

Review of: "Factors Influencing the Laptop Buying Behavior of Students in Vietnam"

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Factors Influencing the Laptop Buying Behavior of Students in Vietnam

Abstract

The abstract attempted to provide a succinct and clear description of the research topic. However, it failed to provide background information on the theoretical framework that underpinned the study. It also failed to provide the specific contributions of the study to theory and practice. While the abstract highlighted the statistical analysis performed, it failed to indicate the key findings of the study.

Introduction

The introduction lacked details both from an empirical and theoretical perspectives. The factors influencing the laptop purchasing behavior of students should be contextualized within a theoretical setting. The introduction failed to highlight the novelty of the topic both from an empirical and theoretical perspective. Therefore, how the research questions were generated cannot be verified scientifically.

Theoretical Model and Hypotheses

The multidimensional nature of consumer behavior implies it is difficult and impossible to use a single theoretical model to adequately address all the factors that influence students' laptop purchasing behavior. Therefore, the use of an integrative model in this study could increase the predictive ability of the model.

It is interesting to note that the limitation of the TRA has been highlighted as its inability to address irrational behavior. Similar to the TRA, the TPB also failed to account for the affective and conative behavior of consumers. Despite the trilogy of attitude (cognitive, affective and conative), the TPB only accounts for the cognitive attitude of consumers.

Since laptop is a technology, the modified Technology Acceptance Model (TAM) or any other model/theory could have explained the technological component of laptop that affects consumer purchasing behavior.

The theoretical write-up argued that both the TRA and TPB do not account for the affective and conative behaviour of consumers. Therefore, the study could have modified both theories to account for these factors. The trilogy of attitude has three components (cognitive, affective and conative). The TPB accounts for only the cognitive attitude. The TPB also failed to acknowledge the interaction effect among the three components of consumer attitude, limiting its predictive

ability. The study could have modified the TPB to account for the emotional pleasure and habitual behavior associated with the purchasing of laptops, as well as how consumer cognition, affection and conation affect laptop purchasing behavior. Consumers have motives which are strong feelings, desires, or emotions in purchasing a product like a laptop.

It is however notable that the study argued that intention may not always lead to actual behavior, therefore, it is important to focus on actual behavior as the dependent variable.

A conceptual model could have been developed, showing the linkages between the outcome variable and the predictors. Also, a number of mediators and moderators could have been considered.

The literature review is not comprehensive and did not cover sufficient empirical studies on consumer laptop purchasing behavior. There is not enough empirical basis for setting the hypotheses. For example, hypothesis 1 and 2 had only one reference supporting the setting of the hypothesis while hypothesis 3 and 4 had only two.

Citing only five references for such a scholarly paper is woefully inadequate and scholarly weak.

Research Methodology

The study population includes students studying in Hanoi. However, the target population could have been made more explicit. Which level of students, are they graduate students or post-graduate or both?

The methodology mentioned of using a random sampling method. But failed to indicate how the random sampling was done. Was a sampling frame used for the random sampling? The subject of study by a student could influence the laptop buying behavior of the student. Therefore, the sampling design could have first used a stratified sample where students will be grouped into strata using the subject of study as the basis of the grouping. Thereafter, a random sampling

Though other studies have used a five-point Likert scale, the scale has limited data points for performing statistical analysis. It is also not nuanced and sensitive enough to record consumer true behavior as compared to a seven-point Likert scale. Therefore, the use of a seven-point likert scale has been the predominant scale for consumer behavior surveys. The use of a seven-point Likert scale in this study could have provided a more accurate result.

Research results

The research model includes seven constructs (enhanced features, price and payment conditions, design style, price and payment conditions, and brand), with each construct having several indicators/ items.

Therefore, a Structural Equation Model (SEM) could have allowed for the development of complex path models, including the modelling of measurement errors and unexplained variances, simultaneous testing of relationships and inter-relationships, and the ability to link micro- and macro-perspectives, for best-fitting model. Additionally, a sample size of 214 was sufficient for a SEM analysis. A SEM would have been good at showing the inter-relationships among the constructs and with the outcome variable

The Cronbach's Alpha test was used to assess the reliability of the scales. The traditional Cronbach alpha generally

underestimates internal consistency reliability due to its sensitivity to the number of items in a scale. Therefore, the internal consistency reliability of the items should further be determined using composite reliability.

The study used the normalized/standardized beta values of the regression analysis in determining the independent variable with the largest impact/importance on the buying behavior of students. This is accurate as the unstandardized coefficient would have given an inaccurate result.

Implications/Discussion of the Findings

There should have been a section on the discussion of the findings. The discussion involves the detailed meanings and implications of the findings with reference to the existing literature, thus, how the findings of the study fit within previous studies. Explanations for instances where the findings of the study differ from previous studies should also be provided. For example, in discussing the results, it is recommended that the R^2 of the study is compared to the R^2 values from related studies.

Research limitation

Generally, no study is completely perfect and that every study has limitations (Creswell, 2018). Therefore, is laudable that the limitations and challenges of the study were highlighted, serving as the basis for areas of further direction for future research.