

**Research Article**

**Expenditure Level in Choice Motivation of Brand Products: A Research on University Students**

*Markalı Ürünlerin Seçim Motivasyonunda Harcama Düzeyi: Üniversite Öğrencileri Üzerine Bir Araştırma*

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01.02.2026	13.03.2026

**Abstract**

Universities function as important economic and social actors in the settlements where they are located because of their student and staff populations. This study developed a questionnaire to measure Hitit University Faculty of Economics and Administrative Sciences students' motivation to purchase branded products within the context of their spending capacities. The researchers attempted to reach the entire faculty population, and the questionnaires were administered face to face by interviewers. A total of 350 usable questionnaires were obtained. Factor analysis and reliability analysis were applied to the survey data. The factor analysis yielded four factors: factors affecting students' spending motivation, problems arising from insufficient income, values related to increases in students' incomes, and students' perceptions of the price of the brands they use. According to the reported hypothesis tests, no significant difference was found between income level and spending motivation or between gender and spending motivation. The scale demonstrated high reliability (Cronbach's alpha = .842). Overall, the findings suggest that branded products have a strong effect on students' spending motivation, that decreases in students' income do not substantially affect this motivation, and that additional scholarships or monthly earnings may increase it.

**Keywords:** Branded Products, Spending Motivation, University Students, Factor Analysis

**Öz**

Üniversiteler, buldukları yerleşim yerlerinde öğrenci ve personel nüfusları nedeniyle önemli ekonomik ve toplumsal aktörler olarak işlev görür. Bu çalışmada, Hitit Üniversitesi İktisadi ve İdari Bilimler Fakültesi öğrencilerinin markalı ürünlere yönelik harcama motivasyonlarını, harcama kapasiteleri bağlamında ölçmek amacıyla bir anket geliştirilmiştir. Araştırmacılar tüm fakülte öğrencilerine ulaşmaya çalışmış ve anketler görüşmeciler tarafından yüz yüze uygulanmıştır. Çalışma kapsamında 350 kullanılabilir anket elde edilmiştir. Anket verilerine faktör analizi ve güvenilirlik analizi uygulanmıştır. Faktör analizi sonucunda dört faktör elde edilmiştir: öğrencilerin harcama motivasyonunu etkileyen faktörler, yetersiz gelirden kaynaklanan sorunlar, öğrencilerin gelirlerindeki artışlara ilişkin değerler ve öğrencilerin kullandıkları markaların fiyatına ilişkin algıları. Raporlanan hipotez testlerine göre, gelir düzeyi ile harcama motivasyonu arasında ve cinsiyet ile harcama motivasyonu arasında anlamlı bir fark bulunmamıştır. Ölçeğin yüksek düzeyde güvenilir olduğu belirlenmiştir (Cronbach alfa = 0,842). Genel olarak bulgular, markalı ürünlerin öğrencilerin harcama motivasyonu üzerinde güçlü bir etkiye sahip olduğunu, öğrencilerin gelirlerinde meydana gelebilecek düşüşlerin

**Önerilen Atf /Suggested Citation**

Çağiran Kendirli, H., 2026, Expenditure Level in Choice Motivation of Brand Products: A Research on University Students, *Üçüncü Sektör Sosyal Ekonomi Dergisi*, 61(1), 1048-1062.

*bu motivasyonu önemli ölçüde etkilemediğini ve aylık ek burs ya da ek gelirlerin bu motivasyonu arturabileceğini göstermektedir.*

**Anahtar Kelimeler:** Marka Ürünleri, Harcama Motivasyonu, Üniversite Öğrencileri, Faktör Analizi

## 1. Introduction

As a result of the rapidly increasing competition in the market, the number of goods and services purchased and sold has also increased, and, over time, the need has arisen to differentiate these products from one another on the basis of their characteristics. For this reason, manufacturers have resorted to branding to distinguish their products from others and to maintain a certain level of quality that they promise consumers (Bişkin, 2010, p. 413; Sudirjo, 2023, p. 66). Consumers who do not have the opportunity to try products before their initial purchase are informed about these brands through advertisements or other means of communication. A brand essentially identifies the seller or manufacturer of a product. A brand can be a name, sign, symbol, logo, or color. It is also a marketing tool that allows consumers to try the goods and services they have learned about, repurchase those they find satisfactory, and avoid purchasing others (Yıldız, 2015, p. 30; Muttaqin et al., 2023, p. 581; Wibowo, 2024, p. 26).

This study investigated the spending motivation of students at the Faculty of Economics and Administrative Sciences of Hitit University toward branded products. It also attempted to measure the motives underlying their spending behavior. To achieve these objectives, a questionnaire scale was developed on the basis of the literature and administered face to face by the survey team. A total of 350 usable questionnaires were obtained. Factor analysis identified four factors, with a total explained variance of 61.82%. The following sections present the findings, discuss them in relation to previous research, and offer recommendations in light of the results.

This study was conducted on university students studying at a provincial university, within the framework of the existing brand motivation literature. The study aimed to examine the spending motivations of the students within the context of their living conditions. A literature review revealed a research gap in this area, making this study worthwhile. The study focused on the students' value perceptions, adaptation to their environment, questioning of their status and their capacity to change it, their adaptation from their previous social environment to their current one, and the impact of these factors on their spending motivation. It is expected that this study will contribute to filling this gap.

## 2. Brand Concept and Motivation

In this section, the concept of brand and motivation will be briefly discussed.

### 2.1. Brand Concept

It is known that the concept of the brand is not only a phenomenon gaining importance in today's competitive environment; images and symbols were also used in ancient times to distinguish products from one another. Branding, which began as a way of determining responsibility for a product, has evolved over time into a competitive issue through which companies emphasize their superiority over others (Parris & Guzman, 2023, p. 193).

From a legal point of view, a trademark is any sign that can be displayed or expressed in a similar way and published and reproduced by printing, provided that it distinguishes the products offered by one company from those of other companies; this includes words, shapes, letters, numbers, personal names, and the shape and packaging of goods (Karahan, 1996, p. 3; Baird, 2023, p. 275).

A trademark does not consist only of words or parts expressed verbally. Rather, it is a name, symbol, term, shape, or combination thereof that identifies the product of a manufacturer or seller and distinguishes it from the products of others. These elements are commonly referred to as brand symbols. Brand is a broad term, and many features that define goods are included within the scope of the trademark (Mucuk, 2001, p. 150; Lemley & McKenna, 2023).

### 2.2. Motivation

The word motivation is derived from the English and French word "motive" (Akyar, 2014, p. 15). Motivation, on the other hand, is the driving force that emerges with different characteristics and

meanings and motivates people to satisfy various needs or reduce their intensity (Demirci, 1999, p. 322; McClelland & Jorba, 2023, p. 941).

Motivation has been defined in various ways. A few of these are as follows:

Motivation is described as an effort that guides one or more people toward a certain goal (Akyar, 2014, p. 15), as the "stimulation, guidance, and reinforcement of human behavior" (Şimşek & Çelik, 2009, p. 64), as "a person's own effort to achieve a foreseen goal" (Aktaş & Cesur, 2015, p. 113), and as a collection of different motivations and motives arising from the self or from one's environment that encourage individuals to act in expected and desired directions (Gümüş & Sezgin, 2012, p. 1). Motivation is also defined as a mechanism with internal and external causes that drives the human organism to perform a certain behavior, determines the intensity and level of these behaviors, directs them, and ensures their continuity (Sökmen, 2010, p. 158).

Motivation is the encouragement of employees and managers to demonstrate their abilities and develop themselves in order to ensure their social, economic, and personal satisfaction (Kantar, 2010, p. 28). Motivation is also the process of activating and encouraging individuals by creating a work environment in which the needs of the organization and the individuals are satisfied (Can, 1997, p. 168).

When the definitions of motivation are examined, it can be said that motivation is considered an impulse that guides a person's behavior and urges the person to act in order to achieve his or her goals. It should be remembered that merely aiming for a goal is not sufficient; the motivation process can be completed, or motivation can be achieved, only when goal-oriented action is performed.

Motivation is a very important tool for organizational efficiency and employee satisfaction. Research has shown that, in organizations and institutions where motivation is strong, staff turnover decreases, and work accidents and employee turnover decline (Doğan & Karataş, 2011, p. 12). However, the tools used for motivation may not produce the same results for every person. The manager's task here is to observe the work environment and employees carefully, evaluate people's education, age, culture, and similar characteristics, and use motivational tools according to those characteristics. Only in this way can employee productivity be increased by providing the right motivational tools and by helping people feel important, valuable, and responsible for the work they do. If this approach is not followed and a work environment is created in which all employees are treated equally, resignations, staff turnover, dissatisfaction, and slacking may increase, productivity may decrease, and a work environment in which people become alienated from their work may emerge (Eren, 2001, pp. 12-13).

Any behavior is based on a chain of motivation. These motives, which form an integral part of needs, stimulate and activate the organism and attempt to achieve satisfaction by directing the organism's behavior toward a goal. The first stage of this motivational process, which consists of four stages, is need. Arousal, which creates a driving force in the individual, is both a physical and a mental stimulus and represents the second stage of the motivational process. The third stage consists of the internal and external stimuli that motivate the person. The purpose of behavior is to satisfy a need. When the need is met and satisfaction with the behavior shown occurs, the motivational process is completed and happiness arises. When the motivational process does not lead to the desired satisfaction of needs, tension and restlessness appear in the person. Tension can occur at different levels depending on the severity of the need. This can lead to a decrease in employee productivity, internal conflicts, alienation from work, and even aggressive attitudes. It is very important for the success of both employees and the institution that managers analyze people's behavior, identify the factors that can motivate employees, and use motivational tools according to their knowledge and skills (Sökmen, 2010, p. 164; Gollan & Ferscha, 2014, p. 158).

### **3. Spending Motivation for Branded Products: A Study of Hitit University FEAS Students**

#### **3.1. Literature Review**

This study aimed to examine the factors influencing brand preferences among students attending a local university. A literature review revealed no studies focusing on the content of such research among university students; therefore, the works evaluated within the literature have focused primarily on brand preferences. If the scope of this study were revised, other literature studies could be included. In the literature review, systematic preference was evaluated historically. An attempt was made to arrange the

studies historically from oldest to most recent.

Deniz et al. (2011) examined the lifestyles of consumers who buy global branded products in Erzurum. Their study emphasized that lifestyle is one of the important variables affecting brand preference and sought to identify the lifestyle profiles of consumers who choose global brands. As a result, the lifestyles of these consumers were classified as experiencers, strivers, makers, achiever-thinkers, and believers.

In their study, Asamoah et al. (2011) discussed the importance of branding in the context of the hierarchy of needs and consumer preferences. They examined the branding process among selected participants in Sri Lanka, China, Ghana, and the Czech Republic. The researchers concluded that, in the selected countries, brands play an important role in consumer purchasing behavior, risk reduction, and social display motives.

In their study, Yi et al. (2013) investigated interest in luxury goods in China and examined the motivations behind Chinese consumers' spending on such goods. They found that luxury consumption was associated with demonstrating self-confidence, displaying wealth, and compensating for perceived psychological deficiencies.

In their research review, Engizek and Şekerkeya (2015) investigated the motivations of female consumers when purchasing counterfeit luxury goods. According to the results of the study, participants tended to purchase counterfeit luxury goods in order to satisfy personal desires and engage in self-affirmation.

Özçiçek Dölekoğlu and Çelik (2020) discussed the purchasing motives of Generation Y in their research. The researchers examined these motives from demographic and sociological perspectives and found a linear relationship between brand addiction, income level, age, education level, and purchasing motives.

In their review, Mrad et al. (2020) focused on consumer brand addiction. They examined the influence of brand addiction and fast-fashion brands on purchase motivation and concluded that interpersonal relationships and financial problems emerge as common themes in addiction to certain luxury and fast-fashion brands. Their results also indicated that brand addiction affects purchase motivation.

In their study, Li et al. (2022) investigated how self-image congruity, brand attachment, and brand preferences affect consumers' purchase motivation in three major cities in China. According to the results of the study, brand attachment and the congruence between consumed products and consumers' self-image affect purchase motivation.

In his study, Yolcu (2023) investigated the impact of social media influencers on the purchasing motivation of university students. The results of the study showed that social media influencers affect the purchasing motivation of university students.

Marsasi and Yuanita (2023) investigated the causes and consequences of brand attachment in the context of luxury fashion brands. Their study focused on the roles of hedonic motivation, self-image congruence, brand experience, and brand attachment in shaping purchase intention, while also considering the moderating effects of gender, age, and income.

In their study, Zhang et al. (2023) investigated the motivations behind luxury consumption. According to the results of the study, the motivational factors underlying luxury consumption were relatedness, competence, and autonomy.

In their study, Putri et al. (2024) examined consumers' spending motivation in terms of advertising, price, and brand image. The researchers concluded that advertising, brand image, and product price positively affect consumers' spending motivation.

According to the study conducted by Jiang (2024), the purchasing motives of adolescent consumers were examined in relation to virtual products. According to the results of the study, price and affordability were prominent factors in purchase motivation.

In their study, Bae and Jo (2024) investigated how age stereotype threats affect older consumers' intention to buy masstige brand products in South Korea. The results indicated that age-related stereotype threats and dissociative motivation shape older consumers' purchase intentions for such brands.

In their study, Jusoh et al. (2023) examined the determinants of UPM students' purchase intention for branded sportswear. They found that attitude, subjective norm, perceived behavioral control, price, and brand image were all significantly related to purchase intention, with attitude emerging as the most dominant factor.

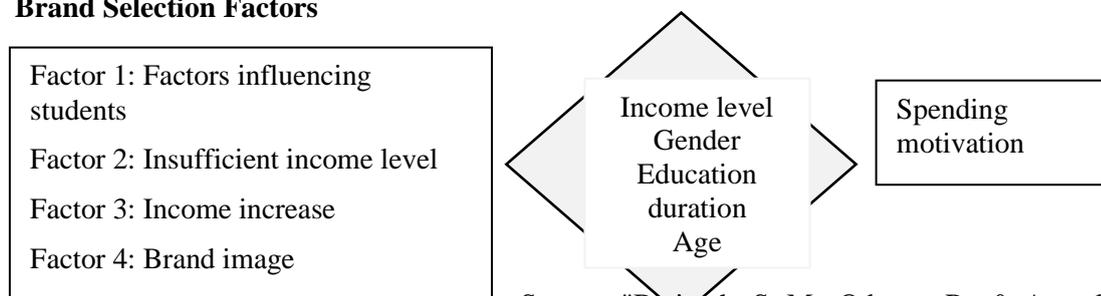
### 3.2. Research, Findings, and Conclusion

The purpose of this research is to reveal the motivation to spend on branded products and the effect of income level on this motivation. The research was conducted at the Faculty of Economics and Administrative Sciences of Hitit University. A survey method was used in the study. The researchers attempted to reach the entire faculty population, and ethical approval was obtained for the study. This study is not comprehensive enough to encompass and generalize to all university students. It only includes students enrolled in a specific faculty at one university. The data obtained may serve as clues for other subjects, but it is not representative of the general population.

Within the scope of this study, a conceptual framework can be envisioned as shown in Figure 1.

**Figure 1. Conceptual Framework**

#### Brand Selection Factors



Source: "Brainmah, S. M., Odoom, R., & Amoakoh, M. N. (2026). Understanding How the Dimensions of Brand Choice Influence Customer Loyalty Among Ghanaian University Students: The Trust-Commitment Theory Perspective. *Journal of African Business*, 27(1), 44–64. <https://doi.org/10.1080/15228916.2025.2451548>" (Adapted from the study shown in Figure 1.)

A questionnaire was used as the data collection instrument in the research. Within the scope of the study, the general survey model was preferred. This model can be defined as a research design conducted on a sample drawn from a population consisting of many elements in order to reach a general judgment about that population. The selected method is appropriate for determining the opinions, beliefs, and behaviors of the participants and for generalizing the results to the population under study (Karasar, 2012, p. 79; Baltacı, 2018, p. 237; George, 2018, p. 201).

The population of the study consists of students at the Faculty of Economics and Administrative Sciences of Hitit University. The questionnaires were administered face to face. Although an attempt was made to reach the entire population, it was difficult to reach all students; therefore, a sample was drawn from the population. In this context, the sample was determined through criterion sampling within purposive sampling, which is one of the non-random sampling methods. Criterion sampling is a type of sampling in which the researcher includes people, events, and objects with certain characteristics because they meet the criteria established for the sample (Büyüköztürk et al., 2016, p. 92).

In the literature, there are ready-calculated tables for determining sample size according to population size. Therefore, a statistical calculation method was used in determining the sample size. The total population consisted of 1,820 students. A total of 420 survey forms were completed, and 350 usable responses were obtained through face-to-face administration. According to the calculation, with the specified population size, 352 responses would be required at a 98% confidence level. According to these calculations, the obtained sample size was considered sufficient. Considering a 5% margin of error and a 95% confidence level, the required sample size for the specified population size is 277. Therefore, the 350 usable questionnaires obtained in the study were considered sufficient.

The survey data were first analyzed in a statistical software package. In analyzing the data, frequency tables were used for the demographic characteristics, and the nonparametric Kruskal-Wallis and Mann-

Whitney U tests were applied to the other variables (Tekin, 2014, p. 21). Then, the hypotheses of the research were tested. Scale reliability was evaluated using Cronbach's alpha. The overall reliability of the scale was determined as Cronbach's alpha = .842, indicating a high level of reliability (Özdamar, 2004, p. 633). Exploratory factor analysis was applied to reveal the construct validity of the scale. It shows whether the factors formed as a result of the exploratory factor analysis resemble the theoretical structures that contribute to understanding behavior (Çokluk et al., 2012, p. 177). Exploratory factor analysis is a process that aims to identify factors and develop a theory on the basis of the relationships among variables (Büyüköztürk et al., 2016, p. 97). It is a multivariate statistical technique that aims to bring together many interrelated variables and identify a small number of conceptually meaningful new variables (Çokluk et al., 2012, p. 178). The relationship between the factors formed through factor analysis and the concepts in the data set can thus be understood more easily by the researcher.

This study aimed to identify the factors influencing student preferences at the university studied. In future research, this work could be expanded to include regression analyses to determine students' spending motivations, and structural models could be used to explain these motivations. The scope of the study could also be broadened to increase the sample size and apply it to a wider population.

There are some tests that determine the suitability of data for factor analysis. One of them is the Bartlett test. As a result of the Bartlett test, a relationship is expected between the variables specified for factor analysis. If the Bartlett value after the test is  $p < .05$ , it is considered that there is a relationship between the variables (Büyüköztürk et al., 2016, p. 97). As a result of the Bartlett test conducted in the study ( $p < .001$ ), it was concluded that there is a relationship between the variables subjected to factor analysis.

The second test used to evaluate the suitability of the data for factor analysis is the Kaiser-Meyer-Olkin (KMO) test. The KMO statistic is used to assess whether the sample size and data structure are adequate for factor analysis (Çokluk et al., 2012, p. 207). Although the KMO value is important for demonstrating the adequacy of the sample, the literature generally expects a value greater than .60. If the KMO value is greater than .60, the sample size is considered sufficient. In this context, the result of the KMO test was  $KMO = .884 > .60$ , indicating that the sample size for factor analysis was adequate.

The findings obtained from the research are **presented below**:

**Table 1. Demographic Characteristics of Participants**

Gender of participants	Male	Female			
	226/0.64	124/0.36			
Age of participants	17-18	19-20	21-22	23-24	More than 25
	9/0.03	189/0.54	109/0.31	36/0.10	7/0.02
Participants' year of study	1 year	2 year	3 year	4 year	5th year and above
	105/0.30	103/0.29	53/0.15	27/0.08	62/0.18
Average monthly income (TL) (family contribution, education loans, scholarships, etc.)	2,000-3,500	3,501-5,000	5,001-6,500	6,501-7,500	More than 7,501
	51/0.15	76/0.22	45/0.13	124/0.35	54/0.15

The majority of participants in the study (64%) were male. Fifty-four percent of the participants were between the ages of 19 and 20. Thirty percent were first-year students. The income level of 35% of the participants was between 6,501 and 7,500 TL.

According to the factor analysis of the items included in the survey, four factors were identified, and these factors explained 61.82% of the total variance, which is an acceptable level. It is generally

considered sufficient if the factors identified in a study explain more than 50% of the variance. The factor analysis results of the study are as follows:

**Table 2. (Factor 1) Factors affecting students' spending motivation**

Variables	Factor loading	Mean
The seller of the branded product increases my spending motivation.	.873	4.43
A brand's attitude toward solving problems increases my motivation to spend.	.828	4.41
Being able to offer ideas on how to improve the brand I use increases my spending motivation.	.804	4.29
Price is not the only factor that affects my motivation to choose the brand I use.	.777	4.35
Making product-related purchase decisions without pressure positively affects my spending motivation.	.752	4.37
A solution-oriented response to problems related to the branded product I use positively affects my spending motivation.	.731	4.35
What affects my spending motivation more than the price paid is the extent to which the brand makes me feel valuable.	.729	4.19
The opportunity to benefit from new products increases my spending motivation.	.717	4.31
Having a career opportunity within the brand I use increases my motivation to spend.	.701	4.32
The physical condition and ease of use of the branded product I use affect my spending motivation.	.688	4.27
After-sales support services provided by the brand increase my spending motivation.	.668	4.27
The brand's failure to address simple problems lowers my spending motivation.	.571	4.07

Factor 1 is labeled "Factors affecting students' spending motivation" and consists of 12 variables (survey items). The total variance explained by the factor was 21.24%, the KMO value was .874, and Cronbach's alpha was .83.

**Table 3. (Factor 2) Problems experienced as a result of students' insufficient income**

Variables	Factor loading	Mean
Because of my insufficient income, arguments with the product seller become more frequent.	.886	2.01
My insufficient income causes me to resort to lower-quality products and brands.	.840	1.67
Because of my insufficient income, I have difficulty purchasing branded personal care products.	.772	1.96
Because of my insufficient income, I experience unrest and discord with my friends regarding the branded products I consume.	.768	1.92
Because of my insufficient income, I argue with my friends about the branded products I consume.	.750	1.85
At times, I feel vulnerable in society regarding the branded products I consume because of my insufficient income.	.646	2.12
I have given up the branded products I consume because of my insufficient income.	.602	1.62
Because my income is insufficient, I try to reduce my food expenditure (basic expenditure) to purchase the branded products I consume.	.514	2.35
I think there is an appropriate relationship between income and spending motivation.	.472	2.80
My insufficient income sometimes causes stress in my relationships with my friends.	.431	2.04

Factor 2 is labeled "Problems experienced as a result of students' insufficient income" and consists of 10 variables (survey items). The total variance explained by the factor was 18.39%, the KMO value was .874, and Cronbach's alpha was .84.

**Table 4. (Factor 3) Values related to increases in students' incomes**

Variables	Factor loading	Mean
The additional income I receive affects my motivation to buy.	.641	4.09
Low or high income influences my choice of a brand perceived as high quality.	.634	3.57
I think my motivation to choose a brand increases as my income increases.	.575	3.33
Whether my income is low or high influences the brand I choose.	.573	3.16
I think the price of the brand I buy reflects the quality of the product.	.556	3.07
Sufficient income influences my psychological well-being when I spend money on brands.	.551	3.22
The belief that I get enough for my money influences my motivation to buy.	.549	4.16

Factor 3 is labeled "Values related to increases in students' incomes" and consists of 7 variables (survey items). The total variance explained by the factor was 12.85%, the KMO value was .874, and Cronbach's alpha was .84.

**Table 5. (Factor 4) Students' perceptions of the price of the brand used**

Variables	Factor loading	Mean
I find my monthly income sufficient.	.815	2.60
My monthly income is at a level that allows me to look to the future with hope.	.741	2.79
My income is sufficient for my current situation.	.727	2.77
With the income I earn, I can maintain a good quality of life.	.593	3.11
As a consumer, I think I am valuable to the brands I use.	.576	2.60
The service I received is inadequate compared with the money I paid for the product I purchased.	.529	3.42
If an opportunity arises to receive better service from another brand, I change the brand I use.	.450	2.96
The price I pay for the product I consume generally seems high to me.	.410	2.87

Factor 4 is labeled "Students' perceptions of the price of the brand used" and consists of 8 variables (survey items). The total variance explained by the factor was 9.20%, the KMO value was .874, and Cronbach's alpha was .84. The adequacy of the Kaiser-Meyer-Olkin (KMO) sample measure for the data used in the study was .874. The reliability of the 37 items subjected to factor analysis was tested using Cronbach's alpha. According to the results of the analysis, Cronbach's alpha was .84, indicating that the scale was highly reliable when compared with values reported in the literature.

Two hypotheses were put forward as part of the study. These hypotheses are presented below and tested as part of the study.

H1: There is a statistically significant difference between income level and spending motivation.

H2: There is a statistically significant difference between gender and spending motivation.

Hypothesis H1 was tested using the Kruskal-Wallis test. The results obtained for H1 are given in Table 6.

**Table 6. Income level and spending motivation hypothesis test results**

Income level	N	Mean rank	df	$\chi^2$	p
2,000-3,500	51	139.95	4	4.227	.376
3,501-5,000	76	171.37			
5,001-6,500	45	173.86			
6,501-7,500	124	178.30			
7,501 and above	54	153.43			

According to the values of the Kruskal-Wallis test shown in the table above, participants with incomes between 6,501 and 7,500 lira had a higher spending motivation than the other participants. According to the statistical analysis conducted for Hypothesis 1, however, the hypothesis was not supported, and no significant difference was found between income level and the spending motivation of the students participating in the study. There are studies in the literature that support this result. The findings are similar to those reported by Yi et al. (2013), Deniz et al. (2011), Özçiçek Dölekoğlu and Çelik (2020), Li et al. (2022), Marsasi and Yuanita (2023), Putri et al. (2024), Jiang (2024), and Jusoh et al. (2023).

The H2 hypothesis was tested using the Mann-Whitney U test. The findings regarding the hypothesis "H2: There is a statistically significant difference between gender and spending motivation" are presented in Table 7.

**Table 7. Relationship test results between gender and spending motivation**

Gender	N	Mean rank	Rank sum	U	p
Female	124	180.15	22,339.00	13,435.00	.472
Male	226	172.95	39,086.00		

The Mann-Whitney U test was used because the significance of the relationship was examined across two independent groups. This test is used to compare the median values of groups by converting the values of continuous variables in two groups into ranked values. In this way, it is evaluated whether the ranking differs between the two groups. According to the test result, if  $p < .05$ , a significant difference can be reported. As shown in Table 7, the results of the Mann-Whitney U test indicate that the spending motivation of female participants was higher than that of male participants, as the mean rank of the female participants was 180.15. However, no significant relationship was observed between gender and spending motivation ( $p = .472$ ,  $p > .05$ ). According to the statistical analysis conducted for the relevant hypothesis, the hypothesis was not supported, and no significant difference was found between gender and the spending motivation of the students participating in the study. There are studies in the literature that support this result. The findings are consistent with those reported by Deniz et al. (2011), Engizek and Şekerkaya (2015), Mrad et al. (2020), Özçiçek Dölekoğlu and Çelik (2020), Marsasi and Yuanita (2023), Putri et al. (2024), Jiang (2024), and Jusoh et al. (2023).

#### 4. Results and Conclusion

The aim of the research was to measure the impact of students' income on their spending motivation. In this context, a survey was conducted among students of the Faculty of Economics and Administrative Sciences of Hitit University. The data obtained from the survey were grouped under four factors, and two hypotheses related to these factors were tested. According to the hypothesis-test results, the proposed hypotheses were not supported. The first factor that emerged from the study comprised items related to students' spending motivation. The second factor grouped survey items related to the problems experienced because of income perceived as insufficient. The third factor included survey items that tested students' spending motivation in the event of an increase in income. The fourth factor included questions related to students' perceptions of the prices of the brands they use. The total explanatory power of the factors obtained in the study was 61.82%. The reliability coefficient (Cronbach's alpha) was .84, indicating a high level of reliability. The two hypotheses proposed in the study were not supported, and no significant differences were found between the variables. The main recommendation that can be made to the stakeholders of this study is that students' expectations regarding the brands they consume should be taken into account.

According to the results of the study, no relationship was established between income level and brand

spending motivation. This result may be due to students emulating their peers or high-spending individuals who are constantly featured in public discourse. Further research could be conducted to investigate this further.

There was also no significant difference between gender and spending motivation. The university students included in the study generally came from rural areas and had low income levels. The answers given to the questions in the survey used in the study are considered accurate. The students' answers to these questions may have been influenced by various factors. It is possible that the students provided this information under the influence of their environment. Or, the students may be spending more than their income allows (field observations revealed that the students' use of technological devices, clothing styles, consumption habits, visits to 5th-wave cafes, etc., did not match their declared income levels. Since it was assessed that they did not receive these items for free, it is possible that they financed their spending through different income sources).

Information about ethics committee approval: Ethical approval was obtained for the study.

Research and publication ethics statement: The study was conducted in accordance with research and publication ethics.

Conflict of interest statement: None.

Author contribution statement: Not specified in the original manuscript.

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**Aastırma Makalesi**

**Expenditure Level in Choice Motivation of Brand Products: A Research on University Students**

*Markalı Ürünlerin Seçim Motivasyonunda Harcama Düzeyi: Üniversite Öğrencileri Üzerine Bir Araştırma*

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**Genişletilmiş Özet**

Piyasadaki rekabetin hızla artması sonucunda alınıp satılan mal ve hizmet sayısı da artmış, zamanla bu ürünleri özellikleri temelinde birbirinden farklılaştırma ihtiyacı ortaya çıkmıştır. Bu nedenle üreticiler, ürünlerini diğer ürünlerden ayırt etmek ve tüketicilere vaat ettikleri belirli kalite düzeyini korumak için markalaşmaya başlamışlardır (Bişkin, 2010, s. 413; Sudirjo, 2023, s. 66). Ürünleri ilk satın almadan önce deneme fırsatı bulamayan tüketiciler, reklamlar ve diğer iletişim araçları aracılığıyla bu markalar hakkında bilgilendirilmektedir. Marka, esasen bir ürünün satıcısını ya da üreticisini tanımlar. Bir marka isim, işaret, sembol, logo veya renk olabilir. Aynı zamanda, tüketicilerin öğrendikleri mal ve hizmetleri denemelerine, memnun kaldıkları ürünleri yeniden satın almalarına ve diğerlerini satın almaktan kaçınmalarına olanak tanıyan bir pazarlama aracıdır (Yıldız, 2015, s. 30; Muttaqin vd., 2023, s. 581; Wibowo, 2024, s. 26).

Bu çalışmada, Hitit Üniversitesi İktisadi ve İdari Bilimler Fakültesi öğrencilerinin markalı ürünlere yönelik harcama motivasyonları incelenmiştir. Ayrıca, öğrencilerin harcama davranışlarının altında yatan güdülerin ölçülmesi amaçlanmıştır. Bu amaç doğrultusunda literatüre dayalı bir anket ölçeği geliştirilmiş ve anketler araştırma ekibi tarafından yüz yüze uygulanmıştır. Çalışma sonucunda 350 kullanılabilir anket elde edilmiştir. Anket verilerine uygulanan faktör analizi sonucunda dört faktör belirlenmiş ve bu faktörlerin toplam açıklanan varyans oranı %61,82 olarak bulunmuştur. İzleyen bölümlerde bulgular sunulmuş, sonuçlar önceki araştırmalarla ilişkilendirilmiş ve elde edilen sonuçlar ışığında öneriler geliştirilmiştir.

Bu araştırmanın amacı, markalı ürünlere harcama motivasyonunu ve gelir düzeyinin bu motivasyon üzerindeki etkisini ortaya koymaktır. Araştırma, Hitit Üniversitesi İktisadi ve İdari Bilimler Fakültesi'nde yürütülmüştür. Çalışmada anket yöntemi kullanılmıştır. Araştırmacılar tüm fakülte öğrencilerine ulaşmaya çalışmış ve çalışma için etik onay alınmıştır.

Araştırmada veri toplama aracı olarak anket formu kullanılmıştır. Çalışma kapsamında genel tarama modeli tercih edilmiştir. Bu model, çok sayıda unsurdan oluşan bir evrenden seçilen örneklem üzerinde, evren hakkında genel bir yargıya ulaşmak amacıyla gerçekleştirilen araştırma düzeni olarak tanımlanabilir. Seçilen yöntem, katılımcıların görüş, inanç ve davranışlarını belirlemek ve elde edilen sonuçları araştırma evrenine genellemek açısından uygun bir yöntemdir (Karasar, 2012, s. 79; Baltacı, 2018, s. 237; George, 2018, s. 201).

Araştırmanın evrenini, Hitit Üniversitesi İktisadi ve İdari Bilimler Fakültesi öğrencileri oluşturmaktadır. Anketler katılımcılarla yüz yüze uygulanmıştır. Tüm evrene ulaşmaya çalışılmış; ancak tüm öğrencilere ulaşmak güç olduğundan evrenden bir örneklem seçilmiştir. Bu bağlamda örneklem,

olasılığa dayalı olmayan örnekleme yöntemlerinden biri olan amaçlı örnekleme kapsamında kriter örnekleme yoluyla belirlenmiştir. Kriter örnekleme, araştırmacının belirli özelliklere sahip kişi, olay ve nesnelere, örneklem için belirlenen ölçütleri karşıladıkları için araştırmaya dahil ettiği bir örnekleme türüdür (Büyüköztürk vd., 2016, s. 92).

Literatürde, evren büyüklüğüne göre örneklem büyüklüğünü belirlemek için hazır hesaplanmış tablolar bulunmaktadır. Bu nedenle örneklem büyüklüğünün belirlenmesinde istatistiksel hesaplama yöntemi kullanılmıştır. Toplam evren 1.820 öğrenciden oluşmaktadır. Toplam 420 anket formu doldurulmuş ve yüz yüze uygulama sonucunda 350 kullanılabilir yanıt elde edilmiştir. Hesaplamaya göre, belirtilen evren büyüklüğü için %98 güven düzeyinde 352 yanıt gerekmektedir. Bu hesaplamalara göre ulaşılan örneklem büyüklüğü yeterli kabul edilmiştir. %5 hata payı ve %95 güven düzeyi dikkate alındığında, belirtilen evren büyüklüğü için gerekli örneklem büyüklüğü 277'dir. Dolayısıyla çalışmada elde edilen 350 kullanılabilir anket yeterli görülmüştür.

Anket verileri ilk olarak istatistik paket programında analiz edilmiştir. Verilerin analizinde, demografik özellikler için frekans tabloları kullanılmış; diğer değişkenler için ise parametrik olmayan Kruskal-Wallis ve Mann-Whitney U testleri uygulanmıştır (Tekin, 2014, s. 21). Daha sonra araştırmanın hipotezleri test edilmiştir. Ölçeğin güvenilirliği Cronbach alfa katsayısı kullanılarak değerlendirilmiştir. Ölçeğin genel güvenilirliği Cronbach alfa = 0,842 olarak belirlenmiş ve ölçeğin yüksek düzeyde güvenilir olduğu saptanmıştır (Özdamar, 2004, s. 633). Ölçeğin yapı geçerliğini ortaya koymak amacıyla açımlayıcı faktör analizi uygulanmıştır. Bu analiz, açımlayıcı faktör analizi sonucunda oluşan faktörlerin, davranışın anlaşılmasına katkı sağlayan kuramsal yapılarla ne ölçüde benzeştiğini gösterir (Çokluk vd., 2012, s. 177). Açımlayıcı faktör analizi, değişkenler arasındaki ilişkilere dayanarak faktörleri belirlemeyi ve teori geliştirmeyi amaçlayan bir süreçtir (Büyüköztürk vd., 2016, s. 97). Aynı zamanda, birbiriyle ilişkili çok sayıda değişkeni bir araya getirerek kavramsal olarak anlamlı az sayıda yeni değişken ortaya koymayı amaçlayan çok değişkenli bir istatistiksel tekniktir (Çokluk vd., 2012, s. 178). Bu sayede faktör analizi sonucunda oluşan faktörler ile veri setindeki kavramlar arasındaki ilişki araştırmacı tarafından daha kolay anlaşılabilir.

Verilerin faktör analizine uygunluğunu belirleyen bazı testler vardır. Bunlardan biri Bartlett testidir. Bartlett testi sonucunda, faktör analizine dahil edilen değişkenler arasında bir ilişki bulunması beklenir. Test sonucunda elde edilen değer  $p < 0,05$  ise değişkenler arasında ilişki olduğu kabul edilir (Büyüköztürk vd., 2016, s. 97). Çalışmada yapılan Bartlett testi sonucunda ( $p < 0,001$ ), faktör analizine tabi tutulan değişkenler arasında ilişki olduğu sonucuna varılmıştır.

Verilerin faktör analizine uygunluğunu değerlendirmek için kullanılan ikinci test Kaiser-Meyer-Olkin (KMO) testidir. KMO istatistiği, örneklem büyüklüğünün ve veri yapısının faktör analizi için yeterli olup olmadığını değerlendirmek amacıyla kullanılır (Çokluk vd., 2012, s. 207). KMO değeri, örneklemin yeterliliğini göstermek açısından önemlidir ve literatürde genel olarak 0,60'tan büyük bir değer beklenir. KMO değeri 0,60'tan büyükse örneklem büyüklüğünün yeterli olduğu kabul edilir. Bu bağlamda yapılan KMO testi sonucunda  $KMO = 0,884 > 0,60$  bulunmuş ve faktör analizi için örneklem büyüklüğünün yeterli olduğu değerlendirilmiştir.

Çalışmaya katılanların çoğunluğu (%64) erkektir. Katılımcıların %54'ü 19-20 yaş aralığındadır. Katılımcıların %30'u birinci sınıf öğrencisidir. Katılımcıların %35'inin gelir düzeyi 6.501-7.500 TL arasındadır. Faktör 1, "Öğrencilerin harcama motivasyonunu etkileyen faktörler" olarak adlandırılmış ve 12 değişkenden (anket maddesi) oluşmuştur. Bu faktörün açıkladığı toplam varyans oranı %21,24, KMO değeri 0,874 ve Cronbach alfa düzeyi 0,83 olarak ölçülmüştür. Faktör 2, "Öğrencilerin yetersiz gelirinden kaynaklanan sorunlar" olarak adlandırılmış ve 10 değişkenden (anket maddesi) oluşmuştur. Bu faktörün açıkladığı toplam varyans oranı %18,39, KMO değeri 0,874 ve Cronbach alfa düzeyi 0,84 olarak ölçülmüştür. Faktör 3, "Öğrencilerin gelirlerindeki artışlara ilişkin değerler" olarak adlandırılmış ve 7 değişkenden oluşmuştur; bu faktörün açıkladığı toplam varyans oranı %12,85'tir. Faktör 4 ise "Öğrencilerin kullandıkları markaların fiyatına ilişkin algıları" olarak adlandırılmış ve 8 değişkenden oluşmuştur; bu faktörün açıkladığı toplam varyans oranı %9,20'dir. Faktör analizine tabi tutulan veriler için KMO örneklem yeterlilik ölçüsü 0,874 olarak bulunmuştur. 37 maddelik ölçeğin güvenilirlik analizi sonucunda Cronbach alfa iç tutarlılık katsayısı 0,84 olarak saptanmış ve bu değer literatürdeki ölçütlere

göre yüksek güvenilirlik düzeyi olarak değerlendirilmiştir.

Çalışma kapsamında iki hipotez ortaya konmuş ve bu hipotezler aşağıda sunularak test edilmiştir.

H1: Gelir düzeyi ile harcama motivasyonu arasında istatistiksel olarak anlamlı bir fark vardır.

H2: Cinsiyet ile harcama motivasyonu arasında istatistiksel olarak anlamlı bir fark vardır.

Yukarıdaki tabloda yer alan Kruskal-Wallis testi değerlerine göre, 6.501 ile 7.500 lira arasında gelire sahip katılımcıların harcama motivasyonu diğer katılımcılara göre daha yüksektir. Bununla birlikte Hipotez 1 için yapılan istatistiksel analiz sonuçlarına göre ileri sürülen hipotez desteklenmemiş ve çalışmaya katılan öğrencilerin gelir düzeyi ile harcama motivasyonu arasında anlamlı bir fark bulunmamıştır. Elde edilen bu sonucu destekleyen çalışmalar literatürde mevcuttur. Araştırma bulguları Yi vd. (2013), Deniz vd. (2011), Özçiçek Dölekoğlu ve Çelik (2020), Li vd. (2022), Marsasi ve Yuanita (2023), Putri vd. (2024), Jiang (2024) ve Jusoh vd. (2023) tarafından bildirilen sonuçlarla benzerlik göstermektedir.

Mann-Whitney U testinin kullanılmasının temel nedeni, ilişkinin anlamlılığının iki bağımsız gruba göre incelenmesidir. Bu test, iki gruptaki sürekli değişkenlerin değerlerini sıralı değerlere dönüştürerek grupların medyanlarını karşılaştırmak için kullanılır. Bu şekilde, iki grup arasındaki sıralamanın farklı olup olmadığı değerlendirilir. Test sonucunda p değeri  $p < 0,05$  ise anlamlı bir fark olduğu söylenebilir. Tablo 7'de görüldüğü gibi, Mann-Whitney U testi sonuçları kadın katılımcıların harcama motivasyonunun erkek katılımcılara göre daha yüksek olduğunu göstermektedir; çünkü kadın katılımcılar için ortalama sıra değeri 180,15'tir. Bununla birlikte, cinsiyet ile harcama motivasyonu arasında anlamlı bir ilişki gözlenmemiştir ( $p = 0,472$ ;  $p > 0,05$ ). İlgili hipotez için yapılan istatistiksel analiz sonuçlarına göre ileri sürülen hipotez desteklenmemiş ve çalışmaya katılan öğrencilerin cinsiyeti ile harcama motivasyonu arasında anlamlı bir fark bulunmamıştır. Elde edilen bu sonucu destekleyen çalışmalar literatürde mevcuttur. Araştırma sonuçları Deniz vd. (2011), Engizek ve Şeker kaya (2015), Mrad vd. (2020), Özçiçek Dölekoğlu ve Çelik (2020), Marsasi ve Yuanita (2023), Putri vd. (2024), Jiang (2024) ve Jusoh vd. (2023) tarafından bildirilen sonuçlarla tutarlıdır.

Çalışmada ortaya çıkan ilk faktör, öğrencilerin harcama motivasyonuna ilişkin maddelerden oluşmaktadır. İkinci faktör grubu, öğrencilerin yetersiz olarak algıladıkları gelir nedeniyle yaşadıkları sorunlara ilişkin anket maddelerini içermektedir. Üçüncü faktör, gelir artışı durumunda öğrencilerin harcama motivasyonunu ölçen maddelerden oluşmaktadır. Dördüncü faktör ise öğrencilerin kullandıkları markaların fiyatına ilişkin algılarıyla bağlantılı soruları kapsamaktadır. Çalışmadan elde edilen faktörlerin toplam açıklayıcılık gücü %61,82'dir. Güvenirlik katsayısı (Cronbach alfa) 0,84 olup yüksek düzeyde güvenilirliğe işaret etmektedir. Çalışmada ortaya konan iki hipotez desteklenmemiş ve değişkenler arasında anlamlı fark bulunmamıştır. Bu çalışmanın paydaşlarına yapılabilecek en önemli öneri, öğrencilerin tükettikleri markalara ilişkin beklentilerinin dikkate alınmasıdır.