

International Students and Stress Driven Compulsive Online Spending

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Introduction

In recent years international student body comprises of large portion in student community. There are countries that spend more time to attract the international students to develop the economic condition of state. In the next two decades the global international educational market will be dominated by the Asian countries by fulfilling 70% of demands in education sector (Bohm et al., 2002). In developing the economic condition of a nation, education sector plays a major role. According to Kotler, P. & Fox, K.F.A. (1995) in International education market student's satisfaction is one of the key areas for universities. It is believed that satisfied students as a client become a source of ambassador for bringing more students from one's own country. Athiyaman, A. (1997) relates the satisfaction of students with loyalty and the author argues that when learners are satisfied with good environment of learning it relates more positive factors for the students to be more loyal for the academic institution.

Significant of the Research

This research can provide information on factors that make one to get involved in stress driven compulsive behaviour among the international students at Chennai. The exploration of this research can contribute academicians and stake holders to identify a solution for the challenges. The discussion of this study is expected to provide prospect for Universities and colleges that admit International students.

Literature Review

As indicated by the author Kuester, the job of shopper is huge "Buyer conduct can be portrayed as the investigation of people, gatherings, or associations and the procedures they use to choose, secure, and discard items, administrations, encounters, or thoughts to fulfil needs and the effects that these procedures have on the purchaser and society" (Kuester, 2012; p. 110). A study examined by Pearse (2009) denotes that huge population in his research accepts that online shopping to be a best way to buy products in a discounted price comparing to brick mortar store. Consumers in online purchase are source of stress at most of the time. A study that has been conducted very recent states that shopping alludes to general inclinations of purchasers of purchasing items (Brown et al. 2003). In today's trend online shopping is considered as one of the medium that is conveniently used by most of the population (Bourlakis, M et al 2008). In online shopping the consumers receive a positive relationship due its independent space provided for the consumers (Mauldin, E. & Arunachalam, V. 2002).

In India young generation students prefer to use Internet facility. A survey says that young people more than hundred million users. These young people consist of school and college education pursuing students (IAMA, 2011).

Worldwide college students regularly encounter inconvenience in adjusting to their new social surroundings (Al-Sharideh, K. & Richard Goe, W. 1998). Among the International students there are several problems such as language, cultural shock, negotiating social activities for daily survival and academic stress (Bochner, B.M, & A.Lin, 1977). The scholars have observed through various studies that decision making process by compulsive shoppers varies from one individual to another Lejoyeux, M., et al., (2007). In retail market online shopping compulsive buying behaviour is considered as a disorder Guerreschi, C. (2012). The authors Ajzen (1991) & Orapin (2009) state that online purchase can be a pressure due to one's behaviour.

Research Methodology

The data for this is examined through a structured questionnaire. The present research is on students studying in various universities at Chennai. A total of 152 International students at four different universities were taken for the study that includes of state government and private owned higher education Universities at Chennai. International students' adjustment strains questionnaire by Crano & Crano (1993) was used to study the academic and personal strains and Compulsive Buying Scale questionnaire by Valence. D'Astous & Fortier (1988) was used to study about the online buying behaviour. The target group was aimed at identifying factors that make the international students to stress driven compulsive behaviour in online purchase. The data collected was analysed with SPSS package for results. The primary tool for this research is developed based on the secondary material. There are several variables Academic strains, language strains, personal strains, self-esteem, social expression confidence, social dominance, and happiness in the questionnaire adopted for the study.

Limitation of the Study

In the study the researchers has examined only few variables such as academic strains, and personal strains. There are other strains experienced by the International students; Language strains, self-esteem, social expression confidence, social dominance, and happiness. These variables could not be examined due to time and other factors.

Hypothesis Testing:

• HYPOTHESIS 1: Testing of Association between Academic Strains and Personal Strains.

Null Hypothesis: There is no association between academic strains and Personal strains for the international students.

Alternative Hypothesis: There is association between academic strains and personal strains for the international students.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.843 ^a	7	.000
Likelihood Ratio	47.689	7	.000
N of Valid Cases	152		

Inference:

The above table shows that, the chi-square test (P-value $0.00 < 0.05$) explained clearly there is significant association between the Academic strains and Personal strains of the international students. Therefore the null hypothesis is rejected. The chi-square test is significant at 1% level of confident.

Correlation Analysis

• HYPOTHESIS 2: Testing relationship between academic strains and personal strains.

Null Hypothesis: There is no relationship between academic strains and personal strains of the international students.

Alternative Hypothesis: There is relationship between academic strains and personal strains of the international students.

Correlations

		Academic Strains	Personal Strains
Academic Strains	Pearson Correlation	1	.826**
	Sig. (2-tailed)		.000
	N	152	152
Personal Strains	Pearson Correlation	.826**	1
	Sig. (2-tailed)	.000	
	N	152	152

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

Inference

The above table presumed that, the correlation analysis clarified that, obviously there is critical relationship (r value = 0.826) between the scholastic strains and individual strains of the international students. Therefore the null hypothesis is rejected. The correlation test significant at 1% level of confident.

HYPOTHESIS3: Correlation between Academic strains and online buying behavior

Correlations

		Online Buying Behaviour	Academic Strains
Online Buying Behaviour	Pearson Correlation	1	.329**
	Sig. (2-tailed)		.000
	N	152	152
Academic Strains	Pearson Correlation	.329**	1
	Sig. (2-tailed)	.000	
	N	152	152

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

The above table clearly indicates that, (r value = 0.329), which shows the positive correlation among the variables academic strains and online buying behavior. Increase in academic strains causes increased online buying behavior. International students engage themselves in online buying, when undergoing academic strains in the host country to reduce the stress.

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.843
Bartlett's Test of Sphericity	Approx. Chi-Square	1682.728
	df	91
	Sig.	.000

The thumb rule specified for the adequacy of sampling is that KMO value should fall between 0.8 to 1. The study KMO value is 0.843, which can be interpreted that, sampling is adequate.

Communalities		
	Initial	Extraction
Q1	1.000	.435
Q2	1.000	.593
Q3	1.000	.594
Q4	1.000	.681
Q5	1.000	.692
Q6	1.000	.608
Q7	1.000	.580
Q8	1.000	.640

Extraction Method: Principal Component Analysis.

The above communalities table clearly explained that, the value of 4.823 out of standardised variance of 8.000. Thus the variance now is reduced to 4.823 with equals to 60.28% i.e 4.823/8.000 that means the standardised value is reduced to nearly sixty percentages of variables and remaining value or variables are called unique variables or values. The unique variable percentage value is 39.82%. The following table gives a picture of the common variance into two factors.

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1. Being unable to concentrate on my studies in the Chennai environment, It distresses me	5.261	43.845	43.845	5.261	43.845	43.845
2. Feeling uninterested in the university	1.114	9.282	53.127	1.114	9.282	53.127
3. My concern with grades in India distresses me	.989	9.240	62.368			
4. Relationships between professors and students.	.896	8.468	69.836			
5. Being lonely in India	.801	6.675	75.510			
6. Homesickness in India	.614	6.116	81.626			
7. Feeling depressed.	.539	5.495	88.120			
8. Feeling of going to home	.460	3.832	100.00			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component	
	1	2
1. Being unable to concentrate on my studies in the Chennai environment, It distresses me	.576	-.056
2. Feeling uninterested in the university	.630	.312
3. My concern with grades in India distresses me	.676	.195
4. Relationships between professors and students.	.723	.242
5. Being lonely in India	.544	.442
6. Homesickness in India	.709	.070
7. Feeling depressed.	.550	.277
8. Feeling of going to home.	.702	.217

The above factor analysis shows that, the value of rotated factor analysis exhibits that, the variables explained that, most important factor contains the all variables like, nearly 44% of variance has been given an appropriate name as personal related stress and second most important factor which explains the 9.282% of variance contains named as education related stress.

Conclusion

"Fundamentally, customers just don't confide in most Web suppliers enough to participate in relationship trades with them"(D.L, T.P.Novak, & M.Peralta, 1998).The statement shows that this research can be extended as a study that can be conducted in the area of International students trust on websites for online shopping. The data analysed shows that the International students receive distress and academic failure affects international students' self-esteem and psychological well-being (Mori,2000).In Chennai environment due to reasons like language, pronunciation and culture it increases. Academic strains for some international students may also be intensified by high familial expectations, was found that there is high correlation between academic strains and stress driven online buying behaviour. It is observed, the students of the study is more concerned about the grades provided for them during the examination and this make International student not to concentrate in academic. Learners of the study believes that they could be have much rapport with professors and teachers and students believe that this could be one of the reason to conduct online shopping with stress driving factors. The study finds the personal stress is there among International students.

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