

Social Media Marketing and Consumer Buying Behaviour Among College Students: An Empirical Study on Digital Influence in Higher Education

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Abstract

Social media marketing has emerged as a powerful digital tool that significantly influences consumer purchasing decisions, particularly among college students who constitute one of the most active social media user groups. This study aimed to examine the influence of social media marketing on college students' buying behaviour, analyze the factors affecting online purchase decisions, and evaluate the impact of digital advertising and influencer recommendations on consumer behaviour. The study adopted a quantitative research design based on primary data collected from 140 college students through a structured questionnaire. Descriptive statistics, percentage analysis, Chi-square tests, and Exploratory Factor Analysis (EFA) using Principal Component Analysis with Varimax Rotation were employed to analyze the data. The findings revealed that Instagram was the most preferred social media platform and that the majority of students spent between one and five hours daily on social media. More than half of the respondents reported purchasing products after viewing them on social media platforms, indicating a substantial impact of digital marketing on buying behaviour. The Chi-square analysis identified significant associations between gender and social media-driven purchases, as well as between age and daily social media usage. Factor analysis extracted four major dimensions influencing buying behaviour: Brand Trust and Awareness, Ethical-Impulse Influence, Engagement and Validation, and Price and Encouragement. The study concludes that social media marketing significantly affects college students' purchasing decisions, with advertisements, brand reputation, influencer recommendations, online reviews, and price considerations serving as key determinants of consumer behaviour.

Keywords: Social Media Marketing, Consumer Buying Behaviour, College Students, Digital Advertising, Influencer Marketing, Purchase Decision, Social Media Engagement, Exploratory Factor Analysis.

1. INTRODUCTION

The rapid growth of digital technology has transformed the way businesses communicate with consumers and market their products and services. Among the various digital platforms available today, social media has emerged as one of the most influential marketing tools, enabling organizations to establish direct and interactive relationships with customers. Unlike traditional marketing channels that rely primarily on one-way communication, social media platforms facilitate real-time engagement through advertisements, influencer endorsements, product reviews, user-generated content, and personalized recommendations. As a result, businesses increasingly invest in social media marketing strategies to enhance brand awareness, influence consumer perceptions, and stimulate purchasing decisions. The widespread

adoption of platforms such as Instagram, YouTube, Facebook, Snapchat, and TikTok has created new opportunities for marketers to reach consumers more effectively and efficiently than ever before.

College students represent one of the most active and influential segments of social media users. Belonging predominantly to Generation Z, they have grown up in an environment characterized by constant internet connectivity, smartphone usage, and digital interaction. These students spend substantial amounts of time browsing social media platforms for entertainment, communication, education, and shopping-related purposes. Their purchasing decisions are often influenced by online advertisements, peer recommendations, influencer content, product reviews, and social trends. Consequently, social media has become an important source of information that shapes consumer attitudes, preferences, and buying behaviour among students. The increasing integration of social media into everyday life has significantly altered the traditional consumer decision-making process, making digital influence a crucial factor in modern marketing.

The growing popularity of social commerce has further strengthened the relationship between social media and consumer buying behaviour. Social media platforms now offer integrated shopping features that allow users to discover, evaluate, and purchase products without leaving the application. Features such as sponsored posts, shoppable advertisements, live-stream selling, influencer collaborations, and customer reviews have simplified the purchasing journey and increased the likelihood of impulse buying. For college students, who are highly connected and digitally engaged, these innovations create a seamless shopping experience that can significantly influence their consumption patterns. Moreover, social validation in the form of likes, comments, shares, and peer interactions often reinforces purchasing intentions and encourages brand engagement.

Despite the increasing importance of social media marketing, there remains a need for empirical research examining how digital marketing efforts influence college students' buying behaviour. Understanding the role of advertisement exposure, influencer recommendations, online reviews, brand credibility, and social media engagement is essential for marketers seeking to develop effective strategies for this demographic. Therefore, this study aims to investigate the impact of social media marketing on consumer buying behaviour among college students and identify the key digital factors that shape their purchase decisions in the higher education context.

1.1 Problem statement

Despite significant investments in social media marketing, there remains a limited understanding of how these digital campaigns specifically influence college students' purchasing decisions. The proliferation of targeted advertisements, influencer endorsements, and sponsored content has created an environment where students are constantly exposed to marketing messages, yet the mechanisms through which these exposures translate into actual buying behaviour remain inadequately explored. Furthermore, the ethical implications of aggressive digital marketing strategies targeting young consumers warrant careful examination.

1.2 Objectives of the study

1. To examine the influence of social media marketing on college students' consumer buying behaviour.
2. To analyze the factors affecting online buying decisions among college students.
3. To evaluate the impact of digital advertising and influencer recommendations on purchase decisions.
4. To assess the association between gender and purchasing behavior after viewing social media advertisements.
5. To determine the relationship between age and daily social media usage patterns among college students.

1.3 Significance of the study

This research contributes to multiple stakeholder groups. Marketers gain insights into effective strategies for reaching young consumers. Educators recognize the importance of digital literacy and financial awareness in academic curricula. Students develop awareness of how marketing influences their choices. Academically, the study advances knowledge in marketing, consumer psychology, and digital communication by establishing connections between social media engagement and purchasing behaviour.

1.4 Hypothesis

a. Hypothesis 1: Gender and Purchase After Social Media

Null Hypothesis (H_0): There is no significant association between gender and purchasing a product after seeing it on social media.

Alternative Hypothesis (H_1): There is a significant association between gender and purchasing a product after seeing it on social media.

b. Hypothesis 2: Age and Daily Social Media Usage

Null Hypothesis (H_0): There is no significant association between age and the amount of time spent on social media daily.

Alternative Hypothesis (H_1): There is a significant association between age and the amount of time spent on social media daily.

1.5 Research gap

While existing research establishes that social media marketing influences consumer behaviour, there is a gap in understanding how these effects manifest specifically among contemporary college students in diverse academic contexts. This study addresses this gap by examining the impact of social media marketing on college students' buying behaviour through empirical investigation.

2. LITERATURE REVIEW

Social media marketing has become one of the most influential promotional tools in the digital era, particularly among young consumers and college students. Recent studies have shown that social media platforms facilitate direct interaction between brands and consumers through advertisements, influencer endorsements, reviews, and user-generated content, thereby significantly affecting purchasing decisions. Condino et al. (2024) found that social media marketing moderately but significantly influenced the buying behaviour of college students, with students exhibiting high levels of social media usage and frequent exposure to marketing content. The study further highlighted that digital engagement increases the likelihood of product awareness and purchase consideration among students. Similarly, Salera et al. (2024) reported that positive social media experiences significantly influence students' buying behaviour, reinforcing the role of social media platforms as powerful marketing channels for businesses targeting younger consumers.

A growing body of literature emphasizes the importance of influencer marketing in shaping college students' consumer behaviour. Social media influencers have emerged as trusted opinion leaders whose recommendations often appear more authentic than traditional advertising. Subitha et al. (2024) examined college students in Ernakulam District and found that influencer credibility, authenticity, and relatability significantly affected purchase decisions. The study concluded that students are more likely to purchase products endorsed by influencers they perceive as trustworthy and similar to themselves. Supporting these findings, Ghaleb and Alawad (2024) reported that engagement with influencer

content mediates the relationship between influencer credibility and purchase intention among university students. Their research identified Instagram as the most influential platform affecting Generation Z consumers' purchasing intentions.

Research conducted during 2025 further strengthened evidence regarding the relationship between social media marketing and consumer buying behaviour among students. Diano et al. (2025) found a strong positive correlation between social media marketing activities and consumer buying behaviour among Accountancy, Business, and Management students. The study indicated that higher levels of social media engagement, reach, and click-through rates enhanced brand awareness and purchase intentions. Likewise, Divya et al. (2025) observed that social media platforms and peer recommendations played crucial roles in influencing college students' purchases, particularly for clothing, electronics, and lifestyle products. The findings suggested that affordability, digital engagement, and social influence are major determinants of student purchasing behaviour.

Another important dimension explored in recent studies is social commerce and impulsive buying behaviour. Vineethan et al. (2025) found that integrated shopping features on social media platforms significantly influenced college students' purchase decisions. The study reported that peer reviews, influencer recommendations, and platform convenience encouraged spontaneous purchases among young consumers. Similarly, Gbandi and Ugbechie (2023) demonstrated that social interaction, visual appeal, and hedonic motivation significantly contributed to impulsive buying behaviour among students. These findings suggest that the interactive and visually appealing nature of social media platforms creates an environment that encourages unplanned purchases and increases consumer engagement with brands.

Recent psychological studies have also explored the mechanisms underlying social media-driven purchasing behaviour. Ling et al. (2023) found that upward social comparison on social networking sites positively influences online compulsive buying among college students through materialism and envy. The study argued that continuous exposure to peers' lifestyles and possessions on social media can create consumption-oriented attitudes among students. Furthermore, Qi (2025) reported that impulse buying among university students is increasingly driven by emotional motivations, digital immersion, and identity-related factors. The study highlighted that algorithm-driven recommendations and social media exposure contribute to impulsive consumption behaviours among young consumers.

Shriedeh (2025) found that influencer credibility, peer influence, and positive attitudes toward products significantly predicted purchase intentions among university students. Likewise, Selvaraj (2026) reported a significant positive relationship between social media advertisement exposure and purchase decisions among college students, concluding that social media advertising has become an essential component of contemporary marketing strategy. The study emphasized that platforms such as Instagram and YouTube strongly influence brand perceptions and consumer decision-making among young adults.

3.METHODOLOGY

This study employed a descriptive research design to examine the characteristics, opinions, and behaviours of college students regarding social media marketing's influence on their buying decisions. The research was conducted across Ernakulam district in Kerala, which serves as the state's IT hub and economic powerhouse, providing a diverse and digitally connected student population ideal for this investigation. Primary data were collected from 140 college students using a structured questionnaire administered through online platforms and direct responses, covering social media usage patterns, advertisement influence, influencer impact, online purchase decisions, and brand preferences. Convenience sampling was employed to select respondents who were readily available and willing to participate, ensuring efficient data collection while maintaining adequate representation of the target population across various academic programs and age groups, all of whom were active social media users.

Secondary data were obtained from research journals, books, websites, and articles related to social media marketing and consumer behaviour, providing theoretical grounding and contextual understanding for the study. Data collected through Google Forms were coded and tabulated using Microsoft Excel, with statistical analysis conducted using the Statistical Package for the Social Sciences (SPSS). The analytical framework employed three complementary tools:

Percentage Analysis to describe demographic characteristics and response distributions, Chi-Square Tests to examine associations between categorical variables such as gender, age, and purchasing behaviour, and Factor Analysis to identify underlying factors influencing buying behaviour. This comprehensive methodological approach enabled the researcher to systematically investigate the impact of social media marketing on college students' consumer behaviour within the dynamic digital environment of Ernakulam, a region characterized by high internet penetration and tech-savvy youth populations.

4. RESULTS AND DISCUSSION

4.1 Demographic characteristics

Demographic Variable	Category	n	%
Age	Under 20	5	4
	20-24	94	67
	24-28	31	22
	30=34	10	7
Gender	Male	79	56.4
	Female	40	28.6
	Not specified	21	15
Course	BBA	67	47.9
	B.Com	25	17.9
	MBA	10	7.1
	BCA	8	5.7
	BA	5	3.6
	BDS	4	2.9
	Not specified	21	15
Mode of Course	Regular	99	70.71
	Distance Education or Online	41	29.28

Table 1. Demographic Profile of Respondents

Source: Survey Data

The demographic profile of respondents (Table 1) indicates that males formed the majority at 56.4% (n = 79), while females accounted for 28.6% (n = 40) and 15.0% (n = 21) did not specify their gender. In terms of age, the 20–24 year age group represented the largest cohort at 67.0% (n = 94), followed by those aged 24–28 years at 22.0% (n = 31), with respondents under 20 years comprising 4.0% (n = 5) and those in the 30–34 year bracket constituting 7.0% (n = 10). Notably, the senior age groups—respondents above 24 years of age, who together made up 29.0% of the sample—were predominantly enrolled in distance education or online programs, a finding substantiated by the course mode data which shows that 29.28% (n = 41) of all respondents pursued their studies through distance or online modes, while the majority (70.71%, n = 99) were in regular programs. Regarding academic disciplines, BBA students comprised the largest proportion at 47.9% (n = 67), followed by B.Com at 17.9% (n = 25), MBA at 7.1% (n = 10), BCA at 5.7% (n = 8), BA at 3.6% (n = 5), and BDS at 2.9% (n = 4), with 15.0% (n = 21) not specifying their course, collectively indicating that management

students were the primary respondents, while older students tended to prefer flexible learning formats over the conventional regular mode favored by their younger counterparts.

4.2 Social media engagement profile of respondents

Demographic Variable	Category	n	%
Daily Social Media Usage	1-3 hours	50	35.7
	3-5 hours	38	27.1
	More than 5 hours	21	15
	Less than 1 hour	10	7.1
	Not specified	21	15
Preferred Platform	Instagram	91	65
	YouTube	24	17.1
	Snapchat	4	2.9
	Not specified	21	15

Table 2. Social Media Engagement Profile

Source: Survey Data

The social media engagement (Table 2) profile reveals that a substantial majority of college students are actively engaged with social media platforms on a daily basis. Among the 140 respondents, the largest proportion (35.7%, $n = 50$) reported spending 1-3 hours daily on social media, while 27.1% ($n = 38$) indicated spending 3-5 hours. Cumulatively, 62.8% of students spend between 1 to 5 hours daily on social media, reflecting moderate to high engagement levels. An additional 15.0% ($n = 21$) reported spending more than 5 hours daily, suggesting heavy usage patterns among a notable segment of the student population. Only 7.1% ($n = 10$) reported spending less than 1 hour daily, indicating that the vast majority of college students are regular social media consumers. This high level of engagement creates significant opportunities for marketers to reach students through digital platforms.

Regarding platform preferences, Instagram emerged as the overwhelmingly dominant platform, with 65.0% ($n = 91$) of respondents identifying it as their most used application. YouTube was the second most preferred platform at 17.1% ($n = 24$), while Snapchat had minimal usage at 2.9% ($n = 4$). The clear preference for Instagram aligns with its visual-centric features, including stories, reels, and shoppable posts, which are particularly appealing to the college demographic. The dominance of Instagram suggests that brands targeting college students should prioritize this platform for their marketing campaigns, focusing on visually engaging content and influencer collaborations. YouTube's presence as the second choice indicates that longer-form video content also resonates with students, making it a valuable secondary platform for product demonstrations, tutorials, and reviews. The low usage of Snapchat suggests limited marketing potential on this platform for the college student segment.

4.3 Advertising exposure and purchase behaviour of respondents

Variable	Category	n	%
Frequency of Ad Exposure	Often	42	30
	Always	37	26.4
	Sometimes	32	22.9
	Never	8	5.7
	Not specified	21	15
Purchase After social media	Yes	73	52.1
	No	26	18.6
	Maybe	20	14.3
	Not specified	21	15
	Maybe	43	30.7
Influencer Influence	Yes	41	29.3
	No	35	25
	Not specified	21	15

Table 3. Advertising Exposure and Purchase Behaviour

Source: Survey Data

The findings demonstrated (Table 3) that students were frequently exposed to marketing advertisements on social media, with 30.0% (n = 42) reporting seeing ads "Often" and 26.4% (n = 37) indicating "Always" encountering advertisements. More than half of the respondents (52.1%, n = 73) reported having purchased products after seeing them on social media, reflecting a substantial direct influence of digital advertising on student consumer behaviour. When examining influencer impact, responses were varied: 29.3% (n = 41) acknowledged that influencer recommendations influenced their purchase decisions, 25.0% (n = 35) reported no influence, and 30.7% (n = 43) expressed uncertainty, indicating a moderate but notable influencer effect on college students' purchasing behaviour.

4.4 Chi-square association between demographic variables and behavioural outcomes

Association Tested	χ^2	df	p-value	Significance
Gender × Purchase After Social Media	420	84	0	Significant
Age × Daily Social Media Usage	160.361	8	0	Significant

Table 4. Chi-Square Association Between Demographic Variables and Behavioural Outcomes

Note: p < .05

A Chi-Square test of independence (Table 4) was conducted to examine the association between gender and purchasing behaviour after viewing social media advertisements. The results revealed a statistically significant association between gender and purchase decisions, $\chi^2(84) = 420.000$, $p < .001$. This finding indicates that gender influences the likelihood of social media-driven purchases, rejecting the null hypothesis of no association. A second Chi-Square test examined the relationship between age and daily social media usage. The analysis revealed a statistically significant association between these variables, $\chi^2(8) = 160.361$, $p < .001$. This result suggests that age influences social media engagement patterns, which in turn may affect students' exposure to marketing messages and subsequent purchasing behaviours.

4.5 Exploratory factor analysis: to identify underlying dimensions influencing college students' buying behaviour

Variables	Component			
	1	2	3	4
Social Media Advertisements	0.992			
Brand Reputation	0.986			
Online Reviews	0.983			
Honest Information		0.836		
Impulse Buying		0.797		
Advertisement Attention			0.814	
Product Reviews			0.73	
Purchase Encouragement				0.744
Price Sensitivity				0.704
Eigen values	3.147	1.55	1.312	1.194
Percentage of total variance	34.962	17.217	14.579	13.265

Table 5. Pattern Component Matrix, Eigen Values and Total Variance Percentage for Components obtained by Principal Component Analysis with Varimax Rotation Method

Note: Factor loadings <0.35 have been omitted from the table.

Factor analysis (Table 5) using Principal Component Analysis with Varimax rotation was conducted to identify underlying dimensions influencing college students' buying behaviour. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .617, and Bartlett's Test of Sphericity was significant, $\chi^2(84) = 340.133$, $p < .001$, confirming the data's suitability for factor analysis. Four factors with eigenvalues greater than 1.0 were extracted, collectively accounting for 80.023% of the total variance.

Factor 1: Brand Trust and Awareness (34.962% variance explained). This factor demonstrated strong loadings from Social Media Advertisements (.992), Brand Reputation (.986), and Online Reviews (.983). These high loadings indicate that students perceive social media advertisements, brand reputation, and online reviews as interconnected elements. Students respond to advertisements primarily when brands have established trustworthy reputations and positive peer feedback through reviews.

Factor 2: Ethical-Impulse Influence (17.217% variance explained). This factor showed strong loadings from Honest Information (.836) and Impulse Buying (.797). The connection between ethical concerns and impulse purchasing suggests that students are more willing to make spontaneous purchases when brands demonstrate transparency and honesty in their marketing communications. This finding highlights the importance of ethical marketing practices in facilitating impulsive buying behaviour.

Factor 3: Engagement and Validation (14.579% variance explained). This factor exhibited strong loadings from Advertisement Attention (.814) and Product Reviews (.730). This combination indicates that students use product reviews to validate their interest immediately after being attracted by advertisements. The validation process confirms the attention-grabbing effectiveness of ads and reinforces purchase intentions.

Factor 4: Price and Encouragement (13.265% variance explained). This factor showed loadings from Purchase Encouragement (.744) and Price Sensitivity (.704). This suggests that while advertisements may encourage purchase, the final decision remains highly contingent on product price. Students demonstrate price sensitivity even when marketing messages effectively promote products.

4.6 Discussion

The findings of this study demonstrate that social media plays a significant role in shaping the buying behaviour of college students. The demographic profile revealed that males constituted the majority of respondents (56.4%, $n = 79$), while females comprised 28.6% ($n = 40$) and 15.0% ($n = 21$) did not specify their gender. In terms of age distribution, the largest cohort fell within the 20–24 year bracket (67.0%, $n = 94$), followed by those aged 24–28 years (22.0%, $n = 31$), with smaller proportions under 20 years (4.0%, $n = 5$) and in the 30–34 year category (7.0%, $n = 10$). Notably, respondents above 24 years of age—comprising 29.0% of the sample—were predominantly enrolled in distance education or online programs, suggesting that older students pursuing flexible learning formats may exhibit distinct social media consumption and purchasing patterns compared to their younger counterparts in regular programs. Academically, BBA students constituted the largest group (47.9%, $n = 67$), followed by B.Com (17.9%, $n = 25$), MBA (7.1%, $n = 10$), BCA (5.7%, $n = 8$), BA (3.6%, $n = 5$), and BDS (2.9%, $n = 4$), with 15.0% ($n = 21$) not specifying their course, indicating that management students were the primary respondents. Regarding course mode, the majority were enrolled in regular programs (70.71%, $n = 99$), while 29.28% ($n = 41$) pursued distance or online education, with the latter group aligning closely with the senior age cohorts.

The high level of daily social media engagement observed among respondents indicates that social media has become an integral part of students' lives. Most students spent between one and five hours per day on social media, with Instagram emerging as the most preferred platform. This finding supports the growing importance of visually oriented social networking platforms in influencing consumer attitudes and purchase decisions. The dominance of Instagram suggests that its features such as reels, stories, influencer content, and targeted advertisements provide brands with effective opportunities to engage college students and influence their purchasing preferences, particularly among the younger, regular-course cohort who exhibit higher daily usage intensity. Visual platforms generate higher engagement rates and stronger emotional connections with consumers compared to text-based platforms, making them particularly effective for reaching younger audiences.

The results further confirm the strong impact of social media advertising on consumer behaviour. More than half of the respondents reported purchasing products after seeing them on social media, highlighting the effectiveness of digital marketing strategies in converting online exposure into actual buying decisions. Social media advertisements significantly influence purchase intentions among young consumers, particularly when accompanied by peer endorsements and user-generated content. The significant association found between gender and social media-driven purchases suggests that purchasing responses to online advertisements vary across demographic groups, with male respondents demonstrating comparatively higher purchase conversion rates. This may be attributed to differences in browsing behaviour, with males potentially engaging in more goal-oriented shopping activities, while females may use social media for broader social and informational purposes. Similarly, the significant relationship between age and daily social media usage indicates that social media engagement patterns differ across age categories, affecting individuals' exposure to marketing content—younger students (20–24 years) tend to exhibit more frequent and immersive usage, while older students (above 24 years) may engage more selectively, potentially influencing their susceptibility to digital advertising. This age-related variation underscores the need for marketers to tailor their content strategies to different generational cohorts within the student population.

The factor analysis provided deeper insights into the underlying determinants of buying behaviour. Brand trust and awareness emerged as the most influential factor, emphasizing the importance of social media advertisements, brand reputation, and online reviews in building consumer confidence. Trust in social media information significantly affects purchase decisions, particularly among younger consumers who rely heavily on peer recommendations and online reviews. Ethical communication, product validation through reviews, and price considerations were also identified as important influences on purchase decisions, suggesting that students—regardless of age or course mode—prioritize authenticity and transparency in brand messaging. The emphasis on ethical communication is particularly noteworthy, as it reflects a growing consumer consciousness among college students who are increasingly discerning about brand

values and corporate social responsibility. Furthermore, the role of price considerations indicates that while social media effectively drives awareness and interest, final purchase decisions remain contingent upon perceived value and affordability, which is consistent with the limited disposable income often characteristic of student populations.

The demographic distinctions observed in this study—particularly the differences between regular and distance education students, as well as across age groups—carry important implications for marketers and educators alike. For brands, understanding that younger, regular-course students are more heavily engaged with visual platforms like Instagram suggests that marketing strategies should prioritize dynamic visual content, influencer partnerships, and interactive features such as polls and stories to capture this audience's attention. Conversely, for older, distance-learning students who may engage with social media more selectively, targeted advertising that emphasizes product utility, detailed information, and value-for-money propositions may prove more effective. For educational institutions, these findings highlight the need to integrate digital literacy and critical consumption skills into curricula, enabling students to navigate social media content more discerningly and make informed purchasing decisions.

Despite the valuable insights generated, this study is not without limitations. The reliance on self-reported data may introduce response bias, as participants may overestimate or underestimate their social media usage and purchasing behaviours. Additionally, the sample was predominantly drawn from management students, which may limit the generalizability of findings to students from other academic disciplines. Future research could address these limitations by employing a more diverse sample across multiple institutions and academic fields, incorporating longitudinal designs to examine changes in social media consumption and buying behaviour over time, and exploring the specific mechanisms through which different social media features influence purchase decisions across various demographic segments. Qualitative approaches such as in-depth interviews and focus groups could also provide richer insights into the psychological and social factors underpinning students' responses to social media marketing.

5.CONCLUSION

This study concludes that social media marketing significantly influences the consumer buying behaviour of college students, with Instagram emerging as the dominant platform. Social media advertisements, online reviews, brand reputation, and influencer recommendations were identified as key factors affecting purchase decisions, with a majority of respondents having purchased products after exposure to social media content. Demographic variables such as age, gender, and course mode were found to influence social media usage and purchasing patterns, with younger and male students demonstrating higher engagement and conversion rates. Factor analysis revealed that brand trust, ethical communication, consumer engagement, and price sensitivity are the key dimensions shaping students' buying behaviour. The distinctions between regular and distance education students suggest that marketing strategies should be tailored to different student subgroups. Future research could explore emerging platforms, artificial intelligence-based marketing, and cross-cultural differences in social media-driven purchasing behaviour among students.

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