

## Effectiveness of Social Media Advertisements on Purchase Decisions of Sulu State University Students

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### Abstract

The digital revolution has fundamentally transformed consumer behavior, with social media platforms evolving into primary discovery engines for student demographics. This study examines the effectiveness of social media advertisements on the purchase decisions of 180 undergraduate students at Sulu State University in Jolo, Sulu. Guided by Ducoffe's Advertising Value Model and Kotler's Consumer Decision-Making Model, this research investigates the relationship between three advertising attributes— informativeness, entertainment value, and source credibility—and four stages of the consumer decision-making process: problem recognition, information search, alternative evaluation, and purchase action. Utilizing a quantitative descriptive-causal design, data were gathered through structured surveys from students across nine university departments. The findings reveal that while students perceive social media advertisements as moderately effective, there is a clear prioritization of factual utility. Statistical analysis, including Pearson correlation and multiple linear regression, confirms that all three advertising attributes significantly influence purchase decisions. Informativeness emerged as the strongest predictor of purchasing behavior ( $\beta = .41, p < .000$ ), suggesting that students in transitioning provincial economies rely on precise product details to mitigate perceived financial risk. Entertainment value and source credibility also demonstrated significant positive correlations, though they functioned as supporting factors rather than primary drivers. The study concludes that for local micro, small, and medium enterprises (MSMEs) to succeed in provincial markets, they must transition from generalized marketing templates to data-driven, localized content that emphasizes transparency and functional clarity. These insights provide a foundational framework for regional entrepreneurs to optimize their digital advertising budgets and enhance consumer trust within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

### Keywords

Consumer Purchase Decisions, Entertainment Value, Informativeness, Social media advertising, Source credibility.

### Introduction

In the modern global marketplace, the digital revolution fundamentally restructured how businesses communicated with consumers. Social media platforms—such as TikTok, Facebook, Instagram, and YouTube—evolved from mere social networking tools into highly sophisticated advertising ecosystems. Globally, billions of active users interacted with algorithmic, targeted, and highly interactive digital advertisements daily. According to consumer behavior models, the value of an advertisement was no longer judged solely by its reach, but by its structural qualities, including informativeness, entertainment value, and source credibility (K V et al., 2021). Across international higher education landscapes, university students represented a vital demographic for digital marketers. These students functioned as digital natives whose daily routines, social interactions, and ultimate

consumption patterns were heavily influenced by the media content they consumed on their screens (Sheng, 2024).

In the Philippines, often dubbed the "Social Media Capital of the World," this digital shift was even more pronounced. Philippine consumer culture rapidly migrated online, accelerated by the widespread adoption of mobile e-commerce applications and mobile wallets. For Filipino youth, social media advertisements served as the primary discovery engine for products ranging from apparel and electronics to food and cosmetics (Guioguio, 2023). In regional centers outside Metro Manila, particularly within the autonomous regions of Mindanao, digital connectivity expanded at an unprecedented rate. As internet infrastructure improved across the regions, local consumers—particularly tech-savvy college students—were increasingly exposed to digital promotional strategies that bypassed traditional print and broadcast media channels.

At the local level, Sulu State University (SSU) in Jolo, Sulu, served as a major academic and cultural hub, hosting a diverse population of students who represented the evolving economic landscape of the province. While the municipality of Jolo historically relied on localized, face-to-face market transactions, the student body at SSU represented a unique demographic. They were deeply rooted in local culture yet digitally connected to the wider national and global market. These students navigated unique socio-economic realities, localized purchasing constraints, and varying levels of digital infrastructure access, making their interaction with social media advertisements distinct from their peers in highly urbanized metropolitan areas.

On a broader developmental scale, this research directly aligned with the global call for sustainable development, specifically anchoring its focus on two United Nations Sustainable Development Goals: SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation, and Infrastructure). By examining the mechanisms of digital commerce in a provincial setting, this study contributed to SDG 8 by generating localized market insights that promoted the formalization, growth, and economic viability of micro, small, and medium enterprises (MSMEs) through targeted digital integration. Furthermore, by evaluating how digital consumerism thrived amidst expanding provincial connectivity, the study supported SDG 9 by highlighting the operational value of increased access to information and communications technology, proving how internet infrastructure directly catalyzed localized market innovations and economic inclusion for youth in vulnerable or transitioning regions. Despite the booming volume of digital marketing research globally, a significant research gap remained. The vast majority of existing literature evaluating how digital ads influenced purchase decisions was situated in highly urbanized environments, Western countries, or major metropolitan universities (Al-Rawashdeh, 2024; Kothari, 2025). There was a critical scarcity of empirical data exploring how social media advertisements performed in provincial, culturally unique, and transitioning economies—such as the province of Sulu. Furthermore, prior studies often treated student populations as a monolith, ignoring how specific advertising traits, like perceived trustworthiness versus pure entertainment value, weighed against the localized economic realities of state university students in the provinces. Local MSMEs in Sulu were eager to adopt digital marketing but lacked localized, data-driven frameworks to guide their spending, forcing them to rely on generalized Western or Manila-centric marketing principles that failed to resonate with the student consumers at Sulu State University.

To address this empirical gap, this study directly examined the relationship between digital promotional strategies and consumer behavior within a localized setting. The primary aim of this research was to evaluate the effectiveness of social media advertisements and determine its specific impact on the purchase decisions of Sulu State University students. Specifically, the study intended to isolate which structural dimensions of social media ads—namely informativeness, entertainment value, and source credibility—exerted the most significant influence on the distinct stages of the student decision-making process, from initial problem recognition to the final purchase action.

The ultimate purpose of this research was to provide an empirical, localized framework that mapped digital marketing efficacy to provincial student consumer behavior. By achieving this objective, this study offered several key contributions to various stakeholders. For local MSMEs and entrepreneurs in Sulu, it provided actionable, data-backed insights on how to tailor their limited advertising budgets to effectively capture the student market, showing whether they should focus on informative content or entertaining visuals. For SSU administrators and educators, it offered empirical data on the digital

consumption habits and spending behaviors of their student body, which could inform consumer education programs or student welfare initiatives. Finally, for the academic community and future researchers, it closed a distinct geographic gap in Philippine marketing literature, serving as a foundational reference point for future studies exploring digital consumerism and economic transitions in the province of Sulu and the wider BARMM region.

### **Methodology**

This chapter presented a comprehensive discussion of the research design that was employed to systematically analyze the predictive links between social media advertising attributes and the consumer decision-making process of university student cohorts.

### **Research Design**

The study utilized a quantitative descriptive-causal research design to statistically isolate, measure, and analyze the directional relationship between the independent and dependent variables. A quantitative framework was highly appropriate for this empirical investigation, as it relied on the systematic collection of numerical metrics from a structured sample size to yield objective, verifiable, and generalizable conclusions (Creswell & Creswell, 2018). By operating within a post-positivist paradigm, this approach ensured that consumer behavioral data was captured without subjective researcher bias, allowing the observed variables to be mathematically analyzed through formal statistical procedures.

### **Research Locale**

The study was conducted within the main campus of Sulu State University (SSU), a premier public higher education institution situated in the Municipality of Jolo, Province of Sulu, Philippines. Established to provide accessible, high-quality professional and technological instruction, the university serves as the primary academic hub for undergraduate student cohorts within the Sulu Archipelago and the broader Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

### **Research Respondents**

The respondents of the study consisted of a total of 180 undergraduate students who were officially enrolled at Sulu State University (SSU) during the academic year of the investigation. To ensure balanced data collection and equal representation from every academic sector across the institution, the study selected exactly 20 students from each of the university's nine distinct colleges and departments:

- College of Teacher Education (CTE) – 20 respondents
- College of Business Administration and Management (CBAM) – 20 respondents
- College of Computing Studies (CCS) – 20 respondents
- School of Computer Engineering (SCE) – 20 respondents
- College of Arts and Sciences (CAS) – 20 respondents
- School of Nursing (SON) – 20 respondents
- School of Criminal Justice (SCJ) – 20 respondents
- School of Social Work (SSW) – 20 respondents
- School of Agriculture (SOA) – 20 respondents

### **Sampling Design**

The study utilized a non-probability quota sampling design to structure the collection of empirical data from the target student population. Non-probability quota sampling is highly effective in descriptive-causal research within institutional settings where the researcher must guarantee that distinct academic subgroups are represented with equal analytical weight, regardless of the overall size of their respective total enrollments (Saunders et al., 2019). Through this design, the university's undergraduate population was divided into nine distinct academic strata, and a strict, uniform quota of exactly 20 respondents was established for each department. This equal allocation approach ensured that the entire data pool consisted of a mathematically balanced total sample of 180 respondents,

preventing larger departments from skewing the results and allowing the distinct consumer behaviors of technical, medical, and traditional academic tracks to be evaluated on an identical scale.

### Data Gathering Procedure

The data gathering procedure was executed in a systematic, chronological manner to guarantee the ethical handling, accuracy, and completeness of the information collected from the respondents. The process began with the securing of formal institutional clearances, where a letter of permission was drafted and submitted to the Office of the Vice President for Academic Affairs and the respective Deans and Chairpersons of the nine selected colleges and departments at Sulu State University. This step was crucial to officially authorize the data collection within the campus premises. Upon approval, the researcher coordinated with departmental student representatives to identify open time slots and communal spaces where students from each specific department regularly assembled without disrupting active lecture hours.

Once these preliminary arrangements were finalized, the actual data collection was carried out physically on campus using structured, self-administered survey questionnaires. The researcher approached prospective respondents within each department and administered a brief verbal screening check to confirm their eligibility—specifically verifying active social media usage and direct ad exposure within the past six months. Before handing over the survey, the researcher explained the purpose of the study and required each participant to sign an Informed Consent Form. This form clearly stated that participation was entirely voluntary and that all personal identities would remain completely anonymous. The surveys were then distributed to the participants, who filled them out on the spot. To prevent data contamination, respondents completed the questionnaires independently without discussing their answers with peers, while the researcher remained present throughout the process to answer minor clarifications regarding item phrasing.

The final phase of the procedure focused on data consolidation and quality control on-site. As each respondent completed the survey, the researcher immediately checked the paper for any missing responses or double-marked items before officially counting it toward that department's 20-student quota. Once exactly 20 fully completed, valid questionnaires were retrieved from each of the nine departments, distribution for that specific stratum was closed. A total of 180 pristine survey forms were gathered, compiled, and securely encoded into a centralized spreadsheet. This clean data matrix was then prepared for statistical processing using multiple linear regression software. Throughout this entire journey, strict data ethics were enforced; students were explicitly informed that they could return the survey blank at any point without any academic penalty, and no personal tracking data, such as student identification numbers or full names, was recorded on the data sheets to fully comply with local data privacy principles.

### Research Instruments

The primary research instrument used in this study was a structured, self-administered survey questionnaire adapted from validated marketing scales and modified to suit the localized student context of Sulu State University. The instrument was designed to capture precise quantitative responses regarding the variables outlined in the conceptual framework. To ensure a standardized and objective evaluation, the questionnaire was divided into two distinct sections, with all behavioral items measured using a symmetrical five-point Likert scale. The scaling system was structured as follows: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree).

The first section of the instrument isolated the independent variables, focusing on the multi-dimensional attributes of Social Media Advertising Effectiveness. This section contained specific item blocks dedicated to evaluating three core dimensions. First, *Informativeness* measured the participants' perceptions of how well digital ads provided timely, relevant, and helpful product information. Second, *Entertainment Value* assessed the capability of the advertisements to capture attention through pleasure, fun, and emotional engagement. Third, *Source Credibility* evaluated the perceived trustworthiness, expertise, and reliability of the online pages or creators distributing the advertisements. These items were adapted from the established advertising communication scales of Ducoffe (1996) and Ohanian (1990) to maintain high theoretical grounding.

The second section of the instrument focused entirely on the dependent variable, Consumer Purchasing Intentions, capturing the final stages of the student behavioral process. This section was split into two behavioral metrics based on the work of Zeithaml, Berry, and Parasuraman (1996). The items for *Conversion Likelihood* measured the psychological inclination, interest, and probability of the student moving from a passive viewer to an active consideration phase. Meanwhile, the items for *Transaction Execution* quantified the self-reported likelihood of the student performing the final behavioral action, such as clicking a checkout button, messaging a vendor, or completing a digital payment.

### Statistical Treatment of Data

To systematically analyze the collected metrics and answer the specific requirements of the Statement of the Problem, the data was subjected to quantitative statistical processing. The collected survey responses were securely encoded, cleaned, and processed using statistical software. Two primary categories of statistical tools were utilized: descriptive statistics and inferential statistics.

Descriptive statistics were applied to determine the baseline status and central tendencies of the variables under inspection. The mean was calculated to identify the average response level for each specific advertising attribute and purchasing intention metric. Concurrently, the standard deviation (SD) was computed to evaluate the dispersion of the responses around the mean, demonstrating how much the student opinions varied or clustered. To interpret the calculated means into meaningful qualitative descriptions, a standard five-point continuum scale was implemented as follows:

| Numerical Range | Descriptive Interpretation   |
|-----------------|------------------------------|
| 4.20 – 5.00     | Strongly Agree (Very High)   |
| 3.40 – 4.19     | Agree (High)                 |
| 2.60 – 3.39     | Neutral (Moderate)           |
| 1.80 – 2.59     | Disagree (Low)               |
| 1.00 – 1.79     | Strongly Disagree (Very Low) |

Inferential statistics were employed to test the study's null hypothesis and evaluate the predictive relationships between the independent and dependent variables. Pearson Product-Moment Correlation Coefficient ( $r$ ) was utilized to ascertain the initial strength and direction of the linear relationships between the advertising attributes (informativeness, entertainment value, and source credibility) and consumer purchasing intentions.

Following the correlation analysis, Multiple Linear Regression Analysis was executed as the core predictive statistical tool. This model was used to evaluate how the three advertising dimensions collectively and independently predicted the variance in student purchasing intentions. The coefficient of determination was calculated to determine the exact percentage of total variance in purchasing intentions explained by the combined independent variables. The F-test was checked to establish the overall significance of the regression model, while the unstandardized and standardized beta coefficients along with their corresponding p-values ( $p < 0.05$ ) were analyzed to isolate which specific advertising attribute served as the strongest and most statistically significant predictor of transaction execution among the university student cohorts.

### Ethical Standards

The conduct of this study strictly adhered to established research ethics protocols to protect the rights, dignity, and privacy of the student participants at Sulu State University. In accordance with the ethical guidelines for academic research involving human participants, the empirical phase was governed by four overarching principles: informed consent, anonymity and confidentiality, beneficence and non-maleficence, and data integrity.

Prior to administering any survey instrument, informed consent was secured from every participant. The researcher provided each student with an Informed Consent Form that explicitly detailed the purpose of the study, the nature of the questions, and the expected duration of their involvement. This process ensured that participation was completely voluntary. Students were clearly informed of their



absolute right to decline participation or to withdraw from the survey at any point during data collection without facing any academic, social, or institutional penalties.

To guarantee the anonymity and confidentiality of the data pool, no personal identifying information—such as full names, student identification numbers, or digital contact handles—was collected or recorded on the survey forms. All collected physical forms were securely stored in a locked filing cabinet accessible only to the primary researcher, and the digital spreadsheets used for the multiple linear regression models were encrypted and saved on a password-protected local drive to ensure total data privacy.

The principles of beneficence and non-maleficence were carefully maintained throughout the data collection process. The research presented zero risks to the participants, as the survey metrics focused exclusively on non-sensitive consumer attitudes and social media interaction habits.

Finally, strict data integrity and transparency were maintained across all analytical phases. The quantitative data gathered from the 180 respondents was encoded and processed precisely as reported on the physical sheets, with zero data fabrication, manipulation, or selective editing of outliers.

## Results and Discussions

This chapter presents the empirical results, statistical analyses, and corresponding qualitative discussions of the data gathered from the 180 undergraduate respondents across the nine distinct colleges and departments at Sulu State University.

### 1. What is the demographic profile of the respondents in terms of: 1.1 Age; 1.2 Gender; 1.3 Year Level; and 1.4 Primary Social Media Platform utilized?

#### 1.1 In terms of Age

The data reveals that the sample is heavily concentrated in the mid-to-upper age brackets, with the 22–24 age range comprising the largest segment at 46.67%, followed by the 25–27 age range at 26.67%. This concentration suggests a mature undergraduate population, likely including regular upperclassmen and returning adult learners who exercise greater financial autonomy.

**Table 1.1 Demographic profile of the respondents in terms of age**

| Age                    | Frequency  | Percentage     |
|------------------------|------------|----------------|
| 19 – 21 years old      | 32         | 17.78%         |
| 22 – 24 years old      | 84         | 46.67%         |
| 25 – 27 years old      | 48         | 26.67%         |
| 28 – 30 years old      | 12         | 6.66%          |
| 31 years old and above | 4          | 2.22%          |
| <b>Total</b>           | <b>180</b> | <b>100.00%</b> |

#### 1.2 In terms of Gender

The sample distribution reflects a higher proportion of female respondents, which aligns with general demographic trends across various degree programs at Sulu State University, particularly in fields such as education and administration.

**Table 1.2 Demographic profile of the respondents in terms of gender**

| Gender       | Frequency  | Percentage     |
|--------------|------------|----------------|
| Female       | 104        | 57.78%         |
| Male         | 76         | 42.22%         |
| <b>Total</b> | <b>180</b> | <b>100.00%</b> |

### 1.3 In terms of Year Level

Third-year students represent the largest proportion of the respondents. This is highly significant for the study, as these students have accumulated the most experience in campus life and personal financial management, making them highly qualified to assess digital marketing effectiveness.

**Table 1.3 Demographic profile of the respondents in terms of Year Level**

| Year Level   | Frequency  | Percentage     |
|--------------|------------|----------------|
| First Year   | 32         | 17.78%         |
| Second Year  | 48         | 26.67%         |
| Third Year   | 62         | 34.44%         |
| Fourth Year  | 38         | 21.11%         |
| <b>Total</b> | <b>180</b> | <b>100.00%</b> |

### 1.4 In terms of Primary Social Media Platform

The data indicates that Facebook remains the most utilized platform, reflecting its continued dominance in provincial digital markets due to its accessibility, while TikTok's significant share demonstrates a shifting preference toward short-form, algorithmically driven video content.

**Table 1.4 Demographic profile of the respondents in terms of Primary Social Media Platform**

| Social Media Network Channel | Frequency  | Percentage     |
|------------------------------|------------|----------------|
| Facebook                     | 84         | 46.67%         |
| TikTok                       | 68         | 37.78%         |
| Instagram                    | 28         | 15.55%         |
| <b>Total</b>                 | <b>180</b> | <b>100.00%</b> |

## 2. How do the students perceive the effectiveness of social media advertisements in terms of: 2.1 Informativeness; 2.2 Entertainment Value; and 2.3 Source Credibility?

### 2.1 In terms of Informativeness

The respondents perceive informativeness as a critical advertising attribute. The high composite score suggests that students prioritize advertisements that provide factual utility, effectively reducing their cognitive effort when searching for product information.

**Table 2.1 Responses for Perceived Informativeness**

| Statement                                         | Mean        | SD          | Interpretation |
|---------------------------------------------------|-------------|-------------|----------------|
| 1. Provide accurate and up-to-date information.   | 4.25        | 0.49        | Strongly Agree |
| 2. Supply useful details matching consumer needs. | 4.14        | 0.52        | Agree          |
| 3. Clear product specifications and descriptions. | 3.97        | 0.61        | Agree          |
| 4. Information helps reduce my search time.       | 3.88        | 0.65        | Agree          |
| 5. Ad details are easy to read and understand.    | 3.82        | 0.68        | Agree          |
| <b>Total Weighted Mean</b>                        | <b>4.01</b> | <b>0.59</b> | <b>Agree</b>   |

### 2.2 In terms of Entertainment Value

The results indicate that visual and creative elements are effective at capturing student attention within the infinite scroll of social media, though there is a slightly lower preference for interactive and purely humorous content compared to visual aesthetics.

**Table 2.2 Responses for Perceived Entertainment Value**

| Statement                                       | Mean        | SD          | Interpretation |
|-------------------------------------------------|-------------|-------------|----------------|
| 1. Visually appealing, colorful, and pleasant.  | 4.02        | 0.55        | Agree          |
| 2. Use creative storytelling to grab attention. | 3.88        | 0.63        | Agree          |
| 3. Exciting and entertaining to watch.          | 3.65        | 0.65        | Agree          |
| 4. Use of trending music and audio effects.     | 3.58        | 0.70        | Agree          |
| 5. Interactive elements make ads engaging.      | 3.52        | 0.72        | Agree          |
| <b>Total Weighted Mean</b>                      | <b>3.73</b> | <b>0.65</b> | <b>Agree</b>   |

### 2.3 In terms of Source Credibility

This dimension registered the lowest scores, indicating a baseline of skepticism among students. The results suggest that while ads are generally viewed as acceptable, students are cautious regarding the honesty of commercial claims and the transparency of seller policies.

**Table 2.3 Responses for Perceived Source Credibility**

| Statement                                          | Mean        | SD          | Interpretation |
|----------------------------------------------------|-------------|-------------|----------------|
| 1. Pages/influencers appear reputable.             | 3.55        | 0.68        | Agree          |
| 2. Endorsements and testimonials are trustworthy.  | 3.46        | 0.73        | Agree          |
| 3. Commercial claims are honest.                   | 3.43        | 0.75        | Agree          |
| 4. Seller provides clear return/refund policies.   | 3.38        | 0.78        | Agree          |
| 5. Seller has a high level of expertise/authority. | 3.32        | 0.80        | Agree          |
| <b>Total Weighted Mean</b>                         | <b>3.43</b> | <b>0.75</b> | <b>Agree</b>   |

### 3. What is the extent of the purchase decisions of SSU students regarding their online engagement: 3.1 Problem Recognition; 3.2 Information Search; 3.3 Alternative Evaluation; and 3.4 Purchase Action?

#### 3.1 According to Problem Recognition

Social media advertisements serve as a successful catalyst for problem recognition, frequently prompting students to identify needs and discrepancies between their current status and their desired lifestyle.

**Table 3.1 Extent of Purchase Decisions: Problem Recognition**

| Behavioral Indicators | Statement                                         | Mean        | SD          | Interpretation |
|-----------------------|---------------------------------------------------|-------------|-------------|----------------|
|                       | 1. Ads help me recognize new lifestyle needs.     | 4.10        | 0.50        | Agree          |
|                       | 2. Realize gap between current and desired state. | 3.96        | 0.54        | Agree          |
|                       | 3. Remind me of items to replace/replenish.       | 3.82        | 0.59        | Agree          |
|                       | 4. Trigger spontaneous shopping desires.          | 3.75        | 0.62        | Agree          |
|                       | 5. Ads highlight problems I didn't know I had.    | 3.68        | 0.65        | Agree          |
|                       | <b>Total Weighted Mean</b>                        | <b>3.86</b> | <b>0.58</b> | <b>Agree</b>   |



### 3.2 According to Information Research

Students demonstrate proactive information-seeking behavior. The reliance on social media comments and feedback indicates that students utilize peer validation as a core component of their decision-making process.

**Table 3.2 Extent of Purchase Decisions: Information Search**

| Statement                                     | Mean        | SD          | Interpretation |
|-----------------------------------------------|-------------|-------------|----------------|
| 1. I look through comments and user feedback. | 4.18        | 0.48        | Agree          |
| 2. Details in ad save time from hunting.      | 3.91        | 0.56        | Agree          |
| 3. I prompted to perform external searches.   | 3.85        | 0.60        | Agree          |
| 4. I visit store pages to view full catalogs. | 3.79        | 0.63        | Agree          |
| 5. I inquire directly via private message.    | 3.72        | 0.67        | Agree          |
| <b>Total Weighted Mean</b>                    | <b>3.89</b> | <b>0.59</b> | <b>Agree</b>   |

### 3.3 According to Alternative Evaluation

The evaluation phase reveals that students are methodical in comparing features and prices. This reflects a budget-conscious consumer behavior typical of college students who seek to optimize value through comparative analysis.

**Table 3.3 Extent of Purchase Decisions: Alternative Evaluation**

| Statement                                          | Mean        | SD          | Interpretation |
|----------------------------------------------------|-------------|-------------|----------------|
| 1. I compare features/prices against other brands. | 3.92        | 0.58        | Agree          |
| 2. I easily weigh options side-by-side.            | 3.78        | 0.62        | Agree          |
| 3. I eliminate poor alternatives via reviews.      | 3.64        | 0.67        | Agree          |
| 4. I assess shipping costs and delivery times.     | 3.59        | 0.70        | Agree          |
| 5. I check ratings of similar products online.     | 3.55        | 0.72        | Agree          |
| <b>Total Weighted Mean</b>                         | <b>3.70</b> | <b>0.66</b> | <b>Agree</b>   |

### 3.4 According to Purchase Action

The purchase action stage demonstrates that while interest is high, the final transaction remains a cautious endeavor, suggesting that students prefer low-risk payment methods such as Cash on Delivery over immediate digital payment transfers.

**Table 3.4 Extent of Purchase Decisions: Purchase Action**

| Statement                                     | Mean        | SD          | Interpretation |
|-----------------------------------------------|-------------|-------------|----------------|
| 1. I communicate with vendors via messaging.  | 3.74        | 0.62        | Agree          |
| 2. I complete checkouts via COD.              | 3.65        | 0.69        | Agree          |
| 3. I utilize digital wallet (e.g., GCash).    | 3.41        | 0.76        | Agree          |
| 4. I securely finalize payments online.       | 3.35        | 0.78        | Agree          |
| 5. I confidently click "Place Order" buttons. | 3.28        | 0.81        | Agree          |
| <b>Total Weighted Mean</b>                    | <b>3.49</b> | <b>0.73</b> | <b>Agree</b>   |

4. Is there a significant relationship between the perceived effectiveness of social media advertisements (Informativeness, Entertainment, and Credibility) and the purchase decisions of the SSU students?

The statistical analysis shows that Informativeness and Entertainment value have significant linear relationships with purchase decisions, whereas Source Credibility provides a supporting, though smaller, influence on the final consumer action.

**Table 4 Correlation Between perceived effectiveness of social media advertisements and the purchase decisions of the SSU students**

| Variable            | Informativeness | Entertainment | Credibility | Purchase Decisions |
|---------------------|-----------------|---------------|-------------|--------------------|
| Informativeness     | 1.00            | —             | —           | —                  |
| Entertainment Value | .42**           | 1.00          | —           | —                  |
| Source Credibility  | .31**           | .48**         | 1.00        | —                  |
| Purchase Decisions  | .58 **          | .51 **        | .39 **      |                    |

#### 4.1 Multiple Linear Regression

The regression model confirms that these advertising attributes significantly predict purchase behavior. Informativeness is the most potent predictor, reinforcing the need for clear, data-driven content in social media marketing aimed at university students.

**Table 4.1 Multiple Linear Regression Results**

| Variable            | Beta ( $\beta$ ) | t-value | p-value |
|---------------------|------------------|---------|---------|
| Informativeness     | .41              | 7.33    | .000    |
| Entertainment Value | .29              | 4.43    | .000    |
| Source Credibility  | .17              | 3.20    | .002    |

Model Summary:  $R^2 = .469$ ,  $F = 51.84$ ,  $p = .000$ .

#### Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. Most undergraduate student respondents are aged 22–24, are female, and are currently in their third year of studies, with Facebook being their primary digital marketplace.
2. Students perceive social media advertisements as highly informative and entertaining, which are essential for grabbing their attention, though there is a need for greater transparency to increase source credibility.
3. Social media advertisements act as a catalyst throughout the consumer buying journey, particularly in triggering problem recognition and assisting in information searches; however, the final purchase action remains the most challenging stage due to risk-averse payment habits.
4. There is a significant predictive relationship between advertising attributes and purchase decisions. Informativeness is the most critical driver of student purchasing behavior, suggesting that students prioritize factual utility and transparency over mere entertainment or influencer status. This aligns with the value framework of Ducoffe (1996), which posits that perceived ad value is fundamentally rooted in the efficient provision of information.

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