.3.1. Personal Factors

Luca (2025) asserts that consumers' purchasing behavior is unique due to personal qualities that impact their choices and preferences. Consequently, these could explain why our tastes frequently shift as our "situation" does, according to Rani (2014). As a result, customers' decisions to buy goods or services could be influenced by their personal requirements (Zhang, 2024). For example, it encompasses factors including age and stage of life, occupation, economic conditions, lifestyle (activities, hobbies, opinions, and demography), personality, and self-concept (Rani, 2014).

2.2.3.2. Psychographic Factors

Psychological factors Sowri Babu and Banana (2023) define internal processes, perceptions, emotions, attitudes, and behaviors that impact a person's behavior and DMP. On the other hand, according to Vasani and Abdulkareem (2022), consumers' psychological makeup causes them to react differently to a comparable marketing mix (product). Moreover, motivation, perception, learning, and memory are the four components of the psychological element, according to Kotler & Keller (2016, pp. 187, as referenced in Gandhi and Choudhry, 2021).

2.2.3.3. Cultural Factors

According to Kotler (n.d., as cited in Chandan, 2019), noted that human behavior is primarily the outcome of a learning process. As a result, people acquire a set of values, perceptions, preferences, and behavior patterns as they grow up due to socialization within the family and a number of other important institutions. Moreover, culture is the collection of beliefs, values, and attitudes that are shared by a homogeneous group of people and passed down to the following generation (Sathavara, 2013). On the other hand, cultural influences Sowri Babu and Banana (2023) describe how a community or social group's common values, beliefs, practices, traditions, and norms affect an individual's behavior, attitudes, and preferences. Culture, Subculture, and Social class are the components of cultural factors, according to Ramya and Ali (2016).

2.2.3.4. Social Factors

Sowri Babu and Banana (2023) define social factors as the influence of social interactions, relationships, groups, and societal standards on human behavior and decision-making processes. Moreover, Al Shishani (2020) asserts that social elements are among those that have a major impact on consumer behavior. For example, social elements, including the consumer's family, roles and statuses, and reference group, all have an impact on their behavior (Pandey and Dixit, 2011).

2.2.4. Consumer buying decision

Buying decisions are a component of CB (Wang & Hariandja, 2016). Furthermore, it might be said that the primary objective of CB is consumption or buying. However, purchases will happen as a result of the product's need and desire (Nirwana, 2023). Kotler and Keller (2012, as referenced in Rachmawati et al., 2019) define buying decisions as the process by which people, groups, or organizations select, purchase, consume, and employ products, services, concepts, and experiences in order to fulfill their desires. Conversely, CDMP when it comes to a transaction of products or services that are available in the market is called the buy decision (Ansari et al., 2019).

Buying decisions, according to Berkowitz in Tjiptono (2018, 2012, cited in Rachmawati et al., 2019), are the steps consumers take to decide which goods and services to acquire. Furthermore, the specifics of these steps start with comprehending the issue, gathering information, weighing options, deciding whether to buy, and concluding with the post-purchase condition, or following the customer's purchase (Rahmah & Satyaninggrat, 2023). Above all, decisions about product

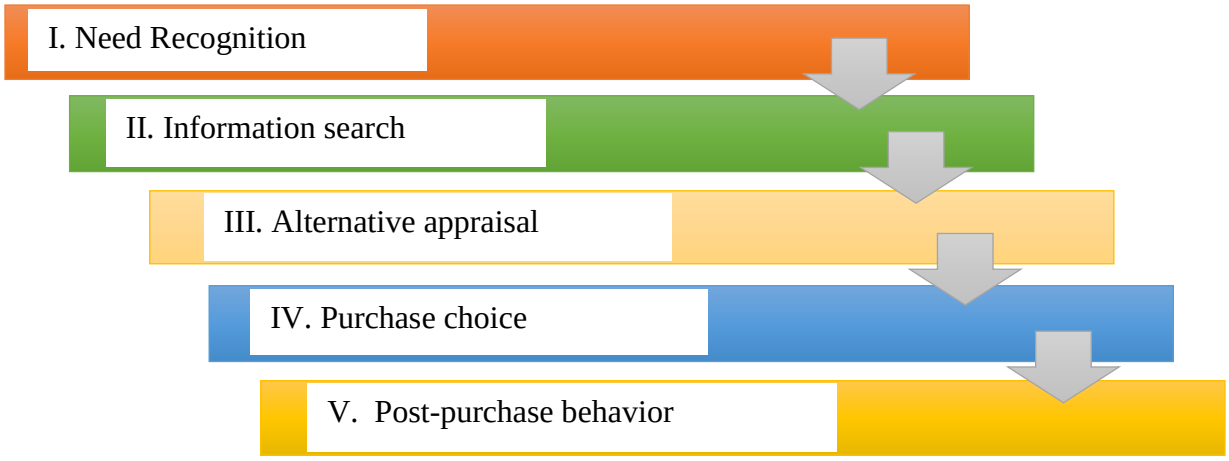
benefits, product shape, brand, amount, seller, time, and payment methods are all part of the DMP (Santuso et al., 2024).

2.2.5. Consumer Decision-Making Process

A consumer goes through a DMP when making any kind of buying decision, according to Rani (2014). Furthermore, decision-making, according to Sathavara (2013), is the mental process of choosing a path of action among several options. By the same token, Hanaysha (2017) states that the stages that customers go through while deciding what to buy are referred to as the CDMP. On the other hand, the CBDP, according to Qazzafi (2019, as referenced in Gupta et al., 2023), describes how customers arrange their resources to purchase goods or services from the market, both before to and following a payment.

Consumer decision-making, according to Abu-Dalbouh et al. (2025), is a complex process in which people determine their needs and desires, obtain relevant data, weigh their options, and finally decide what to buy. Before making a purchase, a consumer must make a series of decisions, beginning with their willingness to satisfy a need (Hanaysha, 2017). The five stages of the consumer purchasing decision-making process are problem recognition, information search, alternative appraisal, purchase choice, and post-purchase behavior (Gupta et al., 2023). Furthermore, depending on the level of complexity, not every customer decision includes every stage. However, not every DMP results in a purchase, claims Sathavara (2013).

Figure 2.2.4.1: Process of Buying Behavior



Source: Self constructed

2.2.5.1. Need recognition

A person starts with a need and a desire before making a purchase, according to Kotler (1997, as stated in Nirwana, 2023). Notably, the first stage of the purchasing process, according to Luca (2025), is when a customer recognizes a difference between their intended and actual states. As a result, Chaturvedi & Patrikar (2023) claim that this imbalance will create a desire and prompt consumers to purchase a good or service, which might be impulsive and happen right away. Furthermore, according to Panwar et al. (2019), a purchase decision is likely to be made right away if there is a significant need and a nearby good or service that satisfies it. If not, the process of searching for information starts.

2.2.5.2. Information search

Stankevich (2017) states that once a consumer has identified a need or desire, he or she begins researching the various options available for purchase to fulfill the need or desire. Customers can conduct an internal search by recalling prior brand or product experiences and knowledge, or an external search by gathering information from sources like commercials, internet reviews, word-of-mouth, social media, and professional opinions (Luca, 2025). The consumer's prior purchasing history, the risk involved, and the degree of interest all influence how much time is spent on this phase (Stankevich, 2017).

2.2.5.3. Alternative appraisal

At the third phase of the alternative evaluation process Stankevich (2017) states that a customer may ask themselves questions such as "Do I actually need the product?" Are there other options available? Is the original product really so awful? It is a crucial phase in any DMP. Furthermore, Luca (2025) claims that during this phase, buyers evaluate various goods or brands according to important characteristics including cost, quality, features, and reputation.

2.2.5.4. Purchase choice

This is the fourth stage in the DMP for a customer's purchase, according to Gupta et al. (2023). After obtaining information from many sources, evaluating it, and deciding where and what to buy, the

customer has made the decision to acquire a product. Furthermore, Vasani and Abdulkareem (2022) state that after the client ranks the entire analysis, purchase intentions emerge.

2.2.5.5. Post-purchase behavior

Gupta et al. (2023) define post-purchase as when consumers use and assess a product or service to determine whether they are satisfied with it and whether they would recommend it to others. This results in three potential outcomes. The three outcomes as stated by Luca (2025): When a product meets or surpasses expectations, consumers are satisfied; when it falls short, they are dissatisfied; and when there is cognitive dissonance, they may feel remorse after making a purchase and wonder if they made the correct decision.

2.2.6. Theories of Consumer behavior

The origins of CB theories have been traced back to the time of classical economists, who approached CB largely from an economic standpoint (i.e., limited to the act of purchase) solely (Goswami, 2020). However, researchers have created a variety of theories over the years to explain the complexities of CB. These theories range from psychological and sociocultural models that emphasize the underlying emotions, motivations, and societal influences to economic theories that emphasize rational decision-making (Wadhwani & Gupta, 2024). In addition, economic theories, psychological theories, psycho-analytical theories, and sociocultural theories comprise the key theories of CB, according to Vishesh (2018). Subsequently, psychological, psycho-analytical, and sociocultural theories of CB are categorized as non-economic theories by Goswami (2020). Furthermore, the theory of CB, according to Manuere et al. (2022), is an organized explanation of facts. As a result, according to Manuere et al. (2022), marketers segment the market for customers and employ theories of CB to explain CB. Discussions of each theory of consumer behavior are taking place below.

2.2.6.1. Economic Theories of Consumer Behaviour

The work of economists, who began contributing to the development of CB research in the 19th century, forms the basis of CB research (Moraru, 2011). On the other hand, according to Wadhwani and Gupta (2024), consumers are typically seen from an economic standpoint as logical decision-makers who are driven by the desire to maximize utility. However, as described in the

theory of CB, the trends and effects of marketing do not support the customer's rationality (Asamoah & Chovancová, n.d.). On the contrary, according to the Economic Man theory (Wadhwani & Gupta, 2024), customers systematically weigh their options and select the one that provides the most benefit at the lowest cost.

The economic theories of CB primarily focus on how demand for different goods and services is influenced by the best distribution of income (Goswami, 2020). Additionally, as market demand is thought to represent the total of individual consumer demands, Vishesh (2018) claims that the conventional theory of demand begins with an analysis of CB. Likewise, the primary economic theories that describe CB are the marginal utility theory, revealed preference theory, psychological law of consumption, absolute income hypothesis, relative income hypothesis, permanent income hypothesis, and life cycle hypothesis or (MBA Approach) (Goswami, 2020).

i. The Marginal Utility Theory

Alfred Marshall developed a synthesis of economic theories on CB based on the beliefs of classical economists and supporters of the theory of marginal utility (Moraru, 2011). Furthermore, Goswami (2020) asserts that the Theory of Marginal Utility promotes the idea that consumers would keep buying products that maximize their level of happiness at comparable prices. However, Vishesh (2018) claims that this theory revealed two rules that are supposed to control consumer purchasing behavior. Among these are the laws of equimarginal utility and diminishing marginal utility. Meanwhile, people are less satisfied with each extra unit consumed due to the rule of diminishing marginal utility (Kenton, 2025). Furthermore, a rational consumer would allocate their income among various products and services so that the marginal value gained from the final rupee spent on each commodity is equal, according to B.Com Institute (2024), The Law of Equimarginal value. Because they explain how far a buyer would go for or against the purchase of the goods given the financial restrictions he or she encounters, both theories have significant applicability in the study of CB (Vishesh, 2018).

ii. Revealed Preference Theory

Revealed preference theory, developed by Samuelson (1938, 1948), offers a structural method for examining demand behavior, claim Demuynck and Hjertstrand (2019). The fundamental idea

behind it is that a consumer's observable selections reveal his/her underlying preferences. Furthermore, as a consumer will always express his preferences when given an option, the true behavior of the consumer in the market would be disclosed under varied price-income situations. According to Goswami (2020), this is the fundamental idea of the Revealed Preference Theory.

iii. Psychological Law of Consumption

John Maynard Keynes developed the Keynes consumption function, a key idea in economic theory, to examine the connection between disposable income and consumption (Adeniyi & James, n.d.). Additionally, this is referred to as Keynes' psychological law of consumption, which holds that consumers' purchasing decisions are primarily driven by their income and that consumption rises in tandem with income, although at a different rate (Goswami, 2020).

iv. Absolute Income Hypothesis

According to Adeniyi & James (n.d.), the psychological law of consumption argues that when income rises, consumption rises as well, but not at the same rate. Furthermore, the law stated that consumer and societal spending patterns are determined by the existing level of income (Goswami, 2020). However according to Adeniyi & James (n.d.), Keynes's psychological law of consumption encapsulates the absolute income hypothesis. The Absolute Income Hypothesis refers to Keynes' emphasis on the absolute amount of income as an indicator of consumption (Goswami, 2020).

v. Relative Income Hypothesis

James Duesenberry and Dorothy Brady Rose Friedman proposed this hypothesis. Its fundamental premise is that an individual's saving rate is dependent not just on their income level but also on their relative place on the income scale (Vishesh, 2018). Additionally, the theory of relative income hypothesis promotes the idea that an individual's consumption is determined by his/her relative position in the income distribution of comparable families in society rather than by his absolute income (Goswami, 2020). Moreover, the theory contends that the percentage of a family's income that is spent on consumption is determined by the family's income in relation to that of its neighbors rather than by the family's total income (Vishesh, 2018).

vi. Permanent Income Hypothesis

Milton Friedman initially put out the Permanent Income Hypothesis in the 1950s, and it has since become a significant macroeconomic theory. This hypothesis states that people's spending patterns are determined by their long-term average income rather than their current income (Wong et al., 2023). Furthermore, similar to Relative Income Theory, it maintains that there is a fundamental proportionality between income and consumption; however, in this case, the link is between permanent income and consumption (Vishesh, 2018).

vii. Life Cycle Hypothesis or (MBA Approach)

Modigliani and Brumberg (1954) and Modigliani and Brumberg (1980), two works he co-wrote with graduate student Richard Brumberg in the early 1950s, are where life-cycle theory first appears (Deaton, 2005). The Life-Cycle Theory (MBA) hypothesis views consumption as a function of wealth and age rather than just current income. Additionally, it highlights the precise proportionality between consumption and overall wealth (Vishesh, 2018).

Thus, consumer purchasing behavior is limited by economic theories to an economic view point. It primarily relies on the claim that wealth and income are the key determinants of CB (Goswami, 2020). Furthermore, the model's usefulness lies in its ability to describe the mechanisms and processes of CB while accounting for economic variables, but it does not account for the variety of factors impacting CB and cannot be applied to real-life circumstances (Moraru, 2011). Thus, the non-economic theories of CB are covered below.

2.2.6.2. Non-Economic Theories of Consumer Behaviour

CB is often influenced by emotional, social, and cognitive biases (Wadhwani and Gupta, 2024). The non-economic theory of consumer behavior is explained by these behaviors. Non-economic theories of CB include psychological, psycho-analytical, and sociocultural theories, as we previously discussed.

i. Psychological Theories

Internal elements that affect consumer choices, including as motivation, perception, attitudes, and personality traits, are highlighted by psychological models (Wadhwani and Gupta, 2024). Furthermore, the idea that human behavior is the outcome of a learning process is introduced by

the theory of learning (psychological theories) established based on Ivan Pavlov's study (Moraru, 2011). Moreover, the fundamental tenet of psychological theories, often known as learning theories, is that individuals learn from their experiences and that these lessons will influence their behavior in the future (Vishesh, 2018). These theories have an impact on customers' purchasing decisions because of a variety of reasons, including convenience and the availability of information (Goswami, 2020). Learning theory is therefore more applicable in the realm of marketing due to the significance of brand loyalty and repeat business (Vishesh, 2018).

ii. Psycho-Analytical Theories

Sigmund Freud's psychoanalytic theory is said to have made a significant contribution to the development of CB research (Moraru, 2011). Therefore, the Psychoanalytic Theory of CB, which is based on Sigmund Freud's research, claims that unconscious motivations and desires have a significant impact on CB (Wadhwani and Gupta, 2024). Moreover, Freud rejected the notion that individuals rarely completely understand their intentions and that man controls its own mind (Moraru, 2011). Furthermore, he postulates that the id, ego, and superego are the three fundamental characteristics of personality (Vishesh, 2018). As a result, in the context of CB, the superego enforces moral restraints, the ego assists in mediating these impulses in a way that is socially acceptable, and the id promotes instant satisfaction (Wadhwani and Gupta, 2024).

iii. Sociocultural Theories

According to the sociocultural theory, humans are social animals that make decisions based on a variety of cultural, subcultural, social class, reference group, and familial influences (Goswami, 2020). Furthermore, Thornstein Veblen's socio-psychological theory addresses the social and cultural impacts on CB. According to this method, the behavior is seen to be the outcome of social pressures applied in the person's attempt to blend in with the preferred social group (Moraru, 2011). Moreover, he said that despite individual preferences, people have a tendency to blend in with society. Vishesh (2018).

As a result, non-economic theories are crucial for understanding CB. But since "CB" is so dynamic and complicated, it has become its own field (Goswami, 2020). Furthermore, all of the aforementioned theories of consumer behavior provide marketing managers with instructions for

how consumers should react in specific circumstances and what influences their decision-making process (Vishesh, 2018).

2.2.7. Theories of Consumer buying behavior

Customers' preferences, beliefs, goals, and decisions on how they respond to the market while making a purchase determine their purchasing behavior (Roy & Datta, 2022). Additionally, a wide range of variables influence customer purchasing behavior, including psychological, social, cultural, and economic ones. Together, these elements affect how consumers perceive, evaluate, and ultimately choose products and services (Sharma & Dave, 2025). Because of this, marketing researchers have been motivated to concentrate on various theories and models in psychology, sociology, sociopsychology, and economics in order to develop a marketing theory. They have then used an interdisciplinary approach to apply these theories to the field of marketing (Yakut, 2019). Theoretical models of CB provide a methodical framework for analyzing the complex interplay between variables that influence purchase decisions (Sharma & Dave, 2025).

The theories that employ the most sources are "Social Influence & Social Identity Theory," "Cognitive Dissonance Theory," and "Consumer Decision-Making Models." Recent studies of CB have been greatly influenced by these notions (Rahman, 2025). However, according to Panjaitan and Cahya (2025), there are alternative theories that are used to study consumer purchasing behavior, such as the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB). The one theory we address here is the social influence theory, which is the most widely used theory of CBB compared to the other theory of CBB, according to Rahman.

2.2.7.1. Social Influence Theory

Kelman (1958) developed the social influence theories to describe how communication from other people may shape an individual's ideas, attitudes, and behaviors (Etuk et al., 2022). Additionally, Social Influence Theory offers a framework for comprehending how other people's presence or actions affect people's ideas, feelings, and behaviors (Ismail & Mohamed, 2024). However, Ali et al. (2025) state that social influence on CB has been extensively researched in a number of fields, emphasizing its influence on purchasing patterns, brand preferences, and decision-making processes.

According to Ismail and Mohamed (2024), social influence theory divides social influence into three primary categories: normative influence, informational influence, and the mechanisms of compliance, identification, and internalization. Additionally, according to Etuk et al. (2022), the basic premise of the social influence theory is that people's attitudes, beliefs, and subsequent actions or behaviors are impacted by others through three processes: internalization, identification, and compliance.

Social pressure to follow current buying patterns is what drives the normative influence (Aktaş, 2025). Additionally, Dahl (2013, as referenced in Ali et al., 2025) asserts that normative influence is motivated by the need for social acceptance, which causes customers to make purchases that conform to peer or society norms. The need to fit in with a group or conform to social standards is what motivates this kind of influence (Ismail & Mohamed, 2024).

When people take information from others as proof of reality, informational influence occurs (Ismail & Mohamed, 2024). Furthermore, Ahn & Lee (2024, as referenced in Ali et al., 2025) state that informational influence happens when people look to others for advice, depending on evaluations, professional judgments, or suggestions from influencers to lessen ambiguity in their decisions.

According to Ismail and Mohamed (2024), compliance is the act of externally complying to the expectations of others without necessarily internalizing the action or belief. Morever, Wang et al. (2023, as referenced in Aktaş, 2025) state that the identification impact occurs when customers mimic the buying habits of celebrities, influencers, and social groups they would like to be a part of, creating trends and building brand trust. Hence, internalization takes place when people incorporate an influencer's views or actions into their own values, resulting in long-lasting shifts in attitudes or preferences. This method emphasizes how influencers may have a more profound effect on how consumers feel about certain companies or lifestyles (Ismail & Mohamed, 2024).

Social influence and social power theories are closely related and highly similar in that they both fundamentally explore how one individual or group can change the beliefs, attitudes, or behaviors of others. Power can be seen as the capacity to influence, while influence is the process or attempt of making that change happen. Though these two ideas—the theories of social influence and social power—are closely related to one another, the theory of social power serves as the basis for our investigation.

2.2.8. Social Power Theory

According to Flurry and Burns (2005), Lewin (1951) first proposed the idea of social power, which was then theoretically explored by Cartwright (1959), French and Raven (1959), and Wolfe (1959) in a number of group dynamics research. The social power theorists of the 1950s and 1960s disagreed on many different aspects of the conception of social power, according to Carrillo et al. (2018). French's theory of social power, according to Pereira, Prada, and Santos (2016, as referenced in Rashid et al., 2020), offers sociologists and scholars important insight into how social structures affect cognitive structures. This theoretical framework Flurry and Burns (2005) argue that people can use social power as a tool to influence other people. These assets serve as foundation of power over other people.

The complexity of power was examined in the late 1950s by John R. P. French and Bertram Raven (1959), according to Kovach (2020). Power, according to Kovach (2020), is the ability to influence another individual or group; typically, the person in a position of power has control over something that the other individual or group wants. On the other hand, the definition of social power, according to Andrews & Baird (n.d., as cited in Ambur, 2000), is "the capacity to exert influence over others." Additionally, social power is "the probability that an actor within a social relationship is in the position of doing as he wills not withstanding resistance, independently over the basis on which this probability stands," according to Weber (1962, as quoted in Carrillo et al., 2018). Social power is essentially defined by all three definitions as the capacity or ability to influence others. The main difference is that each emphasizes how that influence is used or the circumstances in which it takes place. The concepts essentially describe social power as a relationship dynamic in which one person has the ability to influence the actions, choices, or situations of another.

2.3. Empirical Review

The study by Goodrich and Mangleburg (2010) explored the relationship between the purchasing of several product kinds (luxury vs. need and public vs. private) and the social power base that influences of parents and peers.

Expert power would be strongly linked to the purchase of luxury goods (but not necessities), and this influence would be stronger for peer expert power than for parent expert power. But there was no

backing for this. It was noticed as surprising that there was often little acknowledged expert power in discriminating product choice.

Referent, reward, and coercive power would be strongly correlated with publicly consumed products (but not privately consumed goods), and these effects would be stronger for peer influence than parental influence. The general predominance of parental influence only partially supported this. Contrary to predictions, peer influence was not shown to be strongly related to these items. Rather, all significant relationships with product categories were explained by parental social power bases (referent, legitimate, and coercive power).

Purchases of necessities would be linked to more social influence from parents than from peers. In particular, increased parental referent and legitimate power were anticipated. These product aspects were strongly correlated with parental power bases, particularly coercive power, which typically supported the predominance of parental social power.

Purchases of private goods would be linked to more social influence from parents than from peers. In particular, increased parental referent and legitimate power were anticipated. This was endorsed. Purchases of private goods were strongly correlated with parental legitimate power.

In conclusion, the findings showed that while peer influence was not shown to be a significant differentiator of product type, parental social power bases—more especially, legitimate, referent, and coercive power—were strongly related with the various product kinds that teenagers purchased.

Using the five bases of social power (Expert, Referent, Legitimate, Coercive, and Reward), Almeshal and Almawash (2023) investigated the impact of parents and peers on the purchasing decisions of young female consumers in Saudi Arabia.

Parent Referent Power and Parent Legitimate Power were shown to be significantly negatively correlated with consumers' purchasing decisions ($\beta = -0.098$, P-value = 0.001) and ($\beta = -0.095$, P-value = 0.008). This implies that although parents have the right to influence behavior, female consumers are frequently negatively impacted by their decisions and perception of this power, sometimes attempting to escape punishment. Additionally, there is a positive correlation between parent reward power and consumers' purchasing decisions ($\beta = 0.075$, P-value = 0.032). Customers depend on their parents and anticipate incentives when they comply with their requests. However, Coercive power and parent expert power: Not supported, suggesting that there is no meaningful

correlation with customers' purchasing decisions (P-value=0.284 and P-value=0.165). This illustrates how young female customers perceive their parents' lack of purchasing experience, perhaps as a result of cultural shifts and generational divides.

Peer Reward Power, Peer Expert Power, Peer Legitimate Power, and Peer Coercive Power: Supported, demonstrating a strong positive correlation with customers' purchasing decisions (β = 0.059, P-value = 0.034), (β = 0.087, P-value = 0.021), (β = -0.125, P-value = 0.014), and (β = 0.091, P-value = 0.040). This is explained by the high peer expert power rating, which shows that customers believe their peers have a lot of expertise making purchases. Young consumers anticipate rewards and benefits from doing what their peers desire, and they frequently follow their peers and give them the opportunity to influence their behavior. Peer Referent Power, however, is not supported (P-value=0.988). Customers do not like to turn to their

Overall, the model summary showed a good correlation (R=0.853) between the independent factors (social power dimensions) and the dependent variable (purchasing decision), indicating that the independent variables account for more than 85% of the changes in the dependent variable. According to the study's findings, parents and peers have a significant impact on young Saudi Arabian female customers' decisions by utilizing the grounds of social power.

2.4. Conceptualization of Hypothesis

In order to determine the appropriate emphasis, a hypothesis reduces the scope of the study (Bulajic et al., 2012). Consequently, the taxonomy of five social power bases are used to create the research hypothesis. Furthermore, The five categories of power that make up taxonomy are reward, coercive, legitimate, expert, and referent., according to French's (1956, referenced in Carrillo et al., 2018) taxonomy. On the other hand, every individual is believed to have some mix of these five power bases, according to Flurry and Burns (2005). The developed hypothesis and a discussion of each social power basis are given below.

I. Expert Power

French and Raven (1959, as referenced in Kovach, 2020) described expert power as power that is dependent on an individual's trustworthiness as well as their informational influence. In addition, according to Lee (2008), this power typically takes the shape of knowledge, wisdom, and information as well as sound judgment, wise decision-making, and correct reality perception. Because "experts"

are typically specialized, their power is limited to specific fields. However, according to Rashid et al. (2020), expert power may rise or fall based on how the individual being influenced perceives the expertise or knowledge of the influencer or socialization agent. Furthermore, according to Lee (2008), the degree of expert power may depend on the power wielder's knowledge rather than his presence, rather than the face-to-face encounter or the interpersonal nature of that interaction between role partners. Additionally, according to Rashid et al. (2020), it's also possible that the individual who is influenced compares the influencer's level of expertise to his or her own.

The hypotheses that had been scoped to measure the degree of influence a parents and/or peers expert power has in positively influencing the students buying decisions are:

- H1a: There is a significant positive influence of parent's expert power on student's BDM of e- gadgets.
- H1b: There is a significant positive influence of peer's expert power on student's BDM of e-gadgets.

II. Referent Power

Referent power relates to the idea of "identification," which French and Raven (1959) define as "a feeling of oneness or a desire for such an identity" (Lee, 2008). Furthermore, according to Rashid et al. (2020), the referent power results from the feeling of identification of a person (being influenced) with the socialization agent (influencer). Moreover, Ambur (2000) asserts that it depends on how much respect and regard are given to a person based on personal characteristics that they may relate to. Referent power, commonly referred to as personal power, is predicated on the respect and adoration a person has accumulated from others over time, according to Kovach (2020). Referent power, also known as attraction power (Flurry and Burns, 2005), is used when a person complies with another person's expected references in order to feel more connected to them. The stronger the bond between the socializee and the agent, the higher the degree and intensity of referent power. However, according to Rashid et al. (2020), the socializee may not always be aware of referent power.

The hypotheses that had been scoped to measure the degree of influence a parents and/or peers referent power has in positively influencing the students buying decisions are:

- H2a: There is a significant positive influence of parent's referent power on student's BDM of e- gadgets.

- H2b: There is a significant positive influence of peer's referent power on student's BDM of e- gadgets.

III. Legitimate Power

Legitimate power is "the legitimate right of some other individual or groups to prescribe behavior or beliefs for a person," according to French and Raven (1959, as cited in Kovach, 2020). Furthermore, according to Flurry and Burns (2005), legitimate power is the extent to which a person is thought to have the power to influence others or to dictate their conduct or views, even if they are unable to impose penalties. In addition, Ambur (2000) asserts that legitimate powers may endure for long stretches of time, even when their most effective applications may only be for self-sufficiency. In other words, according to earlier studies by J. R. French and Raven (2004, as mentioned in Rashid et al., 2020), legitimate power can also be based on factors like age, caste, physical attributes, or intelligence level.

The hypotheses that had been scoped to measure the degree of influence a parents and/or peers legitimate power has in positively influencing the students buying decisions are:

- H3a: There is a significant positive influence of parent's legitimate power on student's BDM of e- gadgets.
- H3b: There is a significant positive influence of peer's legitimate power on student's BDM of e- gadgets.

IV. Coercive Power

The idea of influence based on "the expectation of punishment for failure to conform to an influence attempt" is a component of coercive power, according to Lee (2008). Furthermore, Kovach (2020) defines coercive power as the capacity to punish others or eliminate a beneficial aspect. On the other hand, the opposing party's belief that noncompliance would result in punishment is the source of coercive power, according to Flurry and Burns (2005). In addition, Lee (2008) states that the "negative valence of the threatened punishment multiplied by the perceived probability that a power recipient can avoid the punishment by conformity" determines how strong coercive power is. The hypotheses that had been scoped to measure the degree of influence a parents and/or peers coercive power has in positively influencing the students buying decisions are:

- ❖ H4a: There is a significant positive influence of parent's coercive power on student's BDM of e- gadgets.
- ❖ H4b: There is a significant positive influence of peer's coercive power on student's BDM of e- gadgets.

V. Reward Power

Reward power arises from the capacity to offer positive reinforcement for desirable behavior, according to Ambur (2000). Furthermore, reward power is a work, according to Lee (2008), if one complies in order to be accepted. Coercive power must be used, though, if conformity occurs to prevent rejection. Moreover, Robbins & Judge (2015, as referenced in Kovach, 2020) state that this is the notion of either eliminating a negative element or adding a positive element to create a positive atmosphere. In other words, reward power is dependent on the power wielder (person or group) applying "positive valences and reducing or removing negative valences," according to French and Raven (1959, as referenced in Lee, 2008).

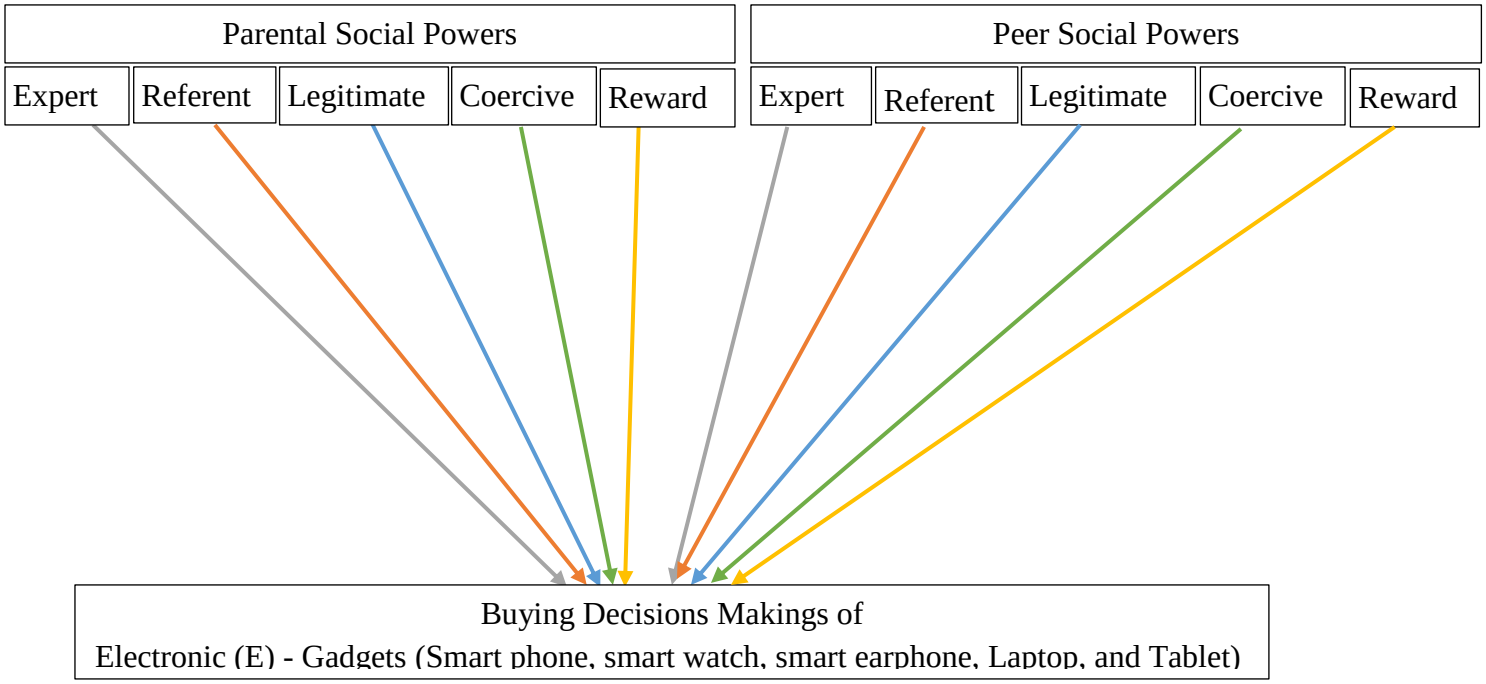
The hypotheses that had been scoped to measure the degree of influence a parents and/or peers reward power has in positively influencing the students buying decisions are:

- ❖ H5a: There is a significant positive influence of parent's reward power on student's BDM of e- gadgets.
- ❖ H5b: There is a significant positive influence of peer's reward power on student's BDM of e-gadgets.

2.5. Conceptual framework

The current study will investigate how parents' and peers' expert, referent, legitimate, coercive, and rewarding social base power influences AAU students' buying decisions. The figure below illustrates the relationships between the variables.

Figure 2.5.: Research Model



Source: Adopted from Almeshal and Almawash (2023)

CAHPTER THREE

3. Research Design and Methodology

The study's objectives, which were hypothesized in the preceding chapter, are supported by the research approach used in the study. The following section presents and defends an overview of the methods used, including the justifications for their use.

3.1. Introduction

This chapter covered the following topics: research design, research approach taken, target population definition, sample design and sampling techniques, nature of the research instrument, data collection methods used, methods for validating data and measuring reliability, and methods for data analysis and presentation.

3.2. Research paradigm

A research paradigm is an approach, model, or pattern for carrying out research, according to Abbadia (2022). It is a collection of concepts, viewpoints, or comprehensions that theories and practices can operate within. The theoretical basis for examining the influence of parents and/or peers on AAU students' buying decisions was social power theory, a social science construct. Given that the basis of the research is a social science theory, positivism study is the most appropriate philosophy. In order to validate a priori hypotheses that are frequently expressed quantitatively, positivism were uses the hypothetico-deductive method, which allows for the derivation of functional relationships between explanatory and causal factors (independent variables) and outcomes (dependent variables), according to Park et al. (2020).

3.3. Research approach

Given that social power theory was used in framing the hypotheses to test the propensity of AAU students' during buying decision influence that comes from their parents and/or peers, a deductive approach has been adopted. Deductive reasoning approaches usually begin with a hypothesis that is based on accepted facts or theories, according to Williams (n.d.). Data is then gathered by researchers to support or contradict this hypothesis.

The research intent will is to gage whether the parents and/or peers in influencing AAU students' during buying decision. Therefore the research design depicts an explanatory study, which is an

approach to understand more about the relationships, causes, and underlying causes of a certain event that hasn't been thoroughly investigated (Dovetail Editorial Team, 2023).

A mono-method research approach was used, which is by definition: A method entails the use of a specific approach for gathering or analyzing data. This could be quantitative or qualitative (Ho, 2025). In alignment with the survey strategy design, primary quantitative data formed the basis for the study.

The study focused on the AAU students and not the parents and peers.

3.4. Research design

The study looked at how AAU students' parents and/or peers influenced their decision-making when they bought e- gadgets products. Research designs, according to Creswell (2009), are plans and processes for conducting research that cover everything from general hypotheses to specific techniques for gathering and analyzing data. As a result, Khanday and Khanam (2019) state that when designing research, we must identify the kind of evidence needed to reasonably address the research question. The Goodrich and Mangleburg (2010) and Rashid et al. (2020) approach was used to gather primary data via questionnaires. In terms of the overarching research design, it is duly observed that the research is of a quantitative and explanatory nature, this entails connecting what has to be explained (the explanandum) to what explains (the explanans) in order to make a social phenomenon understandable (Imbeau et al., 2021).

The hypotheses were investigated using a quantitative, explanatory investigation. Finding relationships between important variables is necessary in order to find an explanation for a certain occurrence. As a result, attitude surveys were employed. Within the framework of social power theory, the hypotheses was developed to explore how parents and/or peers may influence AAU students' buying decisions.

A cross-sectional study is a kind of research strategy where data is gathered at one time from a large number of diverse people (Thomas, 2023). Due to the time constraints of the study, the measurements were taken in a specific point in time, thus the time horizon has been identified as cross-sectional.

3.5. Sampling design

3.5.1. Target population

Willie (2023) defines a population as any group of people or materials that have something in common. A target audience, also known as a target population, is a group of individuals with specific traits that can be successfully identified to set them apart from the overall population (Sena Akman, 2023).

AAU students was the study's target audience. According to Wikipedia, There are thirteen (13) campuses at AAU. One of these is at Bishoftu, outside of Addis Ababa (AA), and the other twelve are in AA. The researcher was choose four (4) campuses located in AA among these thirteen campuses.

3.5.2. Sampling frame

A sample frame is a collection of all the different categories of a target population, according to Kayode-Sanni (2025). Any organization, collection of persons, or individuals pertinent to the subject matter might be one of this category's many units. Additionally, a sample frame enumerates every member of the population you are researching, according to Frost (2025). A sample frame contains a detailed list of every member of the population together with contact information, whereas your target population is the overall idea of the group you are evaluating.

The target population for this study are AAU undergraduate students currently enrolled their education at the university are considered the survey population and the final study sample for this study are were drawn from AAU undergraduate students currently enrolled their education at College of Technology and Built Environment, Natural and Computational Sciences, Social Sciences, Art and Humanities, and School of Commerce.

3.5.3. Sampling technique

The study sampling technique which is a multistage sampling combining convenience and stratified random sampling approaches. Out of the thirteen (13) AAU campuses, The researcher chose four (4) using the convenience sample approach. The primary data was then collected for the study using stratified random sampling from the target population of the choose four (4) AAU campuses students.

3.5.4. Sample size

Primary data for this study was gathered via the survey questionnaire. Undergraduate students of AAU from the four (4) branches AAU out of the thirteen (13) campus that make up the sample. The table below shows the total number of undergraduate students at the university, excluding freshmen. These figures are based on university registration.

Table 3.5.4.1. Number of student in each college/school

Number	**College/Institute**	**Enrolment Type Regular**		
		Undergraduates		
		Male	Female	Total
1	College of Technology and Built Environment	1572	2307	3879
2	College of Natural and Computational Sciences	465	1197	1662
3	College of Health Sciences	305	263	568
4	College of Health Sciences(specialty)	0	0	0
5	College of Health Sciences(Sub specialty)	0	0	0
6	College of Veterinary medicine and Agriculture	17	82	99
7	College of Business & Economics	978	1327	2305
8	School of Commerce	1097	1145	2242
9	College of Education and Language Studies	201	118	319
10	College of Law and Governance Studies	220	187	407
11	College of Social Sciences, Art and Humanities	696	520	1216
	Total Number of Students	5551	7146	12697

Source Addis Ababa University Registrar

As previously stated, the researcher uses a combination of sampling technique, with the first technique being utilized to choose among the universities several colleges and campuses. Convenience sampling is used for these purposes, and three (3) colleges and one (1) school—the College of Technology and Built Environment, College of Natural and Computational Sciences, College of Social Sciences, Art and Humanities, and School of Commerce—are chosen for the study based on their proximity and accessibility proximity and accessibility to the researcher to the researcher.

Determining an adequate sample size that is representative of the population being studied is one of the major issues that social science researchers have in survey research, according to Adam (2020). The Yamane formula, whereby Yamane (1967) gives a simple method to compute sample sizes, was used by the researcher to establish the appropriate sample size for the particular study

(Nanjundeswaraswamy and Divakar, 2021). Furthermore, Yamane's formula is especially useful in social science investigations when the population size is known or easily determinable, according to Sathyanarayana et al. (2024). The Yamane formula, as stated by Nanjundeswaraswamy and Divakar (2021), is

$$n = \frac{N}{1+N*e^2}$$

Where: n= sample size, N= population size, e = margin of error (expressed as a proportion, usually between 0 and 1)

When researchers wish to get a representative sample from a big population, they frequently employ it. The researcher chose three (3) colleges and one (1) schools, and the total population for these studies is known, as shown in the above table. Therefore, the total number of students is equal to 8,999 (eight thousand nine hundred ninety-nine), which is the sum of the total students from three (3) colleges and one (1) school. In order to reduce the margin of error to 5%, or 0.05, the researcher uses a 95% confidence interval. As a result, the Yamane formula-based sample size for these research would amount to 382.976, or around 383.

$$n = \frac{N}{1+N*e^2}$$

$$n = \frac{8999}{1+8999*0.05^2}$$

$$n = \frac{8999}{1+8999*0.0025}$$

$$n = \frac{8999}{1+8999*0.05^2}$$

$$n = \frac{8999}{23.4975}$$

$$n = 382.976 \approx 383$$

The researcher obtained the sample for three (3) colleges and one (1) school using the Yamane formula, which is roughly equivalent to three hundred eighty-three (383). Based on the number of students in each of the three (3) colleges and one (1) school, the researcher can subsequently calculate how many samples to take from each. The number of students who was participate in the study from three (3) colleges and one (1) school is displayed in the table below.

Table 3.5.4.2. Number of participating students in the selected college and school

Number	College/Institute	Enrolment Type Regular			
		Undergraduates			
		Male	Female	Total	The number of student that participate in the research based on proportion
1	College of Technology and Built Environment	1572	2307	3879	165.0913 ≈ 165
2	College of Natural and Computational Sciences	465	1197	1662	70.73519 ≈ 71
3	School of Commerce	1097	1145	2242	95.42016 ≈ 95
4	College of Social Sciences, Art and Humanities	696	520	1216	51.75331 ≈ 52
5	Total number of Students			8999	383

Source self-constructed

3.5.5. Sampling procedure

AAU undergraduate students comprised the sample frame used in this study. Convenience and stratified random sampling, is the technique used to select participants. Participants were selected based on their availability and willingness to participate during the data collection period.

3.6. Sources of data

Data sources are the locations where you can get data for analysis, according to Ethan (2023). They can take many different forms, including software, providers, data sets, and APIs. Data analysis requires an understanding of data sources.

3.6.1. Primary source

Original, first-hand information gathered by researchers especially for their studies is referred to as primary data sources. These resources offer current and pertinent data that is suited to the goals of the study (Emmanuel, 2025). Therefore, a questionnaire was employed to gather primary data for these studies.

3.7. Data collection methodology

Data collecting methods are systematic procedures for obtaining measurements and observations in order to precisely address research concerns (Frost, 2025). Furthermore, according to Frost (2025), there are common concerns and techniques that differ slightly throughout topic areas. Prior to

gathering any data, think about the purpose of your study, the kind of data you require, the method of data collection, and the storage and management of your findings.

3.7.1. Data collection instrument

To gather information from respondents, the researcher adapted and used a structured, closed-ended questionnaire from Goodrich & Mangleburg's (2010) study. The questions are designed to answer the study's objective, which is to ascertain the impact of parents' and peers' social power on AAU undergraduate students' purchasing decisions. The instrument that are used to collect data on the purchase decision of AAU undergraduate students' is from Rashid et al. (2020) study. The general information of the respondent is covered in the first portion of the questionnaire; each basis of social power and the lists that go with it are covered in the subsequent sections. A five-point Likert answer scale was used to modify and arrange questions in each of the five (5) social power bases: expert, legitimate, referent, reward, and coercive. To ensure that the questionnaire is understandable and straightforward, a pilot survey will be carried out prior to the main survey.

3.8. Data analysis methods

The primary data was collected using a questionnaire and analyzed using the Statistical Package for Social Sciences (SPSS) version 26 software. The data gathered from respondents was summarized using tables, frequency counts, and percentages in a descriptive statistical approach. In order to determine the overall patterns of the data set, a condensed data set was also be provided using a mean score and standard deviations. Multiple Linear Regression analysis was also used to evaluate the hypothesis that AAU students' are most strongly influenced by specific social power bases and by whom their parents and/or peers. And also, that data was screened for completeness and outliers before analysis began.

3.9. Validity and Reliability

Validity and reliability are important factors in evaluating the caliber of study findings, according to Andersson et al. (n.d.). The degree to which a research measures what it is supposed to measure precisely, guaranteeing that the findings reached are reliable and relevant, is known as validity. The consistency of measurements across time, instruments, and observers, on the other hand, is what reliability concerns. Ensuring the reliability and reproducibility of research findings is crucial.

3.9.1. Validity

The degree to which a measuring tool measures what it is intended to measure is known as validity, according to Salomão (2023). If a measuring tool measures the idea or constructions it is supposed to measure with accuracy, it can be considered valid.

The validity of the content is determined by evaluating how well a set of scale items corresponds to the pertinent content domain of the construct being evaluated. Moreover, Alumran et al. (2012) indicate that experts' opinions can be used to gauge content validity. As a result the researcher involved an expert and obtained the confirmation of the appropriateness of the questions' with respect to the instrument's content validity. Additionally, the researcher conducted a peer review process to gather opinions to keep the validity of the content of the instruments that are being used in the research. Regarding the face validity of the research instrument, Nawawi et al. (2024) focus on identifying the questionnaire that has been properly constructed in terms of language adjustment, contains sentences that are easy to understand, and uses accurate terms. In order to evaluate the instrument in terms of sentence clarity, meaningfulness, and understandability as well as word and term accuracy, the researcher employs English language experts.

Pilot studies can also be called feasibility studies or pre-testing of a specific research instrument, according to Matimbwa and Ringo (2025). For the following research the researcher recruited 40 (forty) respondents from the four (4) selected school and colleges (College of Technology and Built Environment, College of Natural and Computational Sciences, College of Social Sciences, Art and Humanities, and School of Commerce) and ten (10) respondents are taken from each college and school. Regarding the sample size, Lewis et al. (2017, as referenced in Chhetri and Khanal, 2024) indicate that a total sample range of 10–40 is suitable for the pilot study. As a result the total respondents that participate in this study was aligned with the upper limit based on Lewis et al. in total and at college and school level attain the minimum requirement so that the sample size is enough to make conclusion on the validity of the instrument. During the pilot, a representative sample of the study's participants was gathered to guarantee its face validity. Important comments from the pilot test participants were also discovered, and as a result, changes were made to the questions to make them accurate and pertinent.

Construct validity, according to Chhetri and Khanal (2024), is the degree to which a questionnaire measures the constructs that are supposed to be measured. Furthermore, the correlation between a particular item and all other items is represented by the corrected item-total correlation, which was calculated to measure construct validity (Raharjanti et al., 2022). In addition, Raharjanti et al. (2022) state that an item-total correlation of 0.30 and 0.49 denotes a medium correlation, whilst a correlation greater than 0.50 suggests a strong connection. The corrected item-total correlations in the pilot data ranged from .366 to .930. As all items exceeded the 0.30 threshold established by Raharjanti et al. (2022), none were removed, confirming the construct validity of the instrument.

3.9.2. Reliability

Reliability, according to Salomão (2023), is the consistency or stability of a measurement throughout time or among raters. Cronbach's Alpha (α) was used in the study to gauge the reliability of the instrument. The values of "α" coefficient vary from 0.00 to 1.00. Excellent scores are those that exceed 0.90. A value of more than 0.80 is regarded as good. Additionally, both 0.90 and 0.80 are seen as indicative of a trustworthy (internally consistent) measurement. A value of approximately 0.70 is frequently regarded to be acceptable (Segal & Coolidge, 2018).

Pilot survey was administered to a subset of the study population questionnaire to assess the consistency of the instrument's measures. The value of "α" for each variable is presented in the table below and interpretation was given based on the interpretation of Segal & Coolidge (2018).

Table 3.9.2. The instrument's value of Cronbach's Alpha (α) and its interpretations

Variable/Construct	No. of Items	Cronbach's Alpha (α)	Interpretation
Parental Expert Power	4	0.887	Good
Parental Referent Power	4	0.811	Good
Parental Legitimate Power	4	0.719	Acceptable
Parental Coercive Power	5	0.793	Acceptable
Parental Reward Power	5	0.851	Good
Peer Expert Power	4	0.765	Acceptable
Peer Referent Power	3	0.864	Good
Peer Legitimate Power	3	0.786	Acceptable
Peer Coercive Power	4	0.943	Excellent
Peer Reward Power	4	0.960	Excellent

Parental/Peer influence on the decision to buy an e-gadgets	7	0.950	Excellent

Source: Own Survey Result, 2026

3.10. Research Ethics

Ethical considerations were prioritized throughout the research process. Participants were provided with comprehensive information regarding the study's purpose, and their informed, voluntary consent was obtained prior to data collection. To protect the privacy of the respondents, all information was kept strictly confidential, and their identities remained anonymous.

Furthermore, the researcher maintained high standards of academic integrity; data were presented exactly as gathered without fabrication or falsification. Finally, all secondary data and external ideas were duly acknowledged through proper citations in the reference section.

CHAPTER FOUR

4. Data Presentation, Analysis, and Interpretation

The primary goal of the study was to use the five social power bases to formulate hypotheses using the 10 independent variables in order to ascertain the impact of parents and/or peers on the purchasing decisions of AAU undergraduate regular students. The IBM SPSS Statistics 26 software version was used to analyze and present the data collected from the primary source utilizing a questionnaire in order to achieve the study's goal.

Given that the goal of the study is to investigate the relationship between the independent and dependent variables, all of the independent and dependent variables have been measured using a five-point Likert scale, treated as interval data for the purpose of parametric analysis. Additionally, the most effective statistical tests were used to test the study's premise.

4.1. The Questionnaire Response Rate

The questionnaires were distributed to 383 undergraduate AAU regular students at different college and school targeting students in their second year and above. The data that collected using structured questionnaires showed that out of the total 383 questionnaires distributed to participants in the study, 383 filled in and returned the questionnaires. It makes a 100% response rate regarding on the return of the filled questionnaires. According to Gordon et al. (2002, as cited in Taherdoost & Madanchian, 2025) they listed 60%, 70%, 80%, and 90% as marginal, reasonable, good, and excellent, respectively. Therefore as a result the response rate of the research is categorized into an excellent response rate.

4.2. Descriptive Analysis

4.2.1. Demographic Characteristics of the Respondents

Whenever it comes to the influence of parents and/or peers on AAU undergraduate students' decisions to purchase e-gadget products, the demographics of parents and peers can serve as crucial markers and inductors. Some of them are included by the researcher because they are considered to have a direct or indirect connection to the influence. Consequently, emphasis was placed on the demographic characteristics of gender, age, educational level, parent occupation, and monthly

family income. Furthermore, the respondents' background is primarily presented to provide a clear image of about different qualities of respondents that participated in the study.

Table 4.2.1. Demographic Characteristics of the Respondents and General information

Items Number	Variables	Categories	Respondents	
			Frequency	Percent (%)
1	Sex	Male	187	48.8
		Female	196	51.2
		Total	383	100
2	Age	17-19 year's	51	13.3
		20-22 year's	269	70.2
		23-25 year's	60	15.7
		Above 25 year's	3	.8
		Total	383	100
3	Educational status	Second Year AAU Student	136	35.5
		Third Year AAU Student	130	33.9
		Fourth Year AAU Student	88	23.0
		Above Fourth Year AAU Student	29	7.6
		Total	383	100
4	Family Occupational type	Governmental	131	34.2
		Non-Governmental	40	10.4
		Private	211	55.1
		Other	1	0.3
		Total	383	100
5	Family Monthly Income level	Less than Birr 10,000	39	10.2
		Birr 10,001- 20,000	85	22.2
		Birr 20,001-25,000	55	14.4
		Greater than Birr 25,001	204	53.3
		Total	383	100

Source: Own Survey Result, 2026

The demographic and general information results of the responder are intended to be shown in Table 4.2.1 above. 48.8 percent of the respondents were men and 51.2 percent were women, according to the first demographic distribution. This shows that the majority of respondents were female, but the difference between male and female respondents is not very substantial or significant—it is only about 2.4%. This suggests that the gender difference has little bearing on the study's result because the respondents are about equally representative.

When we look at the age of the respondents, we find that the majority of them are between the ages of 20-22, representing for 70.2 percent of the total, followed by the age range of 23-25, accounting for 15.7 percent. The remaining 13.3 percent and .8 percent, respectively, were discovered in the age brackets of 17-19 years and >25 years. This means that the majority of those who were participated in the study is under the age of 22. This results allows the researcher to draw the conclusion that the study's conclusions are generally suitable for usage and implementation on pupils under the age of 22.

With respect to educational status, 35.5 percent of respondents are second-year students, 33.9 percent are third-year students, 23.0 percent are fourth-year students, and the remaining 7.6 percent are fifth-year or higher students. Since the vast majority of respondents are second and third year students and their percent sum is about equal to that of the under-20 to 22 age group, we may conclude that the study predominantly affects students in this age range.

The respondents were asked about the type of occupation in their family, considering that either their mother or father may work. Consequently, over half of the respondents (55.1%) stated that their family's occupation type was private and that they had worked for themselves. 34.2%, 10.4%, and less.3% had experience in non-governmental, governmental, and other fields. Because the vast majority of respondents, or 89.3% of family occupation types, are private and governmental, the degree to which they provide their children with e-gadget products depends on how much money they make from their line of work; if their line of work pays well, they can easily provide the product for their children.

Regarding their family's monthly income, the majority of students family (53.3%) have a monthly income of more than Birr 25,001, followed by those with a monthly income of between Birr 10,001 and 20,000 (22.2%), while 14.4% and 10.2% of them have monthly incomes between Birr 20,001

and 25,000 and less than Birr 10,000, respectively. This showed that 67.7% of students' families earn more than or equivalent to Birr 20,000 per month, according to an analysis that included a part of the student population with varying income levels. The results also show that nearly 55% of the family's occupation type was private, which is also nearly equal to the income level percentage (53.3%). As a result, the majority of private worker families can make more than Birr 25,001, which may be interpreted as a sign that their family is able to provide their children with e-gadget products.

4.2.2. Descriptive Analysis of the Variables

Descriptive statistics were used to describe the key characteristics of the study's data. It provides brief summaries of the measurements and the sample. To provide quantitative descriptions in an understandable fashion, the researcher used descriptive statistics; descriptive statistics provide an overview of the key features of the sample in order to describe and summarize data (Fulk, 2023).

Respondents were asked to score their experience on a five-point Liker scale, with 1 denoting "Strongly Disagree" and 5 denoting "Strongly Agree," about the influence of parents and/or peers on their purchasing decisions of e-gadgets. The mean for central tendency (mean (M)) and standard deviation (SD) for variability were suggested descriptive statistics for Likert scale items. Consequently, the table below shows the descriptive statistics (mean and standard deviation) for each variable.

The weighted mean for the five Likert scale questions is interpreted as follows, according to Pimentel (2010): 1.00-1.50 is interpreted as Non-Existent/Absent, 1.51-2.50 as Low/Minimal, 2.51-3.50 as Moderate/Intermediate, 3.51-4.50 as High/Substantial, and 4.51-5.00 as Very High/Dominant. Based on Pimentel interpretation the result that I found was interpreted in the table below.

Table 4.2.2. Descriptive Analysis of the Variables

Descriptive Statistics

No	Variable	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)	Interpretation
1	Parental Expert Power	383	1	5	3.6423	1.02520	High influence
2	Parental Referent Power	383	1	5	1.8074	1.07839	Low influence

3	Parental Legitimate Power	383	1	5	3.0816	.85176	Moderate influence
4	Parental Coercive Power	383	1	5	2.2684	.86564	Low influence
5	Parental Reward Power	383	1	5	2.6893	.60406	Moderate influence
6	Peer Expert Power	383	1	5	2.4634	1.17996	Low influence
7	Peer Referent Power	383	1	5	3.2002	1.03374	Moderate influence
8	Peer Legitimate Power	383	1	5	2.8129	.99187	Moderate influence
9	Peer Coercive Power	383	1	5	2.9243	1.01097	Moderate influence
10	Peer Reward Power	383	1	5	2.0796	.90746	Low influence
11	Parental/Peer influence on your decision to buy an e-gadgets	383	1	5	3.3174	.69603	Moderate influence

Source: Own Survey Result, 2026

The descriptive statistics for the variables used in this study are presented in Table 4.2.2. The data indicates that Parental Expert Power emerged as the most significant factor influencing the purchase of e-gadgets, yielding the highest mean score (M = 3.64, SD = 1.025). This suggests that students perceive their parents' technical knowledge and expertise as a primary driver in their DMP. Conversely, Parental Referent Power recorded the lowest mean (M = 1.81, SD = 1.078), indicating that the desire to identify with or emulate parents is a negligible motivator for these purchases.

Regarding peer influence, Peer Referent Power was the most dominant peer-related variable (M = 3.20, SD = 1.034), highlighting the role of social identity and group belonging in e-gadget product selection. Notably, Peer Coercive Power (M = 2.92) was rated higher than Parental Coercive Power (M = 2.27), suggesting that social pressure from friends carries more weight than parental pressure in this context.

The standard deviations across most variables remained near 1.0, indicating a relatively consistent spread of responses. However, Parental Reward Power showed the highest level of consensus among participants (SD = 0.604), while Peer Expert Power showed the greatest divergence in opinion (SD = 1.180). Overall, the combined variable for parental and peer influence on the decision to buy e-gadgets resulted in a mean of 3.3174 (SD = 0.696), confirming that social power

dynamics from both parents and peers play a moderately strong role in the final students purchase decision.

4.2.3. Correlation Analysis

According to Aggarwal and Ranganathan (2016), Correlation is a statistical technique which shows whether and how strongly two continuous variables are related. Additionally, according to Janse et al. (2021), the correlation coefficient is a statistical measure often used in studies to show an association between variables or to look and also it ranges from -1 to 1 and is dimensionless (i.e., it has no unit). Furthermore, according to Schober et al. (2018), the coefficient of correlation within .00–.10 negligible correlation, .10–0.39 weak correlation, .40–.69 moderate correlation, .70–.89 strong correlation, and .90–1.00 Very strong correlation.

The correlation analysis indicates that parental reward power (*r=.461*) is the strongest positive association of e-gadget purchase decisions, representing the only moderate correlation identified. Most other factors, including parental legitimate power (*r=.341*), parental expert power (*r=.336*), peer coercive power (*r=.290*), and peer referent power (*r=.256*) powers, demonstrate a weak correlation with the buying decision. Notably, parental referent power (*r=-.215*) and peer reward power (*r=-.268*) both show weak negative correlations, suggesting that as these specific influences increase, the likelihood of a purchase decision decreases. Overall, while parental incentives are the primary motivator, both parental and peer influences remain largely within the weak to moderate range, with no factors reaching the strong or very strong thresholds

Table 4.3.2. Pearson Correlation Matrix

Correlations												
		Parental Power of					Peer Power of					
		Expert	Referent	Legitimate	Coercive	Reward	Expert	Referent	Legitimate	Coercive	Reward	Parental/Peer influence on decision to buy an e-gadgets
Parental Power of	Expert	1										
	Referent	-.067	1									
	Legitimate	.407**	.133**	1								
	Coercive	.102*	.219**	.094	1							
	Reward	.032	-.160**	-.159**	.250**	1						
Peer Power of	Expert	.369**	.010	.459**	.124*	-.156**	1					
	Referent	.448**	.188**	.135**	.242**	.331**	.078	1				
	Legitimate	.110*	-.085	.150**	.061	.137**	.011	.209**	1			
	Coercive	.248**	-.193**	.168**	-.003	.132**	.417**	.184**	.065	1		
	Reward	.021	.485**	.280**	.158**	.104*	.203**	.307**	.075	-.043	1	
Parental/Peer influence on decision to buy an e-gadgets		.336**	-.215**	.341**	.147**	.461**	.188**	.256**	.227**	.290**	-.268**	1

Source: Own Survey Result, 2026

4.3. Inferential analysis

Sancheti and Kapoor (2007, as quoted in Garg and Goyal, 2018) define inferential statistics as those techniques that assist in making conclusions about the features of the population based on a sample. Additionally, based on their intended use, these tests can be categorized into three main groups: assessing differences, looking at relationships, and making predictions (Allua & Thompson, 2009). The second category of inferential statistics was utilized because the study established a relationship between the dependent and independent variables, which are the influence of parents and/or peers on the purchase decision, respectively, of AAU students.

4.3.1. Normality assumption

According to Paramasivam et al. (2024), distribution in statistics describes how data points associated with a specific variable are dispersed or scattered among various values or ranges and how frequently they occur. Furthermore, a family of distributions with continuous probability is included in the normal distribution, often known as the Gaussian distribution or the bell-curved distribution. Although they all have the same overall shape, they vary in their scale parameters (the SD) and location (the M or average) (Ahsanullah et al, 2014, as referenced in Hatem et al., 2022).

Normality testing, according to Paramasivam et al. (2024), is a statistical technique used to determine whether a given sample of data comes from a population with a normal distribution. The kind of summary statistics that should be used to characterize a research variable depends on whether or not it is regularly distributed. Additionally, a number of descriptive measures have been proposed for use in tests for normality, including moments, cumulants, coefficients of skewness and kurtosis, mean deviation, sample range, etc., and empirical distribution function (Das & Imon, 2016). Coefficients of skewness and kurtosis are utilized to verify normality for the study that follows.

Table 4.3.1. Normality of Distribution Using Descriptive Statistics (Skewness and Kurtosis)

Descriptive Statistics					
Variables	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Parental Expert Power	383	-1.114	.125	.345	.249
Parental Referent Power	383	1.751	.125	2.685	.249
Parental Legitimate Power	383	-.394	.125	-.131	.249

Parental Coercive Power	383	.338	.125	-.702	.249
Parental Reward Power	383	.039	.125	1.265	.249
Peer Expert Power	383	.127	.125	-1.230	.249
Peer Referent Power	383	-.255	.125	-.434	.249
Peer Legitimate Power	383	-.068	.125	.165	.249
Peer Coercive Power	383	-.549	.125	-.598	.249
Peer Reward Power	383	1.477	.125	2.884	.249
Parental/Peer influence on decision to buy an e-gadgets	383	-.438	.125	-.140	.249

Source: Own Survey Result, 2026

The absolute skewness and absolute kurtosis values will be between -2 and 2 and -7 and 7, respectively, if the sample size is larger than 300 (Shapiro et al., 1968, as referenced in Adhikari, 2022). The skewness and kurtosis z-values showed that the data for the dependent variable (Parental and/or Peer influence on the student's decision to buy an e-gadget products) and the independent variables (Parental and/or Peer Expert Power, Referent Power, Legitimate Power, Coercive Power, and Reward Power) were generally normally distributed for some parent and peer social power, with a skewness of -.438 (SE =.125) and a z-value of -3.504, and the kurtosis data for the dependent variable (Parental and/or Peer influence on the student's decision to buy an e-gadget). Similarly, Skewness of -1.114 (SE = .125) and Skewness z-value -8.912, and Kurtosis of .345 (SE = .249) and Kurtosis z-value 1.385542, Skewness of 1.751 (SE = .125) and Skewness z-value 14.008, and Kurtosis of 2.685 (SE = .249) and Kurtosis z-value 10.78313, Skewness of -.394 (SE = .125) and Skewness z-value -3.152, and Kurtosis of -.131 (SE = .249) and Kurtosis z-value -0.5261, Skewness of -.338 (SE = .125) and Skewness z-value 2.704, and Kurtosis of -.702 (SE = .249) and Kurtosis z-value 2.81928, and Skewness of .039 (SE = .125) and Skewness z-value .312, and Kurtosis of 1.265 (SE = .249) and Kurtosis z-value 5.080321, for the independent variables of Expert, Referent, Legitimate, Coercive, and Reward parental power, respectively. Furthermore, for the independent variable of peer power of expert, referent, legitimate, coercive, and reward, Skewness was .127 (SE = .125) and the Skewness z-value was 1.016. Kurtosis was 4.93976 (SE = .249) and the Kurtosis z-value was 1.09, Skewness was -.255 (SE = .125) and the Skewness z-value was -2.04. Kurtosis was -.434 (SE = .249) and the Kurtosis z-value was 1.74297, Skewness was -.068 (SE = .125) and the Skewness z-value was -0.544. Kurtosis was .165 (SE =

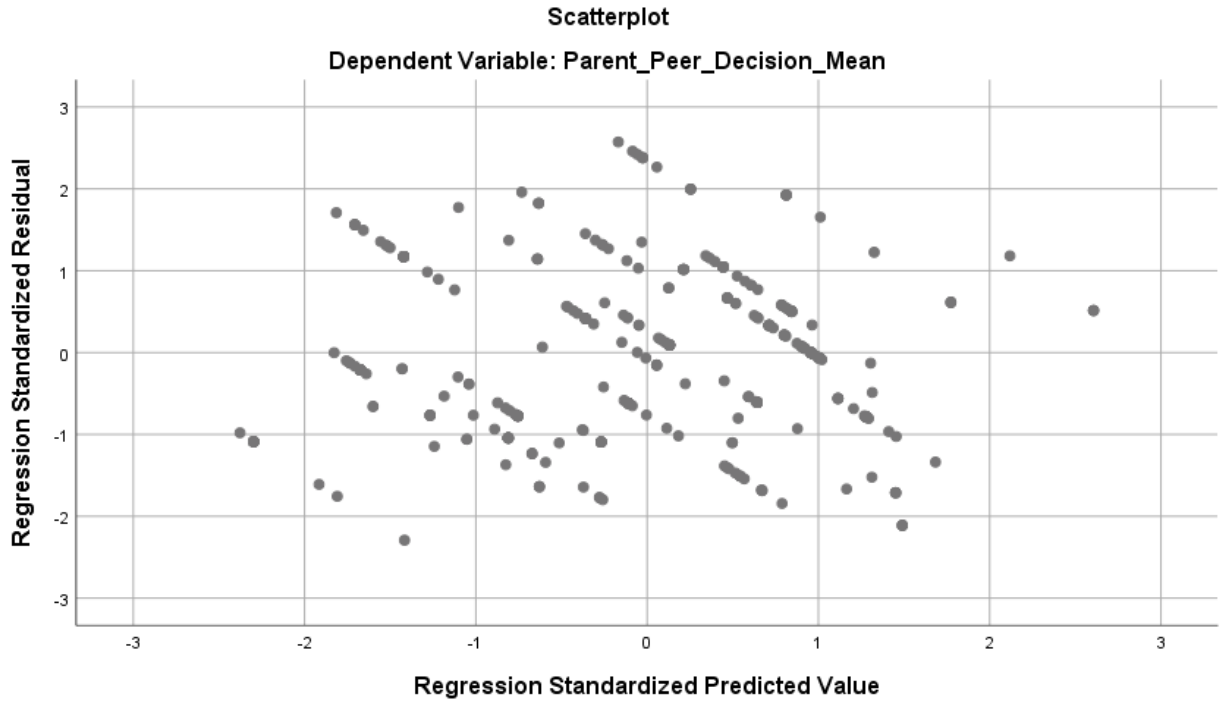
.249) and the Kurtosis z-value was 0.662651, Skewness was -.549 (SE = .125) and the Skewness z-value was -4.392. Kurtosis was -.598 (SE = .249) and the Kurtosis z-value was -2.40161 and Skewness was 1.477 (SE = .125) and the Skewness z-value was 11.816. Kurtosis was 2.884 (SE = .249) and the Kurtosis z-value was 11.58233, in that order.

The data described in the preceding paragraph shows that some variable Skewness and Kurtosis z-value are not found in the stated range these shows that they are not normally distributed, however according to the central limit theorem, according to Turney (2022), asserts that if we take sufficiently large samples from a population, the samples' means will be normally distributed, even if the population isn't normally distributed.

4.3.2. Homoscedasticity Test

Homoscedasticity is a statistical condition indicating that the variability of errors or residuals in a regression model is uniform across all levels of an independent variable (Kenton, 2026).

Figure 4.3.2.: Scatter Plot of Buying Decision Making (Dependent Variable)



Source: Own Survey Result, 2026

The distribution of the residual values is therefore displayed in Figure 4.3.2. above. The study data for this study is in the homoscedasticity condition since they are dispersed uniformly and no clusters are formed. Consequently, the evidence does not contradict the homoscedasticity assumption. Therefore, depending on the independent factors, we may predict work satisfaction using multiple linear regression analysis.

4.3.3. Collinearity Test

In multiple regression analysis, linear connections among the independent variables are referred to as "multicollinearity" (Adhikari, 2022). Additionally, this condition may impair the statistical power of the model, inflate SEs, and distort regression coefficient estimation (Naufal et al., 2025). Tolerance, variance inflation factor (VIF), condition index, and correlation analysis are some of the ways to assess multicollinearity (Adhikari, 2022). Furthermore, a significant multicollinearity issue is typically indicated by a VIF value greater than 10 or a tolerance value less than 0.1 (Naufal et al., 2025). Both variance inflation and tolerance factors were utilized for these studies, and the results are displayed in the table below.

Table 4.3.3. Collinearity Statistics

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Parental Expert Power	.573	1.744
	Parental Referent Power	.615	1.625
	Parental Legitimate Power	.638	1.568
	Parental Coercive Power	.818	1.222
	Parental Reward Power	.680	1.471
	Peer Expert Power	.570	1.755
	Peer Referent Power	.557	1.795
	Peer Legitimate Power	.907	1.102
	Peer Coercive Power	.719	1.391
	Peer Reward Power	.598	1.672
a. Dependent Variable: Parental/Peer influence on decision to buy an e-gadgets			

Source: Own Survey Result, 2026

Table 4.3.3. Demonstrates that there is no multicollinearity issue since the tolerance and VIF values of the dependent and independent variables in the dataset of this study do not deviate from the assumption.

4.3.4. Independency Test

According to the independence assumption, the model's error terms shouldn't be connected to one another. Put differently, there should be zero covariance between the error terms (Maitra, 2023). Additionally, the Durbin-Watson test is used to identify autocorrelation in regression residuals (Bobbitt, 2024). Additionally, Durbin-Watson statistic values between 1.5 and 2.5 are usually regarded as normal (Kenton, 2025). According to Kenton (2025), the autocorrelation for these studies is typical; the Durbin-Watson statistic value is 2.321, which falls within the designated ranges.

4.3.5. Linearity Test

A basic premise of regression analysis is linearity, which states that the connection between independent and dependent variables should follow a straight-line equation (Naufal et al., 2025). The reason this assumption is the most crucial is that if it is false, your model is invalid because you have represented it wrong, even if all other assumptions are met (Chatterjee & Hadi, 2012b; Field, 2009, as mentioned in Adhikari, 2022).

There are numerous ways to verify linearity, including scatter plots, correlation, histograms, normal Q-Q plots, and box plots, according to Adhikari (2022). The scatter plot method was used to verify the data in this investigation. An examination of the plot in Figure 4.3.2. reveals that the residuals are randomly dispersed around the horizontal zero line without any discernable non-linear patterns, such as a U-shape or a parabolic curve. Therefore, the relationship between the independent variables (Parental and/or Peer Power bases) and the dependent variable (Decision to buy e-gadgets) satisfies the linearity assumption.

4.4. Regression Analysis

A statistical method for examining relationships between variables is regression analysis (Sykes, 1993). Regression models, which measure the degree and direction of the correlations between the

variables, can also be used to better understand how changes in the independent factors affect the dependent variable (Latha et al., 2024). It is among the most used instruments for conducting market research. According to Sarstedt and Mooi (2014), in marketing applications, the dependent variable is typically the outcome that matters to us, like sales, and the independent variables are the tools we use to accomplish those goals, such price or advertising. However, choosing the right regression model for our data is a crucial step that greatly affects our analytical process' accuracy and interpretability (Latha et al., 2024). Consequently, a linear regression model is chosen for the study that follows, however a multiple linear regression analysis is carried out because the research's includes ten independent variables, which is greater than one.

4.4.1. Multiple Linear Regression Analysis

In order to evaluate the impact of each additional item, "multiple regression" is a technique that permits them to contribute to the model uniquely. It is useful for measuring how different concurrent factors affect a single dependent variable (Sykes, 1993). As previously stated, multiple linear regressions were employed in this study to determine the explanatory power of the independent variables (Parental and Peer power of Expert, Referent, Legitimate, Coercive, and Reward) in order to identify the relationship and the most important factors influencing the decision to purchase an e-gadgets device. A 95% confidence interval and a significance level of 0.05(5%) were established. The direct influence of peer and/or parental social power on AAU students' decisions to purchase e-gadgets was investigated using multiple regression analysis. The summary of the regression analysis model is displayed in Table 4.4.1.

Table 4.4.1.1. Model Summary for parents and peers' influence on AAU student's buying decisions making

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.810[a]	.657	.648	.41321	.657	71.187	10	372	.000	2.321

a. Predictors: (Constant), Parent and Peer social power of Expert, Referent, Legitimate, Coercive, and Reward

b. Dependent Variable: AAU student's buying decisions making on e-gadgets products

Source: Own Survey Result, 2026

The above Model Summary table shows how well the independent variables (Expert, Referent, Legitimate, Coercive, and Reward social power of parent and/or peer) explain the variation in the Dependent Variable (AAU student's BDM on e-gadgets products).

R (.810): This is the Multiple Correlation Coefficient. A value of .810 indicates a strong positive relationship between the combined social power (parent and peer) predictors and the BDM of e-gadgets products outcome.

R Square (.657): This is the most important "goodness of fit" measure. It means that 65.7% of the variance in the student buying decision of an e-gadgets products can be explained by these five social power types of parents and peer. This is generally considered a high/strong effect in social sciences.

Adjusted R Square (.648): This is a more realistic version of R Square that accounts for the number of predictors. At 64.8%, it shows that our model is stable and not overfitted.

Sig. F Change (.000): Since this value is less than .05, the model is statistically significant. This means the predictors effectively predict the outcome better than a model with no predictors at all.

Durbin-Watson (2.321): This tests for autocorrelation (independence of errors). A value near 2.0 is ideal. Our result is 2.321 is within the acceptable range (1.5 to 2.5), suggesting that study data points are independent and the model is valid.

The model explains 64.8% of the variance in buying decisions, demonstrating its great effectiveness (F = 71.187, P < .001). The results offer a very high degree of confidence in the study's conclusions, with a significant correlation (R =.810) and legitimate independence (D – W = 2.321).

Table 4.4.1.2. ANOVA result

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	121.547	10	12.155	71.187	.000[b]
	Residual	63.517	372	.171		
	Total	185.064	382			

a. Dependent Variable: AAU student's buying decisions making on e-gadgets products

b. Predictors: (Constant), Parent and Peer social power of Expert, Referent, Legitimate, Coercive, and Reward

Source: Own Survey Result, 2026

The study regression model's statistical significance is confirmed by the ANOVA table, indicating that the predictors—the five social power of parents and peers—predict AAU students' decisions to purchase e-gadgets far more accurately than merely estimating the average.

Regression Sum of Squares (121.547): This is the degree of variation in AAU students' e-gadget purchasing decisions that our model effectively explains.

Residual Sum of Squares (63.517): This is the "error"—the variation that our model is unable to account for. Our model is working nicely because the Regression value is significantly higher than the Residual value.

F (71.187): This is the ratio of explained variance to unexplained variance. A high F-value indicates that our independent variables have a strong combined effect.

Sig. (.000): This is the p-value. Since it is less than .05 (and even less than .001), there is a 0.00% chance that these results happened by accident.

The model is extremely significant, according to the ANOVA results ($F = 71.187$, $P < .001$). This demonstrates that AAU students' decisions making to purchase e-gadget products are reliably and powerfully predicted by the combined influence of parental and peer social power.

The Regression Coefficient

Assessing the independent variable that most influences the dependent variable's purchasing decisions is the aim of this study. The degree to which each predictor (independent variable) influences the criteria (dependent variable) can therefore be evaluated using standardized beta coefficients. The regression coefficient explains how an average change in the dependent variable

is caused by a unit change in the independent variable. An independent variable is more likely to be a significant predictor of the dependent variable if its beta coefficient is larger.

Table 4.4.1.3. Regression coefficient

Coefficients[a]						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	.401	.156		2.569	.011
	Parental Expert Power	.014	.027	.020	.498	.619
	Parental Referent Power	.059	.025	.092	2.365	.019
	Parental Legitimate Power	.385	.031	.472	12.399	.000
	Parental Coercive Power	-.022	.027	-.028	-.830	.407
	Parental Reward Power	.673	.042	.584	15.853	.000
	Peer Expert Power	.089	.024	.151	3.761	.000
	Peer Referent Power	.079	.027	.117	2.885	.004
	Peer Legitimate Power	.069	.022	.098	3.079	.002
	Peer Coercive Power	.021	.025	.031	.862	.389
	Peer Reward Power	-.440	.030	-.574	-14.612	.000
a. Dependent Variable: Decision to buy an e-gadgets products by AAU students						

Source: Own Survey Result, 2026

The multiple regression analysis indicates a strong and statistically significant model fit (R = .810, p < .001), with the combined social power variables explaining 64.8% of the variance in AAU students' e-gadget buying decisions (Adjusted R = .810, p < .001). Parental Reward Power (β = .584, t =15.85, p <.001) and Parental Legitimate Power (β = .472, t =12.40, p <.001) emerged as the most dominant positive predictors, suggesting that parental incentives and authoritative respect are the primary drivers of these purchases. Additionally, Parental Referent Power (β =.092, t =2.365, p <.019) is a substantial but less dominant positive predictor.

Conversely, Peer Reward Power (β = -.574, t = -14.612, p < .001) acted as a significant negative predictor, indicating that as students feel more pressure to gain social rewards from peers, their actual intent to buy decreases. While Peer Expert Power (β = .151, t =3.761, p < .001), Peer Referent Power (β = .117, t = 2.885, p < .004), and Peer Legitimate Power (β = .098, t =3.079, p

< .002) all significantly affect AAU students' decisions to purchase e-gadgets, but their positive predictors are less prominent.

Parental expert power and parental coercive power were statistically insignificant (β =.020, t =.498, p <.619) and (β =-.028, t =-.830, p <.407), respectively. Peer coercive power was also statistically insignificant (β =.031, t =.862, p <.389), proving that peer rewards, parental technical expertise, and threats do not consistently influence student purchasing behavior.

In summary, the decision to purchase e-gadgets among AAU students is primarily driven by a combination of parental authority and peer-based technical information. The dominance of Parental Reward and Legitimate Power confirms that financial support and family roles remain the most influential factors in high-value consumer choices. While students actively seek Peer Expert Power for functional advice, they demonstrate a notable resistance to Peer Reward Power, suggesting that social conformity or "fitting in" is a deterrent rather than a motivator. Ultimately, these findings indicate that while parents hold the "veto power" through financial and moral approval, students prioritize functional expertise over social status when finalizing their purchasing decisions.

Based on the study data Coefficients table, the regression model (equation) is constructed using the Unstandardized Coefficients (B). This formula allows to predict the buying decision score based on the values of the ten (10) predictors.

The Regression Equation

Y (Buying Decision) = 0.401 + (0.014 × PAEP) + (0.059 × PARP) + (0.385 × PALP) - (0.022 × PACP) + (0.673 × PARWP) + (0.089 × PEEP) + (0.079 × PERP) + (0.069 × PELP) + (0.021 × PECP) - (0.440 × PERwP)

Key for the Equation Variables:

Constant: 0.401
PAEP: Parental Expert Power
PARP: Parental Referent Power
PALP: Parental Legitimate Power

PACP: Parental Coercive Power

PARWP: Parental Reward Power

PEEP: Peer Expert Power

PERP: Peer Referent Power

PELP: Peer Legitimate Power

PECP: Peer Coercive Power

PERWP: Peer Reward Power

Condensed Model (Significant Predictors Only)

Since several variables were not statistically significant ($p > .05$), researchers often present a "Reduced Model" featuring only the drivers that actually matter:

Y = 0.401 + 0.673 PARWP + 0.385 PALP - 0.440 PERWP + 0.089 PEEP + 0.079 PERP + 0.069 PELP + 0.059 PARP

Table 4.4.1.4. Hypothesis Testing Result

Hypothesis	**Path (Relationship**	**Beta(β)**	**P-value**	**Decision**
H1a	Parent Expert Power → Buying Decision	.020	.619	Not Supported
H1b	Peer Expert Power → Buying Decision	.151	.000	Supported
H2a	Parent Referent Power → Buying Decision	.092	.019	Supported
H2b	Peer Referent Power → Buying Decision	.117	.004	Supported
H3a	Parent Legitimate Power → Buying Decision	.472	.000	Supported
H3b	Peer Legitimate Power → Buying Decision	.098	.002	Supported
H4a	Parent Coercive Power → Buying Decision	-.028	.407	Not Supported
H4b	Peer Coercive Power → Buying Decision	.031	.389	Not Supported
H5a	Parent Reward Power → Buying Decision	.584	.000	Supported
H5b	Peer Reward Power → Buying Decision	-.574	.000	Supported

Source: Own Survey Result, 2026

4.5. Discussion of the Result

The study's regression model yields an R-square value of.657, meaning that peer and parental social power bases account for about 65.7% of the variance in AAU students' decisions to buy e-gadgets. This conclusion deviates somewhat from the findings of Almeshal and Almawash (2023), who found that Saudi female consumers had a much higher R-square of.853. The Saudi study's greater explanatory power indicates a greater cultural dependence on social systems for making decisions. The results at AAU, on the other hand, suggest that although social power is a significant determinant, non-social factors like product price, personal utility, or brand loyalty probably have an impact on a significant portion of the decision (34.3%), indicating a more varied decision-making process among AAU students.

Parental rewards are a major driver for purchasing, according to both research. While Almeshal and Almawash (2023) also discovered a significant positive connection (β =.075, p <.032), this was the greatest predictor in our analysis (β =.584, p <.001). This implies that parental financial or verbal incentives are crucial for young consumers, regardless of cultural background.

Legitimate and Referent Power is a major point of contrast. The results demonstrate that AAU students respect parental authority and identity, as evidenced by their substantial positive association with parental legitimacy (β =.472, p <.001) and referent power (β =.092, p <.019). The Saudi study, however, discovered substantial negative relationships for both (referent β = -0.098, p <.001; legitimate β = -.095, p <.008). This suggests that Saudi students may view parental authority as a pressure they want to reject in their purchasing decisions, whereas AAU students follow their parents' example.

Expert and Coercive Power in both studies found these to be statistically insignificant predictors for parents. This suggests a universal "generation gap" where students do not look to their parents for technical e-gadget expertise and are not influenced by threats or punishment.

Peer expert power was found to have statistically significant positive relationships in both studies (AAU: β =.151, p <.001; Saudi: β =.059, p <.034). This demonstrates that the main "information hubs" for students at AAU and Saudi Arabia female’s consumers are their tech-savvy peers.

Legitimate and Referent Power is a major point of contrast. The findings demonstrate that AAU students had a substantial positive relationship with peer legitimacy (β =.098, p <.002) and referent power (β =.117, p <.004), in contrast to the study by Almeshal and Almawash (2023). The Saudi study discovered substantial positive relationships with peer legitimate power (β = 0.087, p <.021), whereas peer referent power is statistically negligible (p <.988). Suggesting that AAU students prioritize social identification and provide their peers a "socially accepted right" to make their own purchases, in contrast to Saudi female customers.

Reward Power: According to the study's findings, peer reward power has a substantial negative correlation (β = -.574, p <.001), which suggests that AAU students may deliberately steer clear of purchases they believe are solely made to "gain status" with peers. On the other hand, the Saudi study discovered a positive correlation (β = .091, p < .040) in which peer approval serves as a purchasing stimulus.

Coercive Power: the Saudi study discovered a significant negative connection (β = -.125, p < .014), however the study's results showed no significant effect for peer coercion (p <.389). This implies that, in comparison to AAU students, Saudi female consumers are more aware of and discouraged by the possibility of social rejection from their peers.

In accordance with the study's findings, AAU students follow their parents' advice and get financial assistance, but they make their own decisions based more on peer information than social standing. The Saudi study, on the other hand, depicts a consumer who is more firmly ingrained in a social matrix, seeking praise from their peers while frequently feeling the need to disassociate themselves from direct parental authority.

CHAPTER FIVE

5. SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

In this study, the researcher investigated the influence of peers and/or parents' on CBDM of e–gadgets. This chapter presents the study's key findings, conclusions, recommendations, limitations, and ideas for additional research. Consequently, the study's results, including a brief summary, and the conclusion drawn from them were covered in the first part of this chapter. Lastly, the recommendations based on the findings and the limitation and direction of future study are presented in the following portion of this chapter.

5.1. Summary of Major Findings

Demographic Characteristics

- Gender: With an insignificant majority of female students (51.2%) compared to male students (48.8%), the sample is about equal.
- Age Distribution: A prevalent undergraduate age group is shown by the fact that the great majority of respondents (70.2%) are in the 20–22 age range.
- Years at the university level: Students in their second year (35.5%) and third year (33.9%), who together account for approximately 70% of the sample, lead the distribution..

Socio-Economic Background:

- Occupational Type: The private sector employs more over half of the students' families (55.1%), with government jobs coming in second (34.2%).
- Income Level: The fact that more than half of the respondents (53.3%) came from households earning more than 25,001 Birr per month indicates that the student population buying e-gadgets has a comparatively high economic position.

Descriptive Influences of Social Power Bases

- High Influence: Parental Expert Power had the highest mean score (3.64), suggesting that students consider their parents' expertise and knowledge to be the most important consideration when making decisions about the buying of e-gadgets products.

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- Moderate Influence: A number of variables that are (means ranging from 2.68 to 3.31) demonstrated a moderate degree of influence. Notably, peer referent power (3.20) and parental legitimate power (3.08) were the two main factors influencing students' total decision-making, which was moderately influenced (3.31).
- Low Influencers: Peer Reward Power (2.07), Parental Coercive Power (2.26), and Parental Referent Power (1.80) had the lowest means. This implies that when it comes to making decisions about purchasing e-gadget products, students are least influenced by the desire to "be like" their parents or by social rewards and threats.
- Consistency: Parental Reward Power had the highest level of agreement among responses (SD =.60), although the majority of variables had Standard Deviations around 1.0, showing a reasonably uniform distribution of attitudes among AAU students.

Relationships between Social Power Bases and the Decision to Purchase Electronic Devices

Positive Correlation:

- Parental Reward Power has the strongest positive correlation (r = .461**) and is the most significant predictor in the model (β =.584). This indicates that when students expect rewards from parents, they are much more likely to make a purchase.
- Parental Legitimate (r = .314**) and Parental Expert Power (r = .336**) also show moderate positive relationships with the decision to buy.
- Peer Coercive Power showed a surprisingly positive correlation (r = .290**), suggesting that the fear of being "left out" by peers relates to the decision, though it was not a significant independent predictor in the regression.

Negative Correlations:

- Peer Reward Power has a substantial negative regression coefficient (β = -.574) and a significant negative correlation (r = -.268**). This implies that the real decision to purchase an electronic device declines as peer-based social rewards rise.

- Parental Referent Power (r = -.215**) likewise demonstrates a negative association, suggesting that authority and rewards are more powerful motivators for device purchases than merely attempting to "be like" parents.

Most Influential Social Power Bases

- Model Performance: The regression model explains 65.7% of the variance in purchasing decisions (R^2 =.657) and is highly significant (F (10,372) = 71.187, p <.001).
- The strongest positive predictors are Parental Legitimate Power (β =.472, p <.001) and Parental Reward Power (β =.584, p <.001). Peer Reward Power (β = -.574, p <.001) had a substantial negative influence, indicating that peer pressure through rewards/sanctions may actually discourage certain students from making decision on purchasing e-gadgets.
- Peer Expert Power (β =.157), Peer Referent Power (β =.117), Peer Legitimate Power (β =.098), and Parental Referent Power (β =.092) are additional significant predictors that significantly raise the probability of making decision of a purchase (p <.05).
- The DMP is not significantly impacted by Parental Expert Power, Parental Coercive Power, or Peer Coercive Power (p >.05).

5.2. Conclusions

The purpose of this study was to establish which social power bases of parents and/or peers significantly influence AAU students' decisions making to purchase e-gadget products. The following conclusions are drawn from the multiple regression analysis's results:

Parental Reward Power (β =.584, p <.001) and Parental Legitimate Power (β =.472, p <.001) have the greatest influence on the making of e-gadget purchasing decision. This suggests that parents' financial incentives and their acknowledged authority as the ultimate "green light" for expensive technology purchases are the main sources of support for students.

When it comes to the decision to buy electronic devices, parental referent power is a weak and inconsistent element. Despite having the lowest mean score (Mean=1.80) of all the variables, it technically demonstrated a statistically significant association in the regression model (β =.092, p <.019), suggesting that children do not intentionally seek to imitate their parents' technological lifestyles.

Furthermore, the negative correlation (r=-.215) points to a "generation gap" in the adoption of technology, with students moving away from parental models in an effort to establish their own digital identities. In the end, students do not see their parents as role models for contemporary e-gadget buying, even though they respect their parents' authority (Legitimate Power) and financial support (Reward Power).

Peer Reward Power (β = -.574, p <.001) is a strong barrier to action, whereas peer technical expertise (Peer Expert Power, β =.151, p <.001) positively influences decisions making. This implies that although students rely on their friends for knowledge and technical support, they may actively oppose buying technology if they believe it is only to "fit in" or win social acceptance. In the student setting, this reflects a preference for personal utility over social conformity.

Peer Referent Power significantly influences consumers' decisions to purchase electronic devices (β =.117, p <.004). It is evident from the moderate descriptive mean of 3.20 that students consider their peers to be lifestyle models. In contrast to the "generation gap" observed with parents, students knowingly try to match their e-gadget purchases with those of their social circle in order to preserve a sense of shared identity and belonging.

The study indicates a substantial although rather weak relationship on Peer Legitimate Power (β =.098, p <.002). Although the descriptive mean (2.81) indicates that students do give their classmates some authority when it comes to defining norms, this influence is far weaker than Parental Legitimate Power (β =.472). Students still value formal parental authority and financial approval over the "social mandates" of their friends, even though they respect the collective "rules" or tendencies of their peer group.

The regression indicates that the expertise gap in Parents does not actually influence the final purchasing decision (p=.619), despite the descriptive data showing that students perceive Parental Expert Power as high (Mean = 3.64). This implies that although students value their parents' expertise, such expertise by itself does not lead to a purchase—possibly because the parent's financial "Reward" or "Legitimate" approval takes precedence over technical requirements.

Peer (p=.389) and parental (p=.407) coercive power were not significant. This leads to the conclusion that, when it comes to technological adoption, threat-based influence is useless.

Students don't buy e-gadgets out of fear of punishment or social rejection; instead, they are motivated by perceived necessity or positive incentives rather than coercion.

5.3. Recommendations

The researcher forwards the following recommendations based on the research findings and the conclusions drawn in the previous sections. Based on these findings, the following actions are recommended for marketers, retailers, parents, students, and researchers:

1. Parents as Key Decision-Makers

Advertising approaches should target parents as well as pupils, since the best determinants are Parental Reward and Legitimate Powers.

- Action: Retailers should to provide "Student-Parent Discounts" or “Digital Device Bundles" in which the parent is encouraged (Reward Power) to approve the purchase.

2. Use Peer Experts Instead of Just Influencers

Students choose content over status because peer expert power is important and peer reward power is detrimental.

- Action: Instead of using general stylishness/style influencers, use niche experts who are well-known for their technical reviews and specifications. Lifestyle-based advertising will not be as successful as showcasing technical specifications and performance evaluations.

3. Present E-Gadgets as Essential for Education

High Parental Legitimate Power implies that when parents believe a purchase is their duty or the right thing for their child's success, they should authorize it.

- Action: Marketing advertisements should emphasize the usefulness and educational worth of the e-gadgets in order to appeal to parents' rightful control over their kids' educational resources.

4. Avoid High-Pressure or Trendy Sales Tactics

Peer Reward Power's negative coefficient indicates a pushback against following trends.

- Action: Avoid clear of advertising with slogans like "Everyone has one" or "Don't be left behind." To prevent students from reacting negatively to social-conformity rewards, instead emphasize individual benefits, originality, and value for money.

5. Consult Authority, Not Just Trends

The student's final decision usually involves a matter of obtaining formal permission rather than simply following peers because Parental Legitimate Power is a significant impact.

- Action: To make sure the purchase is viewed as an essential tool rather than a luxury desire, be open and honest with parents about the "educational relevance" of a device early on.

6. Establish Clear Guidelines for Legitimacy E-Gadgets

Students consider their parents as the final authority on what constitutes a "reasonable" or "necessary" purchase because Parental Legitimate Power is a significant driver.

Action: Establish clear "house rules" or family standards about which e-gadgets are necessary for university life and which are just for entertainment.

7. Bridge the "Expertise Gap" through Collaboration

Students do not currently regard their parents' technical expertise when making decisions because Parental Expert Power was not significant.

- Action: Rather than approving without question, parents should work with the student to investigate technical details in order to change their role from "source of funds" to "knowledgeable advisor."

8. Respect Individual Student Identity

Students don't want to just "copy" their parents' e-gadgets practices because Parental Referent Power had the lowest descriptive mean (1.80).

- ❖ Action: As long as the device satisfies the predetermined functional and financial standards, give students the freedom to select particular brands or models that complement their peer culture and belief in themselves.

9. Expand Research Scope

- ❖ Action: Future research should incorporate moderating variables such as the student's family income level and/or field of study (e.g., Technology vs. Social Sciences) to see if these power bases shift depending on technical background.

5.4. Limitations and Suggestions for Future Research

The study was limited to AAU undergraduate students, and the results largely represent the socioeconomic and cultural dynamics of a large urban public university in Ethiopia. As a result, the findings might not apply to students at regional institutions, private universities, or vocational schools where peer and/or parental influence patterns might vary because of different social structures or degrees of financial independence.

The study considered all electronic devices (such as smart phone, smart watch, smart earphone, Laptop, and Tablet) as a single category of "e-gadgets," failing to distinguish between luxury lifestyle items and educational necessity. Therefore, depending on whether a student is buying a necessary tool for their degree or a recreational accessory, social power bases—more especially, expert and legitimate power—probably change considerably.

Peer Reward Power yielded a significant negative influence, future research should utilize qualitative methods, such as interviews or focus groups, to explore this social reactance. This would help determine if AAU students actively resist peer-driven social incentives to maintain a sense of independent identity or if such rewards are perceived as insincere in their specific cultural context.

Future studies should include qualitative techniques, such as focus groups or interviews, to investigate this resistance, as peer reward power was found to have a substantial detrimental impact. This would make it easier to figure out if AAU students intentionally oppose peer-driven social incentives in order to preserve their feeling of self-reliance or whether such rewards are seen as fake in their particular cultural setting.

The predominance of Parental Reward Power may be a result of strong financial capacity, as over 53% of the respondents come from high-income families (over 25,001 Birr). Future research should compare various income levels to determine whether Peer Expert Power takes over as the main motivator when parental financial rewards are harder to obtain.

6. Appendices

Research Instrument

Addis Ababa University

College of Commerce

Department Of Marketing Management

Questions to be filled by Addis Ababa University Students'

Objectives of the questionnaire:-

This questionnaire is prepared by a student researcher, prospective graduating candidate in the field of Marketing Management Master's degree program student of Addis Ababa University College of commerce for partial fulfillment of a senior essay. This questionnaire is senior paper to assess "Peers and Parents' Influence on Consumers' Buying Decisions Making: The Case of Addis Ababa University Student's"

.**Dear respondents**

You are requested to fill this questionnaire honestly with due care because the correctness of the answer is important to have better outcome of the research. All information that you provide to this study will be kept strictly confidential and may be used only for the purpose of research. By completing the survey, you indicate that you voluntarily participate in this research.

Thank you in advance for your sincere cooperation.

General instructions:-

- Writing your name is not necessary
- Put [√] in the boxes accompanied by various choices, to mark your answers.

Part I. General characteristics of the respondents'

1. Sex Male ☐ Female ☐

2. Age

A. 17-19 year's ☐ C. 23-25 year's ☐

B. 20-22 year's ☐ D. Above 25 year's ☐

3. Educational status

A. Second Year AAU Student ☐ B. Third Year AAU Student ☐

C. Fourth Year AAU Student ☐ D. Above fourth Year AAU Student ☐

4. Family Occupational type

A. Governmental ☐ C. Private ☐

B. Non-Governmental ☐ D. Other (Please specify) ☐

5. Family Income level (Your Father, Mother, or Both)

A. Less than Birr 10,000 ☐ C. Birr 20,001-25,000 ☐

B. Birr 10,001- 20,000 ☐ D. Greater than Birr 25,001 ☐

PART II: Questions Concerning Parents' Social Power Base

To determine your level of agreement or disagreement with the following statements, consider instances in which you and your parents would shop for Electronic (E) gadget for yourself, such as smartphones, smart watches, smart earphones, laptops, and tablets.

1= strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= `strongly agree

No	***Parental Expert Power***	1	2	3	4	5
1	My parents know more about e-gadgets products than other people do.					
2	My parents are experts about e-gadgets products.					
3	My parents have a lot of experience with e-gadgets products.					
4	My parents know best about purchasing e-gadgets products.					
	Parental Referent Power					
1	My parents can make me feel valued when I buy e-gadgets products they like.					
2	My parents can make me feel approved when I buy e-gadgets products they like.					
3	My parents can make me feel more personally accepted when I buy e-gadgets products they like.					
4	My parents can provide me with special benefits if I buy the e-gadgets products they like.					
	Parental Legitimate Power					

1	My parents should be involved in what e-gadgets products I buy.					
2	My parents have the right to expect that I follow their advice on what e-gadgets products to buy.					
3	I should accept my parents' recommendations on what e-gadgets products to buy.					
4	I should listen to my parents when they tell me what they want me to buy.					
	Parental Coercive					
1	My parents may make things difficult if I don't buy e-gadgets products they like.					
2	If I buy an e-gadgets product that my parents don't like, they are more likely to be mean to me.					
3	If I don't buy e-gadgets what my parents suggest, they might punish me.					
4	I bought this e-gadgets products so that my parents don't make things unpleasant for me.					
5	My parents can make being around them distasteful if I don't buy the e-gadgets products they like.					
	Parental Reward Power					
1	My parents can provide me with special benefits if I buy the e-gadgets product they like.					
2	I get things I want (e.g., privileges, allowance, money) if I listen to my parents' advice about shopping.					
3	My parents offer me rewards when I do what they ask regarding e-gadgets products I want					
4	My parents make things easier for me (give me privileges) when I shop where they want me to.					
5	My parents will reward me if I take their recommendations on which e-gadgets products to buy.					

PART III: Questions Concerning Peers' Social Power Base

To determine your level of agreement or disagreement with the following statements, consider instances in which you and your peers would shop for Electronic (E) gadgets for yourself, such as smartphones, smart watches, smart earphones, laptops, and tablets.

1= strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= `strongly agree

No	***Peer Expert Power***	1	2	3	4	5
1	My friends have a lot of experience with this e-gadgets products.					
2	My friends know best about purchasing of e-gadgets products.					

3	My friends are experts about e-gadgets products.					
4	My friends know more about e-gadgets products than other people do.					
Peer Referent Power						
1	My friends can make me feel valued when I buy e-gadgets products they like.					
2	My friends can make me feel approved when I buy e-gadgets products they like.					
3	My friends can make me feel more personally accepted when I buy e-gadgets products they like.					
Peer Legitimate Power						
1	My friends have the right to influence my purchases of e-gadgets products.					
2	I should accept my friends' recommendations on what e-gadgets products to buy.					
3	I should listen to my friends when they tell me what they want me to buy.					
Peer Coercive Power						
1	My friends may not let me do fun things if I don't buy e-gadgets products they like.					
2	My friends can make being around them distasteful if I don't buy e-gadgets products they like.					
3	I bought e-gadgets products so that my friends would be less likely to do things that might upset me.					
4	If I buy an e-gadgets product that my friends don't like, they are more likely to be mean to me.					
Peer Reward Power						
1	If I buy an e-gadgets product that my friends like, they are more likely to be nicer to me.					
2	In this situation, I was depending on my friends' willingness to provide me with good things later.					
3	The reason I bought this e-gadgets products is that my friends might provide me with something nice in return.					
4	When I bought this e-gadgets product, I thought that my friends might do something for me in return.					

PART IV: Statements about how your peers and parents influence your decision to buy an e-gadgets

Think about the situations in which you choose to buy e-gadgets, such as laptops, tablets, smartphones, smart watches, and smart earphones before responding to the following questions about how much you agree or disagree with the statements.

1= strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= `strongly agree

No	*Parental/Peer influence on your decision to buy an e-gadgets*	1	2	3	4	5
1	I valued the opinions of my **parents/peers** while purchasing this e-gadget.					
2	I believe my **parents/peers** should have had a say in which e-gadget I bought					
3	I purchased the specific e-gadget model that my **parents/peers** suggested.					
4	The preferences of my **parents/peers** were important to me while making the purchase decision.					
5	I bought this e-gadget because my **parents/peers** requested or recommended it as a good choice for me.					
6	I discussed the final e-gadget purchase with my **parents/peers** before buying it.					
7	The presence (physical or digital) of my **parents/peers** during shopping influenced my final decision.					

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