

**UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF MANAGEMENT STUDIES
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF BUSINESS ADMINISTRATION**

**FACTORS INFLUENCING ON STUDENTS' BUYING BEHAVIOR
OF SKINCARE PRODUCTS:
A CASE STUDY IN UNIVERSITY OF CO-OPERATIVE
AND MANAGEMENT, SAGAING**

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JUNE, 2025

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This thesis entitled “Factors Influencing on Students’ Buying Behavior of Skincare Products” A Case Study in University of Co-Operative and Management (Sagaing) submitted by Ma Han Thi Tun (2MBA-011) has been approved by Board of Examiners in partial fulfillment of the requirements for Master of Business Administration in University of Co-operative and Management, Sagaing.

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ABSTRACT

This study aims to examine factors influencing students' buying behavior of skincare products at the University of Co-operative and Management, Sagaing. Specifically, it focuses on personal factors, social factors and psychological factors. A quantitative research approach and stratified random sampling method were adopted to collect primary data, resulting in 311 responses from students through a structured questionnaire. Secondary data were also gathered from relevant journals, textbooks, and credible online sources. The data were analyzed using SPSS version 25, including descriptive statistics, reliability testing, Pearson correlation and multiple regression analysis. The results revealed that personal factors, social factors and psychological factors have a significant positive impact on students' buying behavior of skincare products at the University of Co-operative and Management, Sagaing. Therefore, it has also been concluded that personal factors, social factors, motivation, learning, beliefs and attitudes were important influencing factors to develop students' buying behavior of skincare products in Sagaing. This study suggests that skincare manufacturers can develop effective marketing strategies by emphasizing personal factors, social factors and psychological factors to enhance consumers' perceived value to increase their buying behavior. The findings might benefit skincare firms and marketers to better understand important factors underlying skincare products buying behavior among students in order to better compete in the global as well as local market.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my special gratitude to Professor Dr. Moe Moe Yee, Rector of the University of Cooperatives and Management, Sagaing (UCMS) for her unwavering support, encouragement, teaching, and guidance throughout my educational journey. Her leadership and perseverance have been a constant source of inspiration.

I am profoundly grateful to Prof Dr Daw Tin Hla, DBA Programme leader Myanmar Imperial College Partnership with The Great Manchester University; Visiting Professor of Cooperative and Management, Sagaing and Daw Khin Aye Myint, Retired Professor from the Department of Statistics at the University of Co-operative and Management, Sagaing, for their invaluable advice, encouragement, and support, which greatly contributed to the success of this study.

I extend my heartfelt thanks to Professor Dr. Wint War Khin, Program Director and Head of the Department of Management Studies at the University of Co-operative and Management, Sagaing, for her insightful guidance, constructive feedback, and continuous encouragement throughout the research process.

I am especially indebted to my supervisor, Dr. Khin Nyein Nyein Soe, Associate Professor, the Department of Management Studies, University of Co-operative and Management, Sagaing, for her patient guidance, expert advice, and relentless encouragement. Her valuable suggestions and meticulous feedback were instrumental in shaping this research and ensuring its successful completion.

I want to express my heartfelt gratitude to all the teachers in the Department of Management Studies for their invaluable guidance, support, and encouragement throughout my academic journey. I would also like to extend my sincere appreciation to all the individuals who assisted me in data collection and analysis. My heartfelt thanks go to all my teachers and the board of examiners for their constructive suggestions and feedback, which greatly enhanced the quality of this work.

Lastly, I am deeply thankful to my friends, colleagues, and everyone who supported me directly or indirectly throughout this journey. Their encouragement and assistance have been invaluable in overcoming challenges and achieving the successful completion of this study.

CONTENTS

Particular	Page No.
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER I INTRODUCTION	1
1.1 Rationale of the Study	2
1.2 Problem Statement of the Study	3
1.3 Research Questions	4
1.4 Objectives of the Study	4
1.5 Hypotheses of the Study	5
1.6 Method of Study	5
1.7 Scope and Limitations of the Study	5
1.8 Background of Skincare Industry	6
1.9 Organization of the Study	7
CHAPTER II LITERATURE REVIEW	8
2.1 Concepts of Consumer Buying Behavior	8
2.2 Models of Consumer Buying Behavior	9
2.3 Theory of Planned Behavior (TPB)	10
2.4 Factors Influencing of Consumer Buying Behavior	10
2.5 Previous Research Studies	17
2.6 Conceptual Framework of the Study	19
CHAPTER III RESEARCH METHODOLOGY	20
3.1 Research Design	20
3.2 Sampling Design	22
3.3 Questionnaire Design	24
3.4 Data Analysis	25

CHAPTER	IV	ANALYSIS OF FACTORS INFLUENCING ON STUDENTS' BUYING BEHAVIOIR OF SKINCARE PRODUCTS	30
	4.1	Demographic Characteristics of Respondents	30
	4.2	Descriptive Statistics of Variables	35
	4.3	Reliability Analysis of Variables	42
	4.4	Correlation Analysis of Factors Influencing on Students' Buying Behavior	43
	4.5	The Effect of Factors Influencing on Students' Buying Behavior	44
	4.6	Hypotheses Testing	46
CHAPTER	V	CONCLUSION	48
	5.1	Findings and Discussions	48
	5.2	Suggestions and Recommendations	50
	5.3	Implications of the Study	51
	5.4	Needs for Further Studies	52
REFERENCES			
APPENDICES			

LIST OF TABLES

Table No.	Description	Page No.
Table 2.1	Previous Studies	13
Table 3.1	Sample Allocation of Major in UCMS	24
Table 3.2	Measurement Variables in the Questionnaire	25
Table 4.1	Gender of Respondents	30
Table 4.2	Age of Respondents	31
Table 4.3	Education of Respondents	32
Table 4.4	Skincare Brands of Respondents	32
Table 4.5	Purchased Amount on Skincare Products of Respondents	33
Table 4.6	Purchased Time within One Semester on Skincare of Respondents	34
Table 4.7	Year of Skincare Usage of Respondents	34
Table 4.8	Places to Buy Skincare of Respondents	35
Table 4.9	Customer Perceptions on Personal Factors	36
Table 4.10	Customer Perceptions on Social Factors	37
Table 4.11	Customer Perceptions on Motivation	38
Table 4.12	Customer Perceptions on Learning	39
Table 4.13	Customer Perceptions on Beliefs and Attitudes	40
Table 4.14	Customer Perceptions on Students Buying Behavior	41
Table 4.15	Overall Mean Value for Factors Influencing on Students' Buying Behavior of Skincare Products	42
Table 4.16	Reliability Analysis	42
Table 4.17	Pearson's Correlation between Influencing Factors and Students' Buying Behavior	43
Table 4.18	The Effect of Factors Influencing on Students' Buying Behavior	45
Table 4.19	Summary of Hypotheses Testing	47

LIST OF FIGURES

Figures No.	Descriptions	Page No.
Figure 2.1	Factors that Influence the Consumer Behavior towards Cosmetics	17
Figure 2.2	Factors of Consumer Behavior that Affect Decisions	17
Figure 2.3	Factors Influencing on Students Buying Behavior of Skincare Products	18
Figure 2.4	Conceptual Framework of the Study	19
Figure 3.1	The Study of Research Process	21

LIST OF ABBREVIATIONS

MLR	-	Multiple Linear Regression
OLS	-	Ordinary Least Squares
SPSS	-	Statistical Package for the Social Sciences
TPB	-	Theory of Planned Behavior
TRA	-	Theory of Reasoned Action
UCMS	-	University of Co-operative and Management, Sagaing
VIF	-	Variance Inflation Factors

CHAPTER I

INTRODUCTION

People have been using skincare products to improve their look and increase their self-confidence for thousands of years. The skin care sector in Myanmar is expanding quickly and receiving a lot of attention from industry participants. One of the primary factors propelling the US\$229 million skincare industry is skincare products. Statista (2023). Despite the fact that skincare products are becoming increasingly popular in Myanmar, research indicates that the majority of cosmetic consumers are still using them to satiate their egoistic demands despite the risk of harmful side effects.

Suppliers typically believe skincare goods are risk-free and safer for people. In actuality, some customers are not very worried about the effects of using cosmetics, particularly on their bodies and health, and do not study the labels for helpful information to identify the components contained in the skin care products before deciding to use them. The goal of this study is to investigate the key elements that University of Co-operatives and Management (Sagaing) students in Myanmar take into account while making skincare product purchases. Before marketing skincare goods in Myanmar, producers and marketers will need to consider the study's conclusions. The selection, acquisition, and utilization of products and services by consumers to fulfill their desires is referred to as consumer purchasing behavior Keller and Kotler (2016). The behavior of consumers involves a variety of strategies. The consumer's decision-making process, buying habits, purchasing behavior, brands he purchases, and the stores he visits are all influenced by a variety of elements, specificities, and features. Every single one of these criteria contributes to a buying decision. Before choosing merely those goods that offer better usefulness, the customer first looks for goods that he would want to consume.

After selecting things, the buyer assesses budget. Finally, the customer chooses things based on commodity pricing. Meanwhile, societal, cultural, economic, personal, and psychological aspects influence what consumers buy.

Skincare product spending has increased significantly due to growing awareness about personal appearance, health, and hygiene. People are more conscious of their skin conditions and seek products that help prevent aging, acne, sun damage,

and other skin concerns. Influences from social media, celebrity endorsements, and beauty trends also drive consumer interest and purchasing behavior. Additionally, the expansion of skincare brands offering diverse and affordable options makes these products more accessible to a wider audience, further boosting overall spending in the skincare market.

1.1 Rationale of the Study

With more and more local companies contributing to the situation of upscale and distinctive brand identities for cosmetics, the beauty industry in Burma is flourishing. Most owners of cosmetics businesses use social media sites like Facebook, Instagram, and Twitter to advertise their goods. Influencers on social media, professional makeup artists, and fashion entrepreneurs founded the companies. According to a recent U.S. International Trade Administration survey, more local business owners are choosing contract or private labeling with regional cosmetic manufacturers over sustaining their own brands, even though the majority of them manufacture and sell cosmetics under their own names.

Gaining insight into the factors influencing consumer behavior will help address a second study question: what influences consumers' purchase decisions? As a result, the primary goal of this study is to examine the variables that affect the purchasing process. Understanding the principles of the purchase behavior process is essential to effective marketing. Therefore, understanding the links between these ideas will result in a beneficial research output that skincare products may utilize to design congruent marketing strategies to fulfill client expectations and ultimately achieve commercial success.

The skincare market has grown significantly in recent years, and young consumers—especially students, have been using more products. Increased self-care knowledge, the impact of social media, and the desire to keep one's look appealing and healthy are the key drivers of this trend. It is essential for marketers, product creators, and educators to comprehend the elements that affect students' skincare product purchases.

Students, as a demographic group, represent a unique segment of the consumer market. They are often influenced by peers, trends, online reviews, brand reputation, and pricing. Moreover, their buying behavior may be shaped by psychological, cultural, and social factors, as well as their level of product knowledge and financial capacity.

Investigating these influences can provide valuable insights into how skincare brands can better tailor their marketing strategies in effect reach this audience.

This study aims to identify and analyze the key factors affecting the buying behavior of students when it comes to skincare products. The findings will not only help skincare companies better understand the needs and preferences of this target group but also contribute to the academic literature on consumer behavior in the personal care industry.

1.2 Problem Statement of the Study

Knowing the elements that affect customer demand is essential for the skincare sector. The use of skincare products is growing, and it's critical to understand where consumers are finding skincare-related information. Despite the skincare market's increasing importance, there is a lack of thorough research that pinpoints and examines the precise factors influencing skincare product preferences in this area. The purpose of this study is to close the knowledge gap and improve the skincare market for students.

The market for skin care products grew as a result of improvements in product formulas, more consumer awareness, and social media impact. In order to effectively address the requirements and preferences of consumers, companies, marketers, and legislators must have a thorough understanding of the elements that drive the demand for skin care products. The goal of this study is to investigate and evaluate the different factors that influence customer demand for skincare products.

Despite the growing popularity of skincare products among university students, there remains a limited understanding of the specific factors that influence their purchasing decisions. In Myanmar, where the skincare market is expanding rapidly, students—particularly those in higher education—represent a significant and active consumer group. However, many students continue to use skincare products without fully understanding their suitability, quality, or potential side effects. This highlights a gap in awareness and informed decision-making, which may be driven by various factors such as personal preferences, peer influence, social media trends, brand perception, and affordability. Without a clear understanding of these influencing factors, skincare companies and marketers may struggle to effectively meet student consumers' needs or promote safe and informed product usage. Therefore, it is essential to investigate the key drivers behind students' buying behavior toward skincare

products to inform better marketing strategies, consumer education, and product development.

1.3 Research Questions

The research questions of the study are as follow.

1. What is the impact of personal factors on students' buying behavior of skincare products at University of Co-operatives and Management (Sagaing)?
2. What is the impact of social factors on students' buying behavior of skincare products at University of Co-operatives and Management (Sagaing)?
3. What is the impact of motivation on students' buying behavior of skincare products at University of Co-operatives and Management (Sagaing)?
4. What is the impact of learning on students' buying behavior of skincare products at University of Co-operatives and Management (Sagaing)?
5. What is the impact of belief and attitudes on students' buying behavior of skincare products at University of Co-operatives and Management (Sagaing)?

1.4 Objectives of the Study

This study mainly intends to analyze the factors influencing student's buying behavior of skincare products at Co-operatives and Management (Sagaing). The specific objectives of this study are:

1. to analyze the effect of personal factors on students' buying behavior of skincare products at Co-operatives and Management (Sagaing).
2. to examine the effect of social factors on students' buying behavior of skincare products at Co-operatives and Management (Sagaing).
3. to determine the effect of motivation on students' buying behavior of skincare products at Co-operatives and Management (Sagaing).
4. to examine the effect of learning on students' buying behavior of skincare products at Co-operatives and Management (Sagaing).
5. to analyze the effect of beliefs and attitudes on students' buying behavior of skincare products at Co-operatives and Management (Sagaing).

1.5 Hypotheses of the Study

Based on the above research questions and objectives, the following hypotheses were generated.

H₁: Personal factor positively impacts on student buying behavior.

H₂: Social factor positively impacts on student buying behavior.

H₃: Motivation positively impacts on student buying behavior.

H₄: Learning positively impacts on student buying behavior.

H₅: Belief and attitudes convenience positively impact on student buying behavior.

1.6 Method of Study

With an emphasis on students who use skincare products at the University of Co-operatives and Management (Sagaing), this study attempts to investigate the variables that influence students' purchase decisions. Every student registered at the University of Co-operatives and Management (Sagaing) is part of the study population. By using the stratified random sampling approach, 311 students were chosen at random from this demographic during the 2024–2025 academic year. This study makes use of both primary and secondary data. Students were asked to complete standardized surveys on a seven-point Likert scale in order to collect primary data. Research journals, earlier thesis papers, the internet, and textbooks all provide secondary data. To answer the study questions and goals, the gathered data were examined utilizing multiple regression analysis, reliability analysis, descriptive statistics, and Pearson correlation analysis.

1.7 Scope and Limitations of the Study

This study examines the variables influencing University of Co-operatives and Management (Sagaing) students' skincare product purchase decisions. In order to achieve this goal, the study is restricted to students who are enrolled at the University of Co-operatives and Management (Sagaing) for the 2024–2025 academic year. This study has several limitations and should be taken into account in the future. The fact that the study was limited to the University of Co-operatives and Management (Sagaing) and excluded other universities is one of its primary drawbacks. Numerous factors have been shown to influence students' decisions to buy skincare products based

on earlier research. But just three primary elements are the subject of this study: Social, psychological, and personal elements.

1.8 Background of Skincare Industry

The skincare industry in Myanmar has undergone notable transformation in recent years, reflecting broader socioeconomic changes, including urbanization, increased disposable income, and shifting consumer preferences. As a developing Southeast Asian nation, Myanmar has traditionally relied on indigenous beauty practices and natural remedies. However, recent exposure to global beauty trends and foreign consumer goods has led to increased demand for both domestic and international skincare products (Htun & Myint, 2021).

Traditionally, skincare in Myanmar has been closely tied to cultural practices, most notably the widespread use of thanaka, a yellowish-white cosmetic skin made from ground tree gowl. Thanaka has been used for centuries for its purported benefits in sun protection, cooling effects, and acne prevention (Win, 2018). The continued popularity of such natural and culturally embedded practices reflects a broader consumer inclination toward products perceived as natural and safe.

Despite this, the contemporary Myanmar skincare market is increasingly influenced by global trends, particularly from East Asia. Korean beauty (K-beauty) and Japanese brands have gained a strong foothold due to their emphasis on innovation, aesthetic packaging, and perceived efficacy (Cho & Han, 2020). Moreover, the increasing availability of international brands through both online and offline channels has reshaped consumer behavior, especially among the urban youth demographic.

Consumer preferences in Myanmar are strongly characterized by a desire for whitening and brightening products, a trend consistent with broader Southeast Asian beauty ideals (Nguyen et al., 2020). Additionally, there is growing interest in anti-aging, anti-acne, and moisturizing formulations, largely driven by climate-related skin concerns. Given Myanmar's tropical climate, common skin issues include excessive oiliness, UV exposure, and acne, influencing the types of products in demand.

From a regulatory standpoint, the Myanmar Food and Drug Administration (FDA) oversees the import, registration, and sale of cosmetic products. Compliance with local regulations, including accurate product labeling in the Burmese language and safety certification, is a prerequisite for market entry (Myanmar FDA, 2022).

Furthermore, the role of digital platforms in skincare marketing has become increasingly significant. Facebook remains the dominant platform for both marketing and direct sales, while TikTok and Instagram are growing in influence, particularly among younger consumers (Lin, 2023). The rise of e-commerce, coupled with the proliferation of beauty influencers and micro-celebrities, has created new opportunities for brand engagement and consumer outreach.

The skincare industry is a rapidly growing industry worldwide, occupying an important place in the growing population that wants to take care of their skin and enhance their attractiveness. The use of skincare products is increasing especially among UCMS students, and personal needs, recommendations from friends, the media as a global guide, and brand reputation are playing an important role in their purchasing decisions.

In sum, Myanmar's skincare market presents a unique intersection of traditional beauty practices and emerging global trends. Successful market strategies must therefore address both the cultural significance of traditional ingredients like thanaka and the aspirational appeal of international skincare standards. Tailoring product formulations to local skin conditions, ensuring regulatory compliance, and leveraging social media for consumer engagement are essential considerations for firms seeking to enter or expand within this dynamic market.

1.9 Organization of the Study

There are five chapters in this research. The study's justification, problem statement, research questions, objectives, methods, scope and constraints, organizational background, and thesis structure are all included in Chapter one, which serves as the introduction. The theoretical underpinnings of consumer purchasing behavior, prior research, and the conceptual framework of the study are all reviewed in Chapter two. The study methodology, including the sampling strategy, questionnaire design, research design, data collecting procedures, and data analysis procedures, is explained in Chapter three. The findings of data analysis, including multiple regression analysis, reliability testing, descriptive statistics, demographic profiles, and Pearson correlation, are presented in Chapter four. Chapter five summarizes the key conclusions and debates, makes recommendations and ideas, clarifies the ramifications, and identifies areas for further study.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of previous studies on consumer buying behavior, the key factors that affect it, and the conceptual framework used in this research.

2.1 Concepts of Consumer Buying Behavior

The actions and choices people make when they look for, acquire, use, evaluate, and ultimately discard goods and services they think would satisfy their requirements are referred to as consumer buying behavior. It examines how customers choose to spend their money on products and services. This covers what people decide to buy, why they buy it, when and where they buy it, how they buy it, how often they use the product, how they assess it after using it, and how those evaluations affect their future purchasing decisions. Psychology, sociology, anthropology, and economics are among the disciplines that are used to analyze consumer behavior (Kotler, 2000). It seeks to comprehend both individual and collective purchasing decisions. In order to better understand customer demands, it also takes into account individual characteristics like age, habits, and behavior patterns. Armstrong (1991) and Bennett (1995) defines consumer behavior as the dynamic interaction of affect and cognition, behavior, and environmental events by which human beings exchange their lives. Blackwell et al. (2001) include product disposal in their definition.

According to Peter and Olson (2005), interactions and experience exchanges may be used to describe customer purchasing behavior. According to their definition, consumer behavior encompasses the ideas and emotions people have as well as the activities they take during the consuming process. It is dynamic and involves conversations and exchanges, and it also includes commercials, pricing information, product look, packaging, and other customer remarks. Solomon (2009) takes a broader approach, promoting a product from conception until obsolescence. Consumer behavior explores how people or groups choose, pay for, use, or discard goods, services, concepts, or experiences to meet needs and wants.

2.2 Models of Consumer Buying Behavior

Consumer purchasing behavior has been modeled using several methods. Most include three stages: before, during, and after the purchase (Hoyer and MacInnis, 2001; Rayport and Jaworski, 2003). Blackwell et al. (2001) define consumer behavior as buying, consuming, and discarding products and services. Rayport and Jaworski (2003) established the consumption cycle, which views buying as a continuous process of buying, utilizing, and discarding things.

The first step is needing recognition, when a person realises they are not satisfied (Solomon et al., 2006). The buying process begins when customers identify a need or demand (Levy and Weitz, 1992). Usually, needs are utilitarian or psychological. Psychological requirements are satisfied when shoppers enjoy shopping or feel emotionally pleased by possessing a desired item, whereas functional needs are how a thing operates.

Step two is information search. Consumers want different levels of information depending on their personality, income, social background, purchase quantity, past experience, and brand satisfaction. Solomon et al. (2006) define information search as pre-purchase and continuous. A pre-purchase search begins when a person recognizes a need and searches the market.

This is the third stage where consumers compare products and services before buying. Now, people prioritize qualities that meet their demands (Kotler et al., 2005). Quantity, size, quality, and pricing are examined. Changing these qualities can affect customer product or service choices (Blackwell et al., 2006).

Porter (2004) states that organizations may obtain a competitive edge by delivering cheaper pricing or distinctive goods. Stage four involves the actual purchase decision made by the consumer after comparing different offers. According to Blackwell et al. (2006), this stage includes two parts: choosing the retailer and making the final selection in-store. Retailer choice is based on the evaluation of factors from the earlier stage, while in-store selection is influenced by the salesperson's approach, visual merchandising, and point-of-sale advertisements.

Five, six, and seven are post-purchase stages. In stage five, consumers use the product. Stage six involves evaluating the product after use. If the product meets or exceeds expectations, the consumer feels satisfied; if not, they may feel disappointed (Blackwell et al., 2006). Finally, stage seven refers to product disposal or recycling. At

this point, companies may also consider opportunities for remarketing. This step is crucial since happy consumers are more likely to return (Rayport and Jaworski, 2003).

2.3 Theory of Planned Behavior (TPB)

The Theory of Planned conduct (TPB) by Ajzen (1988, 1991) links attitude and conduct. This theory says three factors influence behavior:

- (1) beliefs about the outcomes of the behavior (behavioral beliefs),
- (2) beliefs about social pressure (normative beliefs), and
- (3) beliefs about control over the behavior (control beliefs)

TPB is an outgrowth of Ajzen and Fishbein's (1980) and (1975) Theory of Reasoned Action (TRA). According to Ajzen (1988, 1991), intention drives behavior completion. He also noted that specific factors influencing a behavior are captured by intention, which determines the amount of effort an individual is willing to exert to perform that behavior.

Key factors affecting intentions include attitude toward the behavior and subjective norms, with intentions serving as the critical link to completing a behavior. Meanwhile, perceived behavioral control impacts actual behavior by shaping intentions.

Behavioral belief: Refers to an individual's belief about the outcome of a specific behavior (Ajzen, 1988). Attitude toward behavior: Reflects personal evaluations, whether positive or negative, of performing the behavior (Ajzen, 1988). These evaluations are emotional and can influence behavior positively or negatively (Ajzen, 1988, 1991). Normative beliefs: Refer to the influence of significant people, such as family, friends, or colleagues, on an individual's behavior (Ajzen, 1988).

Subjective norms: Relate to the societal or group pressures that can shape an individual's behavior (Ajzen, 1988). These norms represent the impact of social influence. Perceived behavioral control: Represents how difficult or easy an individual perceives performing a behavior to be (Ajzen, 1988). It describes the ease or challenges of behavior execution (Ajzen, 1988). Control views: Personal ideas regarding environmental circumstances that might help or impede conduct (Ajzen, 2001).

2.4 Factors Influencing of Consumer Buying Behavior

Many factors affect buyer behavior. Consumer behavior involves selecting, buying, and using products and services to satisfy desires. Consumer behavior involves

several steps. After determining what commodities he wants to buy, the customer chooses those with the greatest usefulness. After choosing the goods, the consumer estimates his budget. Finally, the customer decides what to buy based on commodity pricing. Other elements influencing customer purchases include marketing, personal, social, cultural, personal, and psychological considerations.

2.4.1 Personal Factors

Personal factors are one of the key influences on consumer buying behavior, as they are closely tied to an individual's unique characteristics and lifestyle. These factors include age, gender, occupation, income level, education, lifestyle preferences, and personality traits. For instance, a young adult might prioritize trendy and tech-savvy products, while an older consumer may value durability and ease of use. Similarly, a person's occupation and income affect their purchasing power and the types of products they choose. Understanding these personal qualities helps organizations customize marketing tactics to different customer segments' requirements and preferences.

2.4.2 Social Factors

Social factors fun a crucial role in make consumer buying behavior, as individuals are often influenced by the people and groups around them. These factors include family, friends, reference groups, and social status. For example, a person may choose certain brands or products based on the preferences or recommendations of their peer group or family members. Social norms and cultural expectations also guide purchasing decisions, as consumers tend to conform to the behaviors accepted within their social circles. As such, businesses must consider these social influences when designing marketing campaigns and positioning their products in the market.

2.4.3 Psychological Factors

Psychological factors influence product and service purchases. Psychological factors influence purchase behavior. Kotler (2012) lists four major components: inspiration, learning, perception, and values.

(a) Motivation

Motivation refers to the inner drive that pushes a person to take action in order to satisfy their needs. These motives guide behavior toward achieving certain goals. As a result, marketers try to understand these motivations and apply them through the

marketing mix. People behave for numerous reasons. Marketers may create more successful tactics by identifying these reasons. Maslow's hierarchy covers physiological, safety, love and belonging, esteem, and self-actualization requirements. Marketers need to know which level of need motivates a customer's purchase and what kind of motivation leads to buying behavior.

(b) Learning

Learning refers to the change in a person's thinking that happens through past experiences or exposure. According to William (2002), consumers make purchasing decisions by using the information or knowledge given by marketers. This information helps them decide whether to buy a product or not. As a result, marketing tools and techniques play an important role, and the data shared by marketers are learned by consumers. Most consumers develop their decision-making styles through their own experiences, including the information provided by marketers.

(c) Beliefs and Attitudes

In most situations, people's purchase decisions are influenced by their beliefs and attitudes. Belief refers to a person's acceptance or opinion about something. It involves information, views, and faith. Customers have opinions on items and services, which might be wrong, bad, or emotional. Although belief and attitude are related, they are not the same. Attitudes are more connected to emotional or mental responses.

Attitudes are shaped by a person's background, personality, emotions, and their perception of things such as logos or brands. These feelings may be positive when the person has a good impression or negative when the experience is unpleasant. In their buying behavior, consumers usually rely on past information or experiences to form attitudes. Attitudes are learned and often come from past events and observations.

Tanja Lautiainen (2015) studied coffee brand customer choice determinants. The study indicated that cultural, social, personal, and psychological aspects affected customer decisions. Similarly, Isa Kokoi (2011) examined women's face skincare purchases. The study found cultural, societal, and personal impacts. Elizabeth Mbugua (2017) studied Nairobi consumers' fast-moving consumer goods purchases. This study examined personal (age, economic condition, job, lifestyle, and personality), social (family, reference groups, and status), psychological (motivation, perception, learning, beliefs, and attitudes), and cultural influences. These characteristics were independent, but customer purchasing behavior was dependent. The study's conceptual framework illustrated how these elements affect customers' purchase decisions.

Table 2.1 Previous Studies

Sr. No.	Author/ Year	Title	Independent Variables	Dependent Variables	Findings
1.	Karnreungsiri (2017)	Factors Influencing Buying Behavior and Buying Decision Process of Customers	-Social - Marketing - Situational -Psychological	-Need Recognition - information search -evaluation of alternatives -purchase decision -post-purchase behavior	Factors influencing customers' buying behavior and decision-making include personal preferences, social influences (such as family, friends, and culture), psychological factors(like perception, motivation,and attitudes), and situational factors (such as timing and location).
2.	Nawawi (2007)	Factors of consumer behavior that affect purchasing decisions on blackberry smartphone	Cultural Social Personal psychological	Purchasing Decision	The primary factors influencing consumer behavior in purchasing Blackberry smartphones include brand loyalty, perceived product quality, unique features

Table 2.1 Previous Studies (Cont.)

Sr. No.	Author/ Year	Title	Independent Variables	Dependent Variables	Findings
					(like secure messaging), social influence, and pricing. These factors collectively shape the customer's decision to choose Blackberry over competing smartphone brands. marketing, and user experience impact purchasing decisions for BlackBerry smartphones.
3.	Lakshmi (2019)	Study of Factors That Influence the Consumer Behavior Towards Cosmetics	Psychological Social Culture Personal Economic	Factors Affecting Consumer Behavior	Key factors affecting consumer behavior towards cosmetics include product quality, brand reputation, personal preferences, social media influence, and peer recommendations.

Table 2.1 Previous Studies (Cont.)

Sr. No.	Author/ Year	Title	Independent Variables	Dependent Variables	Findings
					Additionally, price and packaging also play significant roles in shaping consumers' purchasing decisions for cosmetic products.
4.	Le (2020)	Factors Influencing The Purchase Patterns for Skincare Products	Cultural, Social, Personal and Psychological aspects for consideration products	Purchase Behavior of Consumers	The coefficient of personal factor is positively affected on student behavior. The coefficient of psychological factor is negatively affected on student buying behavior
5.	Kyaw (2022)	An empirical study conducted at Co-operative University in Thanlyin examined the factors influencing consumers' online purchasing	Product Factors, Price Factors, Time-saving Factors, Payment Factors, Security Factors, Administrative Factors, Psychological Factors	Online Buying Behavior	The data shows that only two out of seven factors (product, place, timesaving, security, administrative, and psychological) are significantly related to consumers' online buying behavior

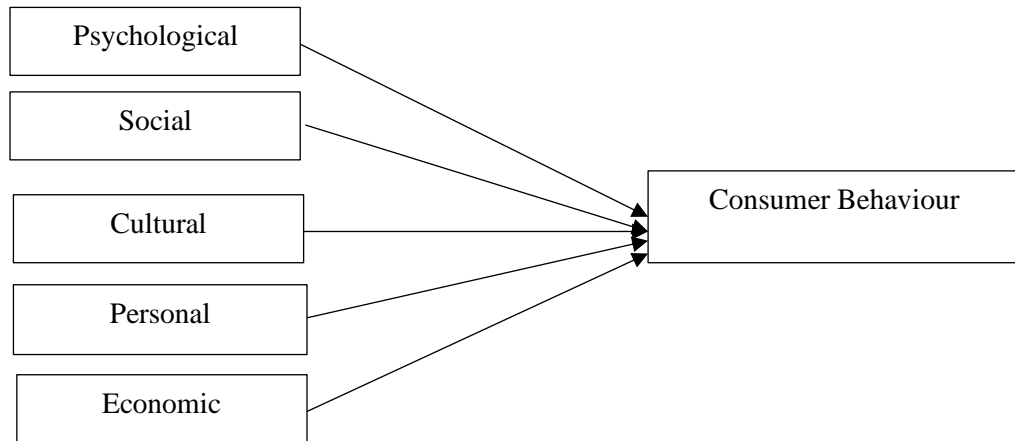
Table 2.1 Previous Studies (Cont.)

Sr. No.	Author/ Year	Title	Independent Variables	Dependent Variables	Findings
			Behavior during the COVID-19 pandemic.		During Covid-19 in Co-operative University, Thanlyin.
6.	Rani (2014)	Factors Influencing Consumer Behavior	Cultural Factors, Social Factors, Personal Factors and Psychological Factors, Economical Factors	Consumer Behavior	An individual and a consumer is led by his culture, family, subculture, social class, membership groups, personality, and psychological factors
7.	Mamun (2014)	Factors Influencing Consumer Behavior, A Study Among University Student In Malaysia	Economic Situation, Lifestyle, Personality, Spending Pattern	Consumer Behavior	Results show that among Malaysian university students, “personality” affects their purchasing decisions. Additionally, this study found a negative correlation between consumer behavior and the state of the economy.

Source: Previous Studies

2.5 Previous Research Studies

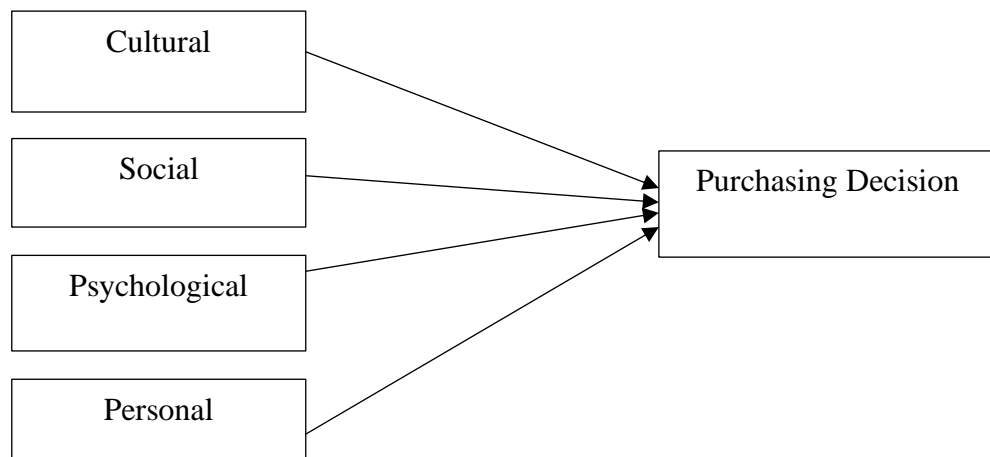
Many researchers have been conducted several research's concerning factor influencing consumer buying behaviors that can be seen as follows:



Source. Lakshmi and Babu (2019)

Figure 2.1 Factors that Influence the Consumer Behavior towards Cosmetics

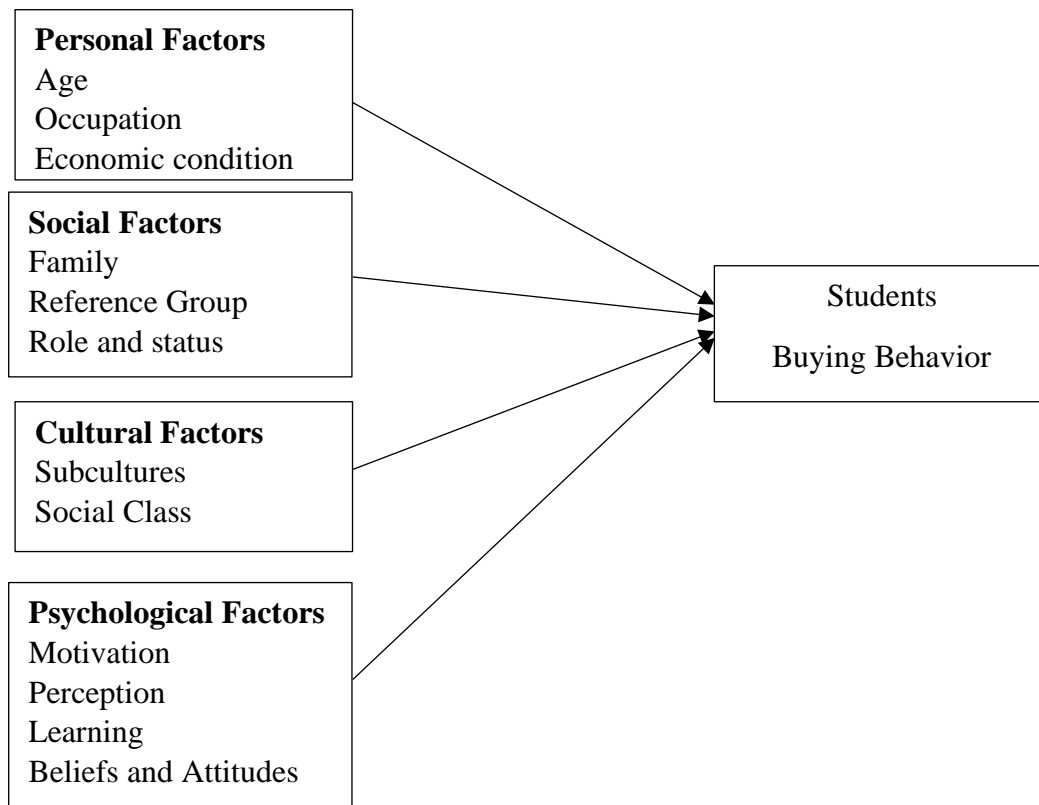
Researchers reveal consumer behavior elements in this study. Psychological, social, cultural, personal, and economic issues are the key determinants. Personality, perception, attitude, and learning impact consumer behavior, as do product, pricing, physical qualities, advertising, and societal influence.



Source. Nawawi (2016)

Figure 2.2 Factors of Consumer Behavior that Affect Decisions

The primary elements influencing a consumer's decision to buy are examined in this study. Personal, social, cultural, and psychological characteristics are examples of independent variables. The decision to buy is the dependent variable. The results reveal that cultural, social, psychological, and personal factors impact buying.



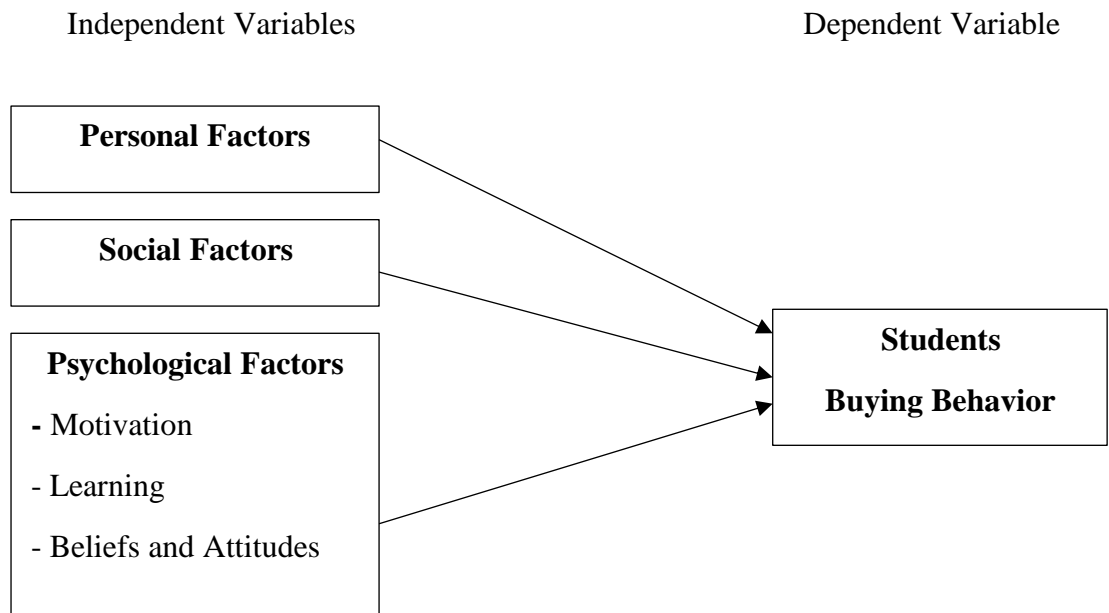
Source. Lautiainen, Tanja (2015)

Figure 2.3 Factors Influencing on Students Buying Behavior of Skincare Products

The elements influencing consumers' purchasing decisions are explained by the researchers in this study. Personal factors (e.g., age, occupation, economic status, lifestyle, and personality), social factors (e.g., family, role models, and social standing), cultural factors (e.g., social class and subculture), and psychological factors (e.g., motivation, perception, learning, and beliefs and attitudes) comprise the study's independent variables. The purchasing habits of consumers are the dependent variable under investigation. The results show that customers' purchasing behavior is influenced by psychological, social, cultural, and personal aspects.

2.6 Conceptual Framework of the Study

Based on the findings of previous studies and research, the following model has been created for this study. The conceptual framework presents the factors that influence students' buying behavior of skincare products at the University of Cooperative and Management in Sagaing. The framework used in this study is shown in the figure below.



Source: Own Compilation, (2025)

Figure 2.4 Conceptual Framework of the Study

As shown in Figure 2.4, the independent variables are personal factors, social factors and psychological factor includes motivation, learning, beliefs and attitudes. The dependent variable is students buying behavior for the study. This framework indicates that the factors influencing student buying behavior in University of Co-operative and Management, Sagaing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research method used in this study. It also explains how the survey questionnaire was prepared, the sampling methods applied, and the ethical issues considered to ensure the study's validity and reliability.

3.1 Research Design

The research design provides as the proposal for the study, outlining the overall plan for collecting, analyzing, and interpreting data. The research design certifies that the study is conducted systematically and that the research questions are addressed effectively. This study adopts a structured and scientific approach, guided by a positivist philosophy, a deductive approach, a survey research strategy, and a causal research design. These components work together to provide a robust framework for investigating factors influencing on students' buying behavior of skincare products at University of Co-operative and Management in Sagaing. Each element of the research design is carefully chosen to align with the study's objectives and to ensure the validity and reliability of the findings.

This study adopts a positivist philosophy, which emphasizes the use of observable and measurable data to test hypotheses. Rooted in the natural sciences, positivism operates on the assumption that reality is objective and can be studied independently of the researcher's influence. This philosophy aligns with quantitative research methods, as research method seeks to uncover causal relationships between independent and dependent variables through empirical evidence and scientific methods (Saunders, 2012). By focusing on objectivity and measurable data, positivism confirms that the study's results are reliable and replicable. This approach is particularly suitable for this study, as it aims to generalize findings and establish universal laws about factors influencing on students' buying behavior of skincare products at University of Co-operative and Management in Sagaing.

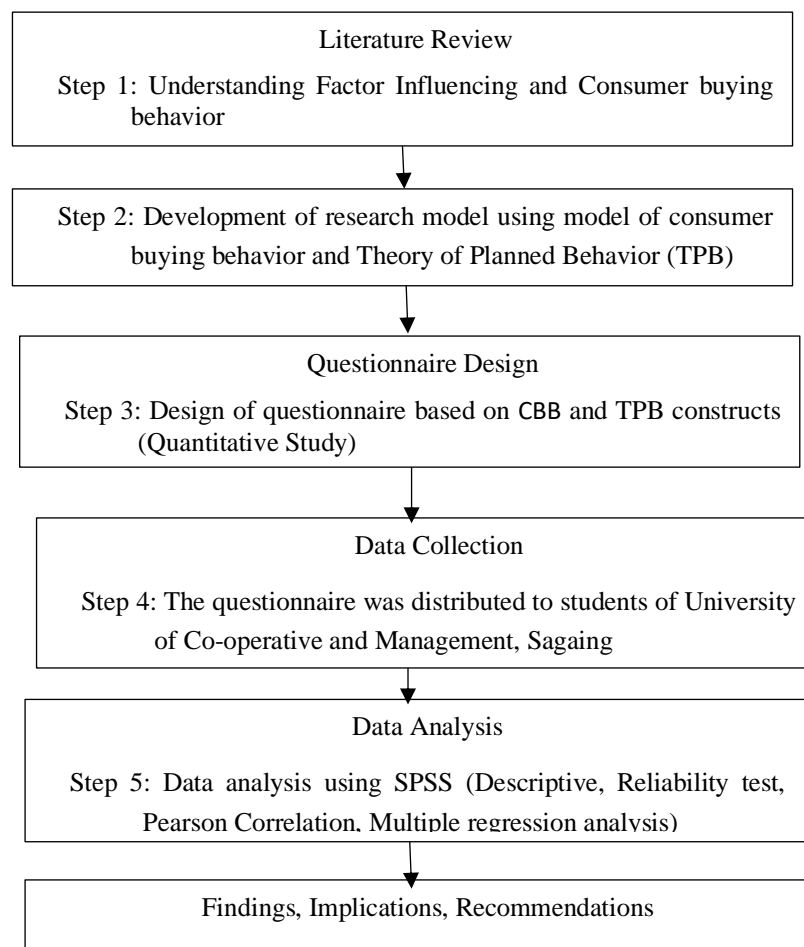
The study observes a deductive approach, which begins with the development of a theoretical framework and the formulation of hypotheses based on existing literature. This approach is commonly used in quantitative studies and aligns with the positivist philosophy, as it seeks to generalize findings from specific observations (Saunders, 2012). In this study, hypotheses are derived from established theories about

factors influencing the job satisfaction and employee performance, and these hypotheses are then tested using empirical data. The deductive approach ensures a structured and systematic investigation, allowing the researcher to draw conclusions that are logically consistent with the initial theoretical framework.

3.1.1 Research Process of the Study

The research framework functions as an organized manual for examining the variables affecting University of Co-operatives and Management (Sagaing) students' skincare product purchasing decisions. It provides a clear roadmap that connects the study's theoretical foundation to its practical execution, ensuring consistency and coherence throughout the research process.

Figure 3.1 The Study of Research Process



Source: Own Compilation (2025)

This study integrates two well-established models such as Model of Consumer Buying Behavior and Theory of Planned Behavior (TPB). The development of the research model began with an extensive review of the literature, which helped identify

the relevant variables and formulate the research hypotheses. Grounded in this theoretical foundation, the study adopts a quantitative research approach, employing a structured questionnaire as the primary data collection instrument. Each construct from the CBB and TPB frameworks was measured using this questionnaire, with customer attitude defined as the dependent variable.

Using a stratified random sample technique, data were gathered from University of Co-operatives and Management (Sagaing) students. The collected data were analyzed using SPSS software, applying descriptive statistics, reliability testing, Pearson correlation, and multiple regression analysis to examine the relationships among the variables. This research framework ensures a logical progression from theoretical concepts to empirical analysis. It is visually represented in Figure 3.1, which outlines each stage of the study from literature review to findings and recommendations.

3.1.2 Data Collection

Data comes from selected University of Co-operative and Management (Sagaing) students. This study examines factors influencing University of Co-operative and Management at Sagaing students' skincare product purchases. The study uses descriptive research to achieve its purpose. This study used data from Sagaing University of Co-operative and Management students. Participants relevant to the study aims were selected via purposive sampling. Data was collected by sending structured questionnaires to undergraduates in several departments. All participants gave informed consent and were guaranteed confidentiality and anonymity before data collection. The study comprised a representative sample of students by collecting data over two weeks throughout the academic semester.

3.2 Sampling Design

This chapter discusses this study's research technique. According to Cooper & Schindler (2006), a population is the total group a researcher wishes to analyze and draw conclusions from. Mathematics views a population as the full set and a sample as part of it. Population usually means all persons or things one wants to know. A target population is the group of components or things that process the researcher's information and allow inferences. This research targets Sagaing University of Co-operative and Management students.

Sampling is selecting a population segment for study. It involves selecting a data sample to measure people's characteristics, beliefs, and attitudes. Samples are chosen from a population for study (Saunders, Lewis, & Thornhill, 2012). Choosing the number of observations or repetitions for a statistical sample is sample size determination. Any empirical investigation that infers a few populations from a sample must consider sample size. Unreliable results result from a sample that doesn't represent the intended population. Sample size depends on study goal, population size, and sampling error allowed.

Sampling strategies allow one to acquire less data by examining only a subset of situations or items. Several ways can pick samples. Sample unit selection divides sampling methods into two groups. Both non-probability and probability sampling exist. Convenience, quota, purposive, and snowball sampling are non-probability methods. Probability sampling covers basic, stratified, systematic, and cluster sampling. This study collected data using stratified random sampling. Stratified random sampling divides the population into strata based on gender, age, education level, skincare brands used, spending situation, years of skincare use, and places to buy skincare. After stratifying the population, basic random sampling is used to choose the sample. This strategy proportionally represents each subgroup in the final sample, eliminating bias and enhancing accuracy.

This study employed Yamane's (1967) formula, a common research sample size calculation approach. Following is the formula:

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

$$n = \frac{1383}{1+1383(0.05)^2}$$

$$n=311$$

Where:

n= sample size

N= population size (311 in this study)

e = margin of error (set at 5% or 0.05 for this study)

As a result, 311 respondents who are students are included in the study. After that, proportionate allocation was used to determine the sample size for each major. A population is defined as the total group of individuals or elements that the researcher aims to study by using formula of Cooper and Schindler (2006).

The sample size from each was determined using the formula.

$$n_i = \frac{n N_i}{N}$$

Where:

n_i = sample size of stratum

N_i = population size of the stratum

N = total population size (311)

n = sample size of stratum

Using the formula Table 3.1 shows the sample allocation of selected from UCMS.

Table 3.1 Sample Allocation of Major in UCMS

Sr. No.	Major	Total Students Per Major	Sample size
1	First Year	207	47
2	Marketing Management Major	252	56
3	Social Enterprise Management	165	38
4	Regional Development Major	154	35
5	Applied Statistics Major	234	52
6	Accounting and Finance Major	371	83
Total		1383	311

Source: Own Compilation (2025)

Table 3.1 presents how a total sample of 311 students was proportionally selected from a population of 1,383 students across different majors at UCMS (University College of Management Studies). The sampling approach appears to be stratified random sampling, where students were divided by major and samples were taken proportionally from each group to ensure fair representation.

3.3 Questionnaire Design

A questionnaire is a collection of questions designed to be asked during an interview, with clear instructions on the sequence and selection of questions. Questionnaires are commonly used in different types of research, such as surveys and experimental studies. According to Sreejesh S. et al. (2014), a questionnaire serves four main purposes: it helps gather data from participants, provides a structured format for interviews, offers a consistent way to record responses, and supports the processing of

collected information. This questionnaire is divided into two parts: Section A and Section B. Section A contains questions related to demographic information. The objectives of these questions are acquired some basic information of the respondents. The demographic at University of Co-operatives and Management of students are measured by eight different items namely gender, age, education, skincare brands usually use, spending situation purchasing skincare products and purchased skincare in one (1) semester, years of skincare use and places to buy skincare. Section B contains question statements about personal factors, social factors, motivation, learning, beliefs and attitudes with the measurement of seven-point Likert-type scales ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Disagree, 4 = Neutral, 5 = Moderately Agree, 6 = Agree, 7 = Strongly Agree).

Table 3.2 Measurement Variables in the Questionnaire

Sr. No.	Descriptions	Number of Items	Researchers
1	Personal Factors	6	Tanja (2015)
2	Social Factors	5	Tanja (2015)
3	Motivation	6	Tanja (2015)
4	Learning	6	Nawawi (2016)
5	Beliefs and Attitudes	6	Nawawi (2016)
6	Students' Buying Behavior	6	Babu (2019), Tanja (2015)

Source: Previous Studies

3.4 Data Analysis

Different statistical methods were used to analyze the data from the questionnaires. The collected data were examined using the Statistical Package for Social Sciences (SPSS). In this research, descriptive statistics, reliability testing, Pearson correlation, and multiple regression analysis were used.

3.4.1 Descriptive Statistics

Descriptive statistics summarize the key characteristics of a dataset, providing insights into overall trends and patterns. In this study, descriptive statistics were used to analyze the general characteristics of respondents' demographic profiles and service quality perceptions. Descriptive statistics include three main categories of measures:

- Measures of Central Tendency – Describe the center of the dataset using mean, median, and mode.
- Measures of Variability – Indicate the spread of the dataset using variance and standard deviation.
- Frequency Distribution – Show how often values occur within the dataset.

For this study, descriptive analysis was conducted to calculate the mean and standard deviation for both dependent and independent variables. The mean represents the average response, while the standard deviation indicates the variability in responses.

According to Boone (2012), the interpretation of seven-point Likert scale mean values is as follows:

1.00 - 1.80 = Strongly Disagree

1.81 - 2.60 = Disagree

2.61 - 3.40 = Somewhat Disagree

3.41 - 4.20 = Neutral

4.21 - 5.00 = Somewhat Agree

5.01 - 5.80 = Agree

5.81 - 7.00 = Strongly Agree

The classification of variable levels was determined using the width of class interval method (Lind, 2003), calculated as follows:

$$\begin{aligned} \text{Interval Width} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{Interval Number}} \\ &= \frac{7 - 17}{17} \\ &= 0.86 \end{aligned}$$

Based on this calculation, the data analysis results were categorized according to these defined intervals to effectively interpret the level of each variable.

3.4.2 Reliability Analysis

Measurement of reliability is consistency or stability. If no other circumstances alter the score, a reliable test or instrument will provide the same score on repeated testing. Because of random mistakes, a respondent's score seldom remains the same throughout many tests. Reliability analysis uses graphical, mathematical, and textual methods to identify system flaws and rate choices when components fail. It helps keep the system running after events or component failures. Results consistency, stability, and reproducibility define quantitative research dependability. The result is dependable if it can be replicated under similar conditions, regardless of setting or time. Reliability

in qualitative research requires consistent methodologies among researchers and studies (Twycross & Shields, 2004). When a single observer collects data, subjectivity cannot be eliminated, affecting reliability (Babbie, 2010). Subjectivity typically causes reliability issues. Subjective research may compromise study dependability (Wilson, 2010).

Cronbach's alpha measures dependability and ranges from 0 to 1. A number around 1.0 suggests better scale item dependability. A score of 1 indicates full dependability, whereas 0 indicates no association. Alpha values between 0.80 and 0.90 indicate high dependability. A number between 0.70 to below 0.80 suggests high dependability, whereas 0.60 to 0.70 is acceptable. A coefficient from 0.50 to below 0.60 implies poor dependability, and below 0.50 is undesirable (Manerikar & Manerikar, 2012).

3.4.3 Correlation Analysis

For a study, correlation analysis was used to look at the link between independent and dependent variables. In this study, the dependent variable is the purchasing behavior of the students, whereas the independent variables are personal, social, motivational, learning, belief, and attitude components. This study examines the factors influencing students' skincare product purchasing decisions using Pearson correlation.

Pearson's correlation coefficient facilitates the strength of the linear link between two numerical variables, according to Saunder and Lewis (2012). Any number between +1 and -1, which indicate positive and negative correlations, can be assigned to this coefficient, which is typically denoted by the letter r . A value of 0 indicates that the variables are totally independent. This study uses Evans' classification to interpret correlation coefficients.

3.4.4 Multiple Regression Analysis

Regression analysis estimates the relationships between a dependent variable (called the outcome or response variable, or a label in machine learning) and one or more error-free independent variables. Regression analysis uses statistical methods. Multiple linear regression (MLR), also known as multiple regression, predicts a response variable using many explanatory factors. MLR models the linear connection between explanatory (independent) and response (dependent) variables. Multiple

regression extends OLS regression by including more than one explanatory variable. Linear regression only works with two continuous variables, independent and dependent. The independent variable determines the dependent variable or result. Many regressions use many explanatory variables. $Y = f(X_1, X_2, X_3\dots)$, where $X_1, X_2, X_3\dots$ are independent variables and Y is the dependent variable.

This study used multiple regression analysis to investigate University of Cooperative and Management, Sagaing students' purchase decisions. This method predicts how independent variable changes would affect dependent variable. Multiple linear regression model construction is;

Y = Students Buying Behavior

X_1 = Personal Factors

X_2 = Social Factors

X_3 = Motivation

X_4 = Learning

X_5 = Beliefs and Attitudes

There are four key assumptions to conduct multiple regression analysis effectively and assure the validity of the results. Four key assumptions are linearity, independence of errors, normality of residuals, and homoscedasticity or equal variance of errors.

The first assumption is linearity. Which mean “the relationship between the dependent and independent variables should be linear”. This can be evaluated using a normal probability plot, where a graphical method used to assess whether data follows a normal distribution. If the points on plot roughly form a straight line, can be said that the linearity assumption is considered satisfied.

In regression model, multicollinearity testing is carried out on the independent variable. Tolerance and the Variance Inflation Factor (VIF) or correlation matrix might be utilized for multicollinearity. A correlation of greater than 0.8 in the correlation matrix could be a problem. Multicollinearity might not be an issue if tolerance scores are higher than 0.2 and VIF scores are significantly below 10.

The normality assumption is foundational in many statistical analyses, particularly when interpreting inferential statistics. While it is not always strictly necessary, especially in large samples. The normality assumption refers to residuals (errors) being normally distributed. This can be examined through a probability-probability (P-P) plot. If the points closely follow the diagonal line in the plot, it

indicates that the residuals are approximately normally distributed. By properly assessing and addressing normality, researchers can uphold the integrity of their analyses and make sound, data-driven decisions.

Homoscedasticity, or the state in which the variance of the residuals (errors) is constant across all levels of the independent variable, is the fourth assumption. A scatter plot of residuals can be used to evaluate this. The scatter plot ought to look like an arbitrary dot array. A data point that deviates from the general pattern is called an outlier. Furthermore, examples that have the potential to substantially skew the model's output are considered influential. On the other hand, a funnel-shaped pattern in heteroscedasticity indicates a breach of the premise. Lastly, Cook's Distance is used to determine whether there are any outliers or significant data points. A value of less than one indicates that the regression model is not being disproportionately influenced by any one data point.

CHAPTER IV

ANALYSIS OF FACTORS INFLUENCING STUDENTS' BUYING BEHAVIOR OF SKINCARE PRODUCTS

The elements influencing students' skincare product purchasing decisions are analyzed in this chapter. An outline of the demographic traits of the respondents opens this chapter, which is then followed by descriptive statistics of the important variables. To learn about student perceptions, the aggregate mean values are analyzed. To guarantee measurement uniformity, a reliability test is carried out. Additionally, the connections between students' purchasing behavior and affecting factors are examined. Multiple regression analysis for factors impacting students' skincare product purchasing behavior is presented at the end of this chapter.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents provide essential background information that supports contextualizing the findings of the study. In this research, the sample consisted of 311 students who are currently attending at University of Co-operatives and Management in Sagaing. The demographic data collected included gender, age, education levels, skincare brand, purchased amount on skincare products, purchased time within one semester on skincare products, year of skincare usage and places to buy skincare. The gathered data is presented in the form of tables that include the frequency and percentage rate findings of the respondents in order to give general demographic information about the students.

4.1.1 Gender of Respondents

Gender of the respondent was classified into two groups that were male and female. Number of respondents by gender group is shown in Table 4.1.

Table 4.1 Gender of Respondents

Sr.No.	Gender	Frequency	Percent (%)
1.	Male	86	6.5
2.	Female	225	93.5
Total		311	100

Source: Survey Data, 2025

According to the above Table 4.1, 86 (6.5%) of 311 respondents were defined as male students and 225 (93.5%) of total were recognized as female students. For this reason, it was demonstrating that the number of female students was greater than male students at University of Co-operatives and Management in Sagaing and it indicated that female students are more dealing with skincare products than male students.

4.1.2 Age of Respondents

The ages of respondents are divided into four groups which are between 18 and 19 years, between 20 and 21 years, between 22 and 23 years, and 24 years and above. The number of respondents in each age group is shown in Table 4.2.

Table 4.2 Age of Respondents

Sr.No.	Age (years)	Frequency	Percent (%)
1.	18-19	63	22.9
2.	20-21	178	50.9
3.	22-23	66	23.8
4.	24 and above	4	2.4
Total		311	100

Source: Survey Data (2025)

Out of the 311 respondents, there were respondents of 63 (22.9%) students who aged between 18 and 19 years old, 178 (50.9%) students who aged between 20 and 21 years old, 66 (23.8%) students who aged between 22 and 23 years old, and 4 (2.4%) students who aged above 24 years old. According to the respondents, the highest number of response was the group who were aged between 20 and 21 years old. As a result, it could be noted that although all ages were using skincare products, the students who aged between 20 and 21 years old were the most familiar group with skincare products in Sagaing.

4.1.3 Education of Respondents

The education of respondents is described into six groups: first year, Marketing Management major, Accounting and Finance major, Regional Development major, Social Enterprise Management major and Applied Statistics major. The number of respondents in each education group is shown in Table 4.3.

Table 4.3 Education of Respondents

Sr.No.	Description	Frequency	Percent (%)
1.	First Year	47	15.1
2.	MM Major	56	18
3.	A/F Major	83	26.7
4.	RD Major	35	11.3
5.	Co-op Major	38	12.2
6.	Stats Major	52	16.7
Total		311	100

Source: Survey Data (2025)

Regarding educational background, 47 (15.1%) respondents were first year, 56(18%) respondents were Marketing Management major,83(26.7%) respondents were Accounting and Finance major, 35 (11.3%) respondents were Regional Development major, 38 (12.2%) respondents were Social Enterprise Management major and 52(16.7%) respondents were Applied Statistics major. This indicates that students in Accounting and Finance Major were the most familiar group with skincare products.

4.1.4 Skincare Brands of Respondents

The skincare brands of respondents are characterized by five groups: American brand, France brand, Korean brand, Thailand brand and other. The number of respondents in each skincare brand group is shown in Table 4.4.

Table 4.4 Skincare Brands of Respondents

Sr.No.	Description	Frequency	Percent (%)
1.	American Brand	16	5.1
2.	France Brand	23	7.4
3.	Korean Brand	159	51.2
4.	Thailand Brand	97	31.2
5.	Other	16	5.1
Total		311	100

Source: Survey Data (2025)

As a result, 16 (5.1%) respondents were using American and France brands, 159 (51.2%) respondents were using Korean brands, 97 (31.2%) respondents were using

Thailand brands and 97 (31.2%) respondents were using other countries' brands. Therefore, it was indicating that students were more experienced with Korean skincare brands.

4.1.5 Purchased Amount on Skincare Products of Respondents

Purchased Amount on Skincare products of respondents is categorized by four groups which are below 50,000 MMK, 50,000 MMK and 150,000 MMK, 150,000 MMK and 250,000 MMK, and above 250,000 MMK. The number of respondents in each group is shown in Table 4.5.

Table 4.5 Purchased Amount on Skincare Products of Respondents

Sr.No.	Description (MMK)	Frequency	Percent
1	Below 50,000	147	51.3
2	50,000 – 150,000	124	43.1
3	150,000 – 250,000	25	4.1
4	Above 250,000	15	1.5
Total		311	100

Source: Survey Data (2025)

When looking at purchased amount on skincare products of 311 respondents, it could be noted that 147 (51.3%) respondents purchased skincare products under 50,000 MMK, 124 (43.1%) respondents purchased between 50,000 MMK and 150,000 MMK, 25 (4.1%) respondents purchased between 150,000 MMK and 250,000 MMK, 15 (1.5%) purchased above 250,000 MMK on skincare products. As a result, students purchased skincare products valued below 50,000 MMK mostly.

4.1.6 Purchased Time within One Semester on Skincare of Respondents

Purchased Time within One Semester on Skincare of respondents is categorized by five groups which are one time, two times, three times, four times and above five times. The number of respondents in each group is shown in Table 4.6.

Table 4.6 Purchased Time within One Semester on Skincare of Respondents

Sr.No.	Description	Frequency	Percent
1.	One Time	99	37.1
2.	Two Times	129	48.2
3.	Three Times	44	9.6
4.	Four Times	17	2.0
5.	Above Five Times	22	3.1
Total		311	100

Source: Survey Data (2025)

Concerning with Purchased Time within One Semester on Skincare, 99 (37.1%) of respondents purchased one time within semester on skincare products, 129 (48.2%) of respondents purchased two times, 44 (9.6%) of respondents purchased three times, 17 (2.0%) of respondents purchased four times, and 22 (3.1%) of respondents purchased above five times within one semester. Hence, it was indicating that 129 out of 311 students purchased two times within one semester on skincare products.

4.1.7 Year of Skincare Usage of Respondents

Year of skincare usage of respondents is categorized by three groups which are under 1 year, between 2 and 4 years and above 5 years. The number of respondents in each group is shown in Table 4.7.

Table 4.7 Year of Skincare Usage of Respondents

Sr.No.	Description (Year)	Frequency	Percent
1.	Under 1	123	39.5
2.	1 - 2	105	33.8
3.	3 - 4	52	16.7
4.	Above 4	31	10
Total		311	100

Source: Survey Data (2025)

Concerning with year of skincare usage, 123 (40.3%) of respondents used under one year, 157 (52.5%) of respondents used skincare products between 2 and 4 years and 31 (7.2%) of respondents used skincare products above 5 years. Hence, it was indicating that 157 out of 311 students used skincare products between 2 and 4 years.

4.1.8 Places to Buy Skincare of Respondents

Places to buy skincare of respondents is categorized by three groups which are store, online and cosmetic store. The number of respondents in each group is shown in Table 4.8.

Table 4.8 Places to Buy Skincare of Respondents

Sr.No.	Description	Frequency	Percentage
1.	Grocery Store	69	12.3
2.	Online	34	6.1
3.	Cosmetic Stores	208	81.6
Total		311	100

Source: Survey Data (2025)

Concerning with places to buy skincare, 69 (12.3%) of respondents bought skincare from store, 34 (6.1%) of respondents bought from online and 208 (81.6%) of respondents bought from cosmetic stores. Hence, it was indicating that 208 out of 311 students bought skincare products from cosmetic stores.

4.2 Descriptive Statistics of Variables

Descriptive statistics, including mean values and standard deviations, were calculated for independent variables such as personal factors, social factors, motivation, learning, beliefs and attitudes, and then dependent variable such as students buying behavior. Responses were measured on a 7-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree). A mean value of 4.0 or higher indicates a positive perception, reflecting general agreement or strong agreement with the statements. Tables display the mean and standard deviation for factors influencing students buying behavior on skincare products. These results highlight respondents' perceptions of influencing factors, as well as their influence on students buying behavior of skincare products. Lower standard deviations suggest greater consistency in responses.

4.2.1 Customer Perceptions on Personal Factors

The following Table 4.9 describes the respondent's perception on personal factors. There are six items in personal factors.

Table 4.9 Customer Perceptions on Personal Factors

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Preferring skincare products suitable to my age	5.89	1.315
2.	Preventing acne and wrinkles for daily routine	5.63	1.387
3.	Basing on my frequent exposure to pollution, sun, or harsh weather conditions	5.81	1.341
4.	Doing my skincare routine every day	5.51	1.319
5.	Choosing products that contain organic ingredients or those recommended by a dermatologist	4.86	1.616
6.	Choosing on ingredients or price	5.88	1.303
Overall Mean		5.75	

Source: Survey Data (2025)

According to Table 4.9, the overall mean value of personal factors was 5.75. Hence, most of the respondent perceptions agree with personal factors. It can be assumed that personal factors were conducting student buying behavior on an agree level. Among personal factors' items, preferring skincare products suitable to my age had the maximum mean value of 5.89, and Choosing products that contain organic ingredients or those recommended by a dermatologist had a minimum mean value of 4.86. It reflected that students did not choose skincare products that contain organic ingredients or those recommended by a dermatologist and the students only cared about suitable products to their ages. The standard deviation of the trendiness variable statements exceeds 1, indicating high variability in how students perceive trendiness as a personal factor influencing their skincare product purchasing behavior.

4.2.2 Customer Perceptions on Social Factors

The following Table 4.10, describes the respondent's perception on social factors. There are five items in social factors.

Table 4.10 Customer Perceptions on Social Factors

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Influencing the choice and purchase of skincare products by family	4.85	1.616
2.	Influencing the choice and purchase of skincare products by family	4.41	1.721
3.	Influencing the purchase of skincare by the behavior or words of salespeople	4.80	1.733
4.	Influencing the purchase of skincare by the recommendations of celebrities or beauty bloggers	4.62	1.676
5.	Discussing with classmates about skincare purchasing behavior	4.29	1.772
Overall Mean		4.59	

Source: Survey Data (2025)

According to Table 4.10, the overall mean value of social factors was 4.59. Hence, most of the respondent perceptions slightly agreed with social factors. It can be concluded social factors were conducting students buying behavior on a slightly agree level. Among social factors' items, influencing the choice and purchase of skincare products by family had the maximum mean value of 4.85, and discussing with classmates about skincare purchasing behavior had the minimum mean value of 4.29. It reflected that family influenced most students buying behaviors and classmates did not influenced students buying behaviors on skincare products in Sagaing. The standard deviation of the trendiness-related statements, categorized under social factors, is above 1. This indicates considerable variability in how students perceive trendiness as a social influence on their skincare product purchasing behavior.”

4.2.3 Customer Perceptions on Motivation

The following Table 4.11, describes the respondent's perception on motivation. There are six items in motivation in this study.

Table 4.11 Customer Perceptions on Motivation

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Buying skincare products is safe and comfortable	5.56	1.277
2.	Satisfying when my skincare purchases meet the value I pay for them.	5.46	1.346
3.	Reflecting a desire to improve myself.	5.50	1.309
4.	Considering the recommendations of my friends or family before making skincare purchases	5.45	1.369
5.	Buying skincare products that I don't need but that make me happy	5.39	1.464
6.	Buying skincare products if I see others using them	5.60	1.297
Overall Mean		5.52	

Source: Survey Data (2025)

According to Table 4.11, the overall mean value of motivation was 5.52. Hence, most of the respondents perceptions agree with motivation. It can be concluded motivation was conducting students buying behavior on an agree level. Among the items of motivation, buying skincare products if I see others using them had the maximum mean value of 5.60, and buying skincare products that I don't need but that make me happy had the minimum mean value of 5.39. It reflected that students were buying skincare products when the students saw other students using those products. The standard deviation of the trendiness-related statements, categorized under motivation, is above 1. This suggests substantial variability in how students are motivated by trendiness when purchasing skincare products.”

4.2.4 Customer Perceptions on Learning

The following Table 4.12, describes the respondent's perception on learning. There are six items in learning.

Table 4.12 Customer Perceptions on Learning

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Buying skincare brands that I have trusted in the past	5.35	1.528
2.	Researching about skincare products before making a purchase	5.39	1.464
3.	Learning about new skincare products or skincare brands by observing what others are buying	5.40	1.511
4.	Learning about skincare products through hands-on experiences or free trials	5.26	1.446
5.	Remembering skincare advertisements that are closely related to my skincare needs	5.31	1.424
6.	Recognizing skincare brand names through advertisements, even if I don't pay attention to them	5.52	1.225
Overall Mean		5.34	

Source: Survey Data (2025)

According to Table 4.12, the overall mean value of learning was 5.34. Hence, most of the respondent perceptions agree with learning. It can be concluded that learning was conducting students buying behavior on an agree level. Among the items of learning, recognizing skincare brand names through advertisements, even if I don't pay attention to them had the maximum mean value of 5.52, and learning about skincare products through hands-on experiences or free trials had the minimum mean value of 5.26. It reflected that students learnt about skincare products through advertisements even if the students didn't pay attention to the advertisements. The standard deviation of the trendiness-related statements, categorized under the learning factor, is above 1. This indicates considerable variability in how students acquire knowledge or are influenced by trendiness when learning about skincare products as part of their buying behavior.

4.2.5 Customer Perceptions on Beliefs and Attitudes

The following Table 4.13, describes the respondent's perception on beliefs and attitudes. There are six items in beliefs and attitudes.

Table 4.13 Customer Perceptions on Beliefs and Attitudes

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Being a trusted brand that uses quality products	5.19	1.636
2.	Being positive about purchasing skincare	4.75	1.695
3.	Using skincare is in line with my values	4.66	1.772
4.	Having a positive impact on my use	4.69	1.829
5.	Trusting the ingredient statements in skincare	4.71	1.811
6.	Feeling comfortable recommending skincare to others	5.31	1.424
Overall Mean		5.26	

Source: Survey Data (2025)

According to Table 4.13, the overall mean value of beliefs and attitudes was 5.26. Hence, most of the respondent perceptions agree with beliefs and attitudes. It can be concluded that beliefs and attitudes was conducting students buying behavior on an agree level. Among the items of beliefs and attitudes, feeling comfortable recommending skincare to others had the maximum mean value of 5.31, and using skincare is in line with my values had the minimum mean value of 4.66. It reflected that students were recommending skincare they bought to other students comfortably. The standard deviation of the trendiness-related statements, categorized under beliefs and attitudes, is above 1. This suggests significant variation in students' beliefs and attitudes regarding the influence of trendiness on their skincare product purchasing behavior.

4.2.6 Customer Perceptions on Students Buying Behavior

The following Table 4.14 describes the respondent's perception on students buying behavior. There are six items in students buying behavior.

Table 4.14 Customer Perceptions on Students Buying Behavior

Sr. No.	Descriptions	Mean	Standard Deviation
1.	Buying skincare products to prevent acne or wrinkles	5.68	1.316
2.	Buying skincare products based on recommendations from beauty bloggers and advertisements	4.87	1.641
3.	Buying skincare products from online stores, beauty salons, and beauty parlors	5.64	1.202
4.	Buying skincare products based on the recommendation of my classmates	5.40	1.401
5.	Buying skincare products based on the recommendation of my family and relatives	4.95	1.649
6.	Buying skincare products based on specific reasons (e.g. acne, freckles, dark spots)	5.63	1.283
Overall Mean		5.83	

Source: Survey Data (2025)

According to Table 4.14, the overall mean value of students buying behavior was 5.83. Hence, most of the respondent perceptions strongly agree with students buying behavior. It can be concluded that students buying behavior was on a strongly agree level. Among the items of students buying behavior, buying skincare products to prevent acne or wrinkles had the maximum mean value of 5.68, and buying skincare products based on recommendations from beauty bloggers and advertisements had the minimum mean value of 5.78. It reflected that students were buying skincare products to reduce skin issues such as acne or wrinkles. The standard deviation of the trendiness-related statements is above 1, indicating considerable variability in how trendiness influences students' buying behavior of skincare products.”

4.2.7 Summary of Respondent Perception on Factors Influencing on Students' Buying Behavior of Skincare Products

Table 4.15 shows the responses of students regarding the factors that influence their buying behavior of skincare products at the University of Co-operative and Management, Sagaing. This section includes five items related to the influencing factors.

Table 4.15 Overall Mean Value for Factors Influencing on Students' Buying Behavior of Skincare Products

Sr. No.	Descriptions	Overall Mean
1.	Personal Factors	5.75
2.	Social Factors	4.59
3.	Motivation	5.52
4.	Learning	5.34
5.	Beliefs and Attitudes	5.26

Source: Survey Data (2025)

Based on Table 4.15, the overall mean values for the influencing factors are 5.75, 4.59, 5.52, 5.34, and 5.26 respectively. This indicates that respondents generally agreed with the statements related to personal factors, motivation, learning, and beliefs and attitudes. In contrast, social factors received a slightly lower agreement level. Therefore, personal factors appear to have the strongest influence on students' buying behavior of skincare products at the University of Co-operative and Management, Sagaing.

4.3 Reliability Analysis of Variables

To evaluate the internal consistency of the variables used in this study, Cronbach's alpha is calculated. In general, alpha values less than 0.6 are regarded as being poor, values above 0.8 are regarded as good and values 0.7 are acceptable. The Cronbach's alpha values of variables are summited in Table 4.16.

Table 4.16 Reliability Analysis

Sr. No.	Descriptions	Number of Items	Cronbach's Alpha Value
1.	Personal Factors	6	0.974
2.	Social Factors	5	0.836
3.	Motivation	6	0.960
4.	Learning	6	0.954
5.	Beliefs and Attitudes	6	0.959
6.	Students' Buying Behavior	6	0.956

Source: Survey Data (2025)

Table 4.16, the reliability analysis for factors influencing on students' buying behavior demonstrates strong internal consistency across all constructs. Cronbach's Alpha values for all dimensions and factors exceed above 0.8, which indicating high reliability and good consistency in the measurement scales. These results express that all the factors are over 0.8 with higher values which is well above the acceptable result of 0.70. Thus, the research study of service quality on customer satisfaction indicate high reliability and consistent data and acceptable for this study.

4.4 Correlation Analysis of Factors Influencing on Students' Buying Behavior

Correlation analysis is used to analyze the relationship between independent variables (personal factors, social factors, motivation, learning and beliefs and attitudes) and dependent variable (students' buying behavior).

The following Table 4.17, describes the Pearson's correlation between influencing factor and students' buying behavior. Influencing factors are personal factors, social factors, motivation, learning and beliefs and attitudes in this study

Table 4.17 Pearson's Correlation between Influencing Factors and Students' Buying Behavior

Sr. No.	Independent Variables	Pearson's Correlation Coefficient	P-Value
1.	Personal Factors	0.742**	0.000
2.	Social Factors	0.572**	0.000
3.	Motivation	0.622**	0.000
4.	Learning	0.714**	0.000
5.	Beliefs and Attitudes	0.622**	0.000

Source: Survey Data (2025)

** . Correlation is a significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients analyzing the relationship between the dependent variable (students' purchasing behavior) and the independent variables (personal factors, social factors, motivation, learning, beliefs, and attitudes) are shown in Table 4.17. For every variable, the results show statistically significant positive correlations at the 1% level ($p = 0.000 < 0.01$). Exactly, correlation coefficient value of personal factors was 0.742, indicating a strong positive association with students' buying behavior. Social factors demonstrated the correlation coefficient value at 0.572,

it was moderate correlation with students' buying behavior. Similarly, correlation coefficient value between motivation and students' buying behavior was 0.622 that means the strength of correlation was strong correlation. Furthermore, correlation coefficient of learning exhibited as the strong correlation at 0.714, while correlation coefficient between beliefs and attitudes and students' buying behavior was 0.622 that showed strong and significant positive relationships with students' buying behavior. Therefore, Pearson correlation coefficient demonstrates that all five influencing factors were positively and significantly correlated with students' buying behavior, with correlation coefficients value range from approximately 0.572 to 0.742. This suggested that improvements in these areas are likely to lead to higher students' buying behavior.

4.5 The Effect of Factors Influencing on Students' Buying Behavior

To analyze factors influencing on students' buying behavior of skincare products at University of Co-operative and Management in Sagaing, multiple regression analysis was conducted to study the proposed objective.

In this analysis, factors influencing on students' buying behavior such as personal factors, social factors, motivation, learning and beliefs and attitudes were regarded as independent variables and, students' buying behavior was regarded as dependent variable. The results of multiple regression analysis were shown in Table 4.18.

Table 4.18 The Effect of Influencing Factors on Students' Buying Behavior

Independent Variables	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	VIF
	b	Std. Error	B			
Constant	0.122	0.183		0.669	0.504	
Personal Factors	0.208***	0.044	0.271	6.212	0.000	6.128
Social Factors	0.054**	0.023	0.053	1.206	0.029	5.149
Motivation	0.145***	0.034	0.203	4.479	0.000	5.175
Learning	0.179***	0.040	0.258	6.209	0.000	5.211
Beliefs and Attitudes	0.188***	0.043	0.265	6.211	0.000	5.168
R ²	0.836					
Adjusted R ²	0.833					
F- Value	232.645***					

Source: Survey Date (2025)

Dependent Variables: Student's Buying Behavior

Note: *** Significant at 1 % level, **Significant at 5% level

According to Table 4.18, the multiple regression analysis is constructed the influencing factors (personal factors, social factors, motivation, learning, beliefs and attitudes) on students' buying behavior. The adjusted R² is 0.833 that reveals 83.3% of total variance in students' buying behavior was described by influencing factors and sample size. The result of F- value is 232.645 that is significant at (p=0.000 <0.01). According to the analysis result, influencing factors; personal factors (B = 0.271, p = 0.000), motivation (B= 0.203, p = 0.000), learning (B = 0.258, p = 0.000) and beliefs and attitudes (B = 0.265, p = 0.000) were presented statistically significant positive relationships with students' buying behavior at 1% significant level because the P values of these variables were less than 0.01. It is shown that personal factors, motivation, learning, beliefs and attitudes were positively and significantly influence on students' buying behavior of skincare products at University of Co-operative and Management, Sagaing. In addition, social factors (B = 0.053, p = 0.029 < 0.05) is also positively and

significantly influence on students' buying behavior at 5% significant level.

The standardized coefficient shows how much each variable contributed to the study. The findings revealed that personal factors were the strongest predictor of changes in students' buying behavior, as it had the highest standardized beta value of 0.271. This indicates that personal factors influenced students' skincare buying behavior at the University of Co-operative and Management, Sagaing. Therefore, personal factors had the most influenced variable because of the largest standardized coefficient beta value. Subsequently, beliefs and attitudes had the second highest with 0.265. Then, learning had the third highest with 0.258. Next, motivation had the fourth highest with 0.203. Finally, social factors had the lowest standardized coefficient beta value with 0.053.

Furthermore, multi-collinearity was assessed using the Variance Inflation Factor (VIF), with all values below the threshold of 10, indicating no serious multi-collinearity issues. Overall, the regression results confirmed that selected influencing factors meaningfully influenced on students' buying behavior, with personal factors emerging as the strongest predictor.

Appendix B-3-1-Chart displays the Histogram, Normal P-P Plot, and Scatterplot of standardized residuals, which were analyzed to evaluate the assumptions of normality and homoscedasticity in the regression model. The Histogram reveals a roughly bell-shaped distribution centered around zero, suggesting that the residuals are approximately normally distributed. This pattern implies that the regression errors are symmetrically distributed. The Normal P-P Plot supports this observation, as the majority of the plotted points align closely with the diagonal reference line, indicating that the residuals follow a normal distribution. Furthermore, the Scatterplot of standardized residuals versus standardized predicted values exhibits a random dispersion of points with no discernible trend or pattern. The absence of a systematic structure suggests constant variance of residuals across all levels of predicted values, thus fulfilling the assumption of homoscedasticity. Collectively, these diagnostic plots confirm that the fundamental assumptions of multiple regression are met.

4.6 Hypotheses Testing

According to the outcomes of the multiple regression analysis, as presented in Table 4.19, provides insights into the outcomes of the hypothesis testing (H_1 to H_5).

Table 4.19 offers a summary of the hypothesis testing results, indicating which factors influencing on students' buying behavior.

Table 4.19 Summary of Hypothesis Testing

Sr. No.	Hypotheses	Remarks
H ₁	Personal factors positively impact on Students buying behavior	Accepted
H ₂	Social factors positively impact on Students buying behavior	Accepted
H ₃	Motivation positively impacts on Students buying behavior	Accepted
H ₄	Learning positively impacts on Students buying behavior	Accepted
H ₅	Belief and Attitudes positively impact on Students buying behavior	Accepted

To achieve the objectives of this study, multiple regression analysis was conducted to test the proposed hypotheses. The findings from the regression analysis are summarized below.

The results indicate that personal factors have a significant influence on students' buying behavior, as evidenced by a standardized beta coefficient of 0.271, a t-value of 6.212, and a significance level of 0.000 (<0.01). Therefore, H₁ is accept.

Moreover, social factors have a significant influence on students' buying behavior, with a standardized beta coefficient of 0.053, a t-value of 1.206, and a significant level of 0.029 (<0.05). As a result, H₂ is also accepted.

On the other hand, motivation has a significant influence on students' buying behavior, with a standardized beta coefficient of 0.203, a t-value of 4.479, and a significant level of 0.000 (<0.01). As a result, H₃ is accepted.

Similarly, learning has a significant influence on job satisfaction, as evidenced by a standardized beta coefficient of 0.258, a t-value of 6.209, and a significance level of 0.000 (<0.01). Consequently, H₄ is accepted.

In the same way, beliefs and attitudes has a significant influence on students' buying behavior, as evidenced by a standardized beta coefficient of 0.265, a t-value of 6.211, and a significance level of 0.000 (<0.01). Thus, H₅ is also accepted.

To be concluded, the findings suggest that all variables such as personal factors, social factors, motivation, learning and beliefs and attitudes are significant key factors influencing on students' buying behavior of skincare products at University of Cooperative and Management in Sagaing.

CHAPTER V

CONCLUSION

This chapter presents the findings related to the factors that influence students' buying behavior of skincare products at the University of Co-operative and Management in Sagaing. It also covers the findings and discussion, suggestions and recommendations, the study's implications, and areas for further research.

5.1 Findings and Discussions

This research examined the factors that affect students' buying behavior of skincare products at the University of Co-operative and Management in Sagaing. The following findings were identified in the study.

As a result of the descriptive analysis for demographic factors, the findings indicated that gender significantly influenced skincare purchasing behavior, with female students emerging as the dominant consumer group. Age-related analysis revealed that young adults, particularly those aged 20 to 21, were the most frequent skincare buyers. Students majoring in Statistics exhibited higher engagement and knowledge regarding skincare products, possibly due to their analytical approach and awareness of product features. Korean skincare brands were notably popular, driven by perceptions of quality and the influence of Korean pop culture. Most students preferred skincare products priced under 50,000 MMK, reflecting price sensitivity likely stemming from limited income or financial dependence. The study also found that students typically purchase skincare items at least twice per semester, showing consistent buying habits. Furthermore, the majority have used skincare products for two to four years, indicating established routines and brand loyalty. Cosmetic stores remained the primary purchasing channel, suggesting a preference for accessibility, authenticity, and product variety offered by physical retailers.

According to descriptive analysis, concerning with personal factors, students did not choose skincare products that contain organic ingredients or those recommended by a dermatologist and the students only cared about suitable products to their ages. For social factors, family influenced most students buying behaviors and classmates did not influenced students buying behaviors on skincare products in Sagaing. In relation to motivation factors, students learnt about skincare products

through advertisements even if the students didn't pay attention to the advertisements. According to descriptive statistics for beliefs and attitudes, students were recommending skincare they bought to other students comfortably. Concerning with respondents' perceptions on students' buying behavior, students were buying skincare products to reduce skin issues such as acne or wrinkles.

According to correlation analysis, the relationships between personal factors, social factors, motivation, learning and, beliefs and attitudes were positively related to students' buying behavior. Therefore, all correlation coefficients of independent variables were observed to be statistically significant. Thus, it was indicating that when the influencing factors were improved, students' buying behavior will be increased.

The primary objective of this study was to examine factors influencing on student's buying behavior. According to multiple regression analysis, the results indicate that personal factors had positive and significant influence on students' buying behavior. It means that students are actively developing their personal identities, values, and lifestyle preferences, all of which directly shape their consumption patterns. Students often experience heightened awareness of physical appearance and social image, both of which contribute to the development of skincare routines as part of their self-care and identity formation processes. For example, students with a high degree of self-consciousness or concern for appearance may prioritize skincare products that enhance skin clarity, prevent acne, or contribute to a youthful look. Similarly, students with more active lifestyles may seek products that offer convenience, multifunctionality, or protection from environmental stressors.

In addition, belief and attitude have a positive and significant influence on students' buying behavior. It can be explained that students may hold specific beliefs about product effectiveness, safety, brand reputation, or ethical attributes (e.g., cruelty-free, natural ingredients). When these beliefs are favorable, they translate into positive attitudes, which significantly increase the likelihood of purchase.

Moreover, learning has a positive and significant influence on students' buying behavior. It means that students tend to rely heavily on accumulated knowledge from personal experience, peer recommendations, and online content to inform their choices. Learning can occur through both direct experience and indirect sources such as advertisements, influencers, and user-generated reviews.

Furthermore, motivation has a positive and significant influence on students' buying behavior. It means that students may be motivated to use skincare products to enhance appearance, which can lead to improved self-image and greater social confidence. This aligns with prior research indicating that appearance-related motivations are particularly strong among young adults, who are often in the process of establishing social and professional identities.

Finally, social factors has also a positive and significant influence on students' buying behavior. It can be explained that students form attitudes and preferences that directly affect their purchasing decisions through mechanisms such as peer conformity, familial guidance, and digital influence. As skincare becomes increasingly personalized and experiential, the role of social context continues to grow in shaping consumer behavior.

5.2 Suggestions and Recommendations

Based on the findings of this study, it is kindly recommended that marketers and skincare product developers carefully consider the complex interplay of personal factors, social factors, motivation, learning, and consumer beliefs and attitudes when targeting student consumers.

Firstly, personal factors has the most positive and significant influence on students' buying behavior of skincare products. Personal factors play a crucial role in shaping students' preferences and purchase intentions. Skincare marketers should adopt personalized marketing strategies. This includes offering products tailored to individual skin concerns (e.g., acne, dryness, sensitivity) and recommendation systems based on consumer profiles. Moreover, marketers should continually provide marketing messages that emphasize self-confidence, individuality, and wellness are likely to resonate with students who view skincare as part of a broader personal care routine.

Secondly, belief and attitude have the most positive and significant influence on students' buying behavior of skincare products. Therefore, Skincare marketers should craft communication strategies that explicitly strengthen positive beliefs regarding product effectiveness, safety, and quality. Highlighting scientifically validated benefits, ingredient transparency, and dermatological endorsements can help foster stronger favorable attitudes among student consumers who are often skeptical and information-driven.

Thirdly, learning has the third positive and significant influence on students' buying behavior of skincare products. This suggests that students progressively build their skincare consumption patterns through direct and indirect experiences. Therefore, Skincare marketers should create opportunities for hands-on learning, such as free samples, in-store trials, and virtual try-on technologies. These experiential touchpoints enable students to learn about product effects firsthand, reinforcing favorable perceptions and increasing purchase likelihood.

Fourthly, motivation has the third positive and significant influence on students' buying behavior of skincare products. Therefore, skincare marketers should create messages that resonate with students' core motivations, such as the desire for confidence, health, or peer acceptance. Campaigns emphasizing personal empowerment, self-care rituals, and social belonging are likely to motivate student consumers more effectively.

Finally, social factors has a least positive and significant influence on students' buying behavior. While social influences such as peer pressure, family guidance, and social media exposure continue to play a measurable role in shaping consumer behavior, their relatively weaker impact compared to other determinants suggests a shift in students' decision-making processes toward more individualistic and informed behavior. Skincare marketers should respond to this finding by shifting focus toward personal relevance, customization, and individual benefits rather than relying solely on social proof or influencer marketing. Product messaging that emphasizes scientific backing, skin compatibility, and self-care is likely to resonate more with students who value autonomy over social conformity.

5.3 Implications of the Study

Existing literature highlights the multifaceted nature of students' buying behavior, emphasizing the significant roles played by personal factors, social influences, motivation, and cognitive components such as learning, beliefs, and attitudes. Personal factors, including age, preferences, and lifestyle, have been shown to directly affect product choice, as individuals seek skincare products that align with their unique needs. Social factors, such as peer influence, family opinions, and cultural norms, further shape purchasing decisions by providing external validation and social reinforcement. Motivation theories explain that intrinsic and extrinsic drives, including the desire for improved appearance or social acceptance, are critical in prompting

buying behavior. Moreover, the learning process, through experience and exposure to marketing communications, shapes students' knowledge and awareness, thereby influencing their brand preferences and loyalty. Lastly, deeply held beliefs and positive attitudes towards product efficacy and safety play a pivotal role in determining willingness to purchase skincare products, particularly in regions like Sagaing where traditional values intersect with modern consumerism. Collectively, these factors form an integrated framework that informs the understanding of students' skincare buying behavior, suggesting that marketers and educators should consider a holistic approach when addressing this demographic in Sagaing.

The findings of this study have important practical implications for marketers and skincare product developers targeting students in Sagaing. Understanding that personal factors—such as age-appropriate product preferences and individual beliefs—significantly influence buying behavior suggests that personalized marketing strategies should be emphasized to meet the specific needs of different student segments. Additionally, recognizing the impact of social factors, including peer influence and social media, highlights the necessity for leveraging social networks and influencer partnerships to enhance product appeal. The role of motivation implies that marketers should focus on both intrinsic motivators, such as self-care and confidence, and extrinsic motivators like promotions and discounts to drive purchases. Furthermore, the influence of learning indicates the importance of educational campaigns that inform students about product benefits, usage, and ingredients, thereby building informed consumer decisions. Lastly, addressing students' beliefs and attitudes toward skincare products through transparent communication and trust-building efforts can foster brand loyalty and repeat purchasing. Collectively, these insights provide a comprehensive framework for designing effective marketing strategies tailored to the unique preferences and behaviors of Sagaing's student population.

5.4 Needs for Further Studies

Although the current study provides useful insights into the factors influencing students' buying behavior toward skincare products, there remains a critical need for further research specifically within the context of University of Co-operative and Management in Sagaing. The student population at this institution may possess unique socio-cultural characteristics, economic backgrounds, and environmental influences that differentiate their consumption patterns from those at other universities. Future

studies should explore these contextual variables in greater depth, including the roles of regional brand awareness, cultural norms related to skincare, and digital marketing exposure. Additionally, longitudinal studies may help to examine changes in consumer behavior over time, while qualitative approaches such as focus group discussions could uncover deeper psychological and emotional drivers. By conducting further research tailored to the specific context of University of Co-operative and Management in Sagaing, scholars and practitioners can gain a more nuanced understanding of student buying behavior and design more effective marketing and educational intervention.

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Questionnaire

This questionnaire aims to gather your opinions about factors influencing on students' buying behavior of skincare products. This is part of my MBA research at UCMS. Thank you for taking the time to answer my questions. I promise to keep your information private and confidential.

Section (A)

Demographic Information of Respondents

1. Age Group
18-19 years 20-21 years 22-23 years

24 years and above

2. Gender
Male Female

3. Education
First Year MM Major A/F Major
RD Major Co-op Major Stats Major

4. What skincare brands do you usually use?

5. Spending situation when purchasing skincare products
Below 50,000 Ks 50,000-150,000 Ks
150,00-250,000 Ks Above 250,000 Ks

6. Number of times you purchased skincare in one (1) semester

One Two Three Four Above five

7. Years of skincare use

Under One Two year and (4)years Above five year

8. Places to buy skincare

Store Online Cosmetics store

Section (B)

Please rate your agreement upon these following factors in terms of (1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Disagree, 4 = Neutral, 5 = Moderately Agree, 6 = Agree, 7 = Strongly Agree)

1. Personal Factors

Sr. No	Contents	1	2	3	4	5	6	7
1.	I prefer skincare products suitable to my age							
2.	My skincare routine is mainly to prevent acne and wrinkles.							
3.	My skincare routine is based on my frequent exposure to pollution, sun, or harsh weather conditions.							
4.	I usually do my skincare routine every day.							
5.	When choosing my skincare products, I choose products that contain organic ingredients or those recommended by a dermatologist.							
6.	When choosing a skincare product, I usually choose based on ingredients or price.							

2.Social Factors

Sr. No	Contents	1	2	3	4	5	6	7
1.	Family influences the choice and purchase of skincare products.							
2.	Friends influence the purchase of skincare products.							
3.	The behavior or words of salespeople influence the purchase of skincare.							
4.	The recommendations of celebrities or beauty bloggers influence the purchase of skincare.							
5.	Skincare purchasing behavior is often discussed among classmates.							

Psychological Factors

(1)Motivation

Sr. No	Contents	1	2	3	4	5	6	7
1.	I buy skincare products that are safe and comfortable.							
2.	I am satisfied when my skincare purchases meet the value I pay for them.							
3.	My skincare purchases often reflect a desire to improve myself.							
4.	I consider the recommendations of my friends or family before making skincare purchases.							
5.	I tend to buy skincare products that I don't need but that make me happy.							
6.	I am more likely to buy them if I see others using them.							

(2) Learning

Sr. No	Contents	1	2	3	4	5	6	7
1.	I tend to buy skincare brands that I have trusted in the past.							
2.	I research and purchase skincare products before making a purchase.							
3.	I learn about new skincare products or skincare brands by observing what others are buying.							
4.	I learn about skincare products through hands-on experiences or free trials.							
5.	I tend to remember skincare advertisements that are closely related to my skincare needs.							
6.	I recognize skincare brand names through advertisements, even if I don't pay attention to them.							

(3) Beliefs and Attitudes

Sr. No	Contents	1	2	3	4	5	6	7
1.	Skincare is a trusted brand that uses quality products.							
2.	I am positive about purchasing skincare.							
3.	I believe that using skincare is in line with my values.							
4.	Skincare advertisements have a positive impact on my use.							
5.	I trust the ingredient statements in skincare.							
6.	I feel comfortable recommending skincare to others.							

Section (C)

Sr. No.	Student Buying Behavior	1	2	3	4	5	6	7
1.	I bought this because I don't want my skincare routine to cause acne or wrinkles.							
2.	I bought it based on recommendations from beauty bloggers and advertisements.							
3.	I buy my skincare products from online stores, beauty salons, and beauty parlors.							
4.	I buy my skincare products based on the recommendation of my classmates.							
5.	How I buy my skincare products based on the recommendation of my family and relatives.							
6.	I buy skincare brands based on specific reasons (e.g. acne, freckles, dark spots).							

Statistical Outputs

I. Reliability Analysis

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Personal Factors	0.974	6

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Social Factors	0.836	5

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Motivation	0.960	6

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Learning	0.954	6

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Beliefs and Attitudes	0.959	6

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Students Buying Behaviors	0.956	6

II. Correlations Analysis

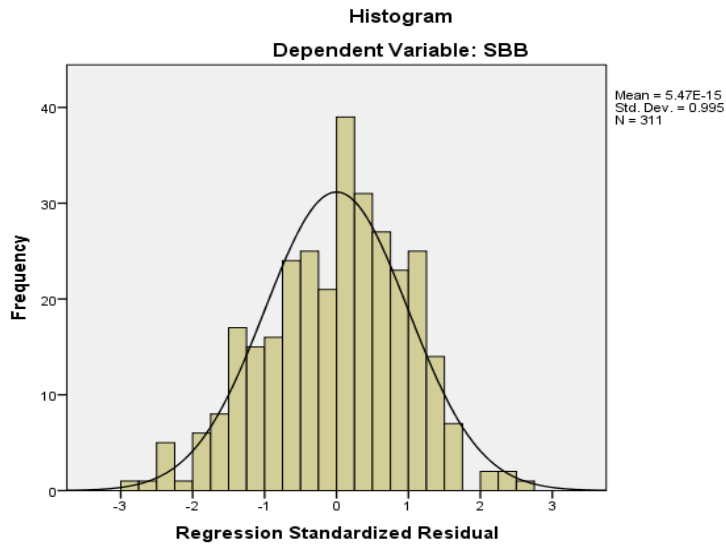
Correlations							
		PF	SF	M	L	BA	SBB
PF	Pearson Correlation	.742**	.742**	.742**	.714**	.572**	.688**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311	311
SF	Pearson Correlation	.572**	1	.671**	.609**	.758**	.508**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
	N	311	311	311	311	311	311
M	Pearson Correlation	.622**	.671**	1	.716**	.672**	.706**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	311	311	311	311	311	311
L	Pearson Correlation	.714**	.609**	.716**	1	.700**	.766**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
	N	311	311	311	311	311	311
BA	Pearson Correlation	.622**	.758**	.672**	.700**	1	.625**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
	N	311	311	311	311	311	311
SBB	Pearson Correlation	.688**	.508**	.706**	.766**	.625**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	311
**. Correlation is significant at the 0.01 level (2-tailed).							

III. Multiple Regression Analysis

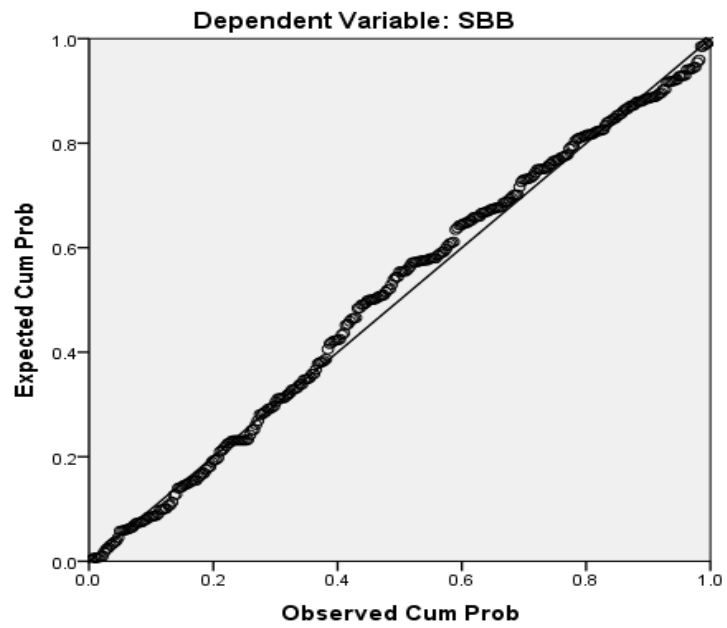
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915 ^a	0.836	0.833	0.50764
a. Predictors: (Constant), PF,SF,M,L,BA				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	150.548	6	30.110	650.379	.000 ^b
	Residual	18.240	394	0.046		
	Total	168.789	399			
a. Dependent Variable: SBB						
b. Predictors: (Constant), PF,SF,M,L,BA						

Coefficients ^s								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.122	0.183		0.669	0.505		
	PF	0.208	0.044	0.271	6.212	0.000	.476	6.128
	SF	0.054	0.023	0.053	1.206	0.029	.260	5.149
	M	0.145	0.034	0.203	4.479	0.000	.223	5.175
	L	0.179	0.040	0.258	6.209	0.000	.201	5.211
	BA	0.188	0.043	0.265	6.211	0.000	.222	5.168
a. Dependent Variable: SBB b. Predictors: (Constant),PF,SF,M,L,BA								



Normal P-P Plot of Regression Standardized Residual



Scatterplot

Dependent Variable: SBB

