

# **The Effect of Sales Promotion on Impulsive Buying Behaviour in Morocco**

**Hamza Amarray**

Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
Marketing Management

Eastern Mediterranean University  
September 2020  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

---

Prof. Dr. Ali Hakan Ulusoy  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts in Marketing Management.

---

Prof. Dr. Melek Şule Aker  
Chair, Department of Business  
Administration

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in Marketing Management.

---

Prof. Dr. Mehmet Haluk Köksal  
Supervisor

---

Examining Committee

1. Prof. Dr. Mehmet Haluk Köksal

2. Assoc. Prof. Dr. Emrah Öney

3. Asst. Prof. Dr. Murad Bein

## ABSTRACT

Old shopping styles in Morocco are changing as consumers become more conscious about where they spend their money which creates a challenge for marketers. That is why it is fundamental for businesses to be cognizant of the effect that sales promotion tools have on impulsive buying behaviour, not only to apply those tools accordingly but also to understand what triggers their customers most. The objective of this study is to highlight the effect of sales promotion tools on impulsive buying behaviour in Morocco. Through a comprehensive questionnaire, we gathered data from 325 respondents using random sampling. The responses were coded into SPSS 26, descriptive and inferential analyses were conducted to test the proposed hypotheses. Exploratory factor analyses proved the reliability of our construct as well as strengthened the model fit, followed by Pearson's correlation and multiple regression analyses to expose the causal relationship between our independent, dependent, and cofounding variables. The results of the study were; sales promotion tools especially price discount, buy one get one free, coupons, and sweepstakes showed a significant positive effect on impulsive buying behaviour.

Lastly, the output of this research would assist marketers in running successful sales promotions interventions more efficiently in the Moroccan market. Therefore, driving more competition and better sales planning.

**Keywords:** sales promotion, impulsive buying behaviour, coupon, discount, buy one get one free, sweepstakes, personality, Morocco, behavioural marketing.

## ÖZ

Fas'taki eski alışveriş tarzları, tüketiciler paralarını nereye harcadıkları konusunda daha bilinçli hale geldikçe, değişiyor ve bu da pazarlamacılar için zorluk yaratıyor. Bu nedenle, pazarlama alanında, bir işletmenin satış promosyon araçlarının dürtüsel satın alma davranışı üzerindeki etkisinin bilincinde olması, sadece bu araçları buna göre uygulamak için değil, aynı zamanda müşterilerini en çok neyin tetiklediğini anlamak açısından da temeldir. Bu çalışmanın amacı, satış promosyonu araçlarının, Fas'taki dürtüsel satın alma davranışı üzerindeki etkisini vurgulamaktır. Kapsamlı bir çevrimiçi anket aracılığıyla, rastgele örnekleme kullanarak 325 katılımcıdan veri topladık. Önerilen hipotezi test etmek üzere, yanıtlar SPSS 26'ya girilerek tanımlayıcı ve çıkarımsal analizler yapıldı. Açıklayıcı faktör analizleri, yapımızın geçerliliğini kanıtladı ve model uyumunu güçlendirdi, ardından bağımsız, Bağımlı ve bağımsız değişkenlerimiz arasındaki ilişkiyi ortaya çıkarmak için Pearson korelasyon ve çoklu regresyon analizleri yapıldı.. Çalışmanın sonuçları; özellikle fiyat indirimi, bir alana bir ücretsiz, kupon ve çekiliş gibi satış promosyon araçlarının dürtüsel satın alma davranışı üzerinde anlamlı bir pozitif etkisi bulundu.

Son olarak, bu araştırmanın çıktısı, pazarlamacıların Fas piyasasında başarılı satış promosyon araçlarını daha verimli bir şekilde uygulamalarına yardımcı olacaktır. Bu da, daha fazla rekabet edilmesini ve daha etkili satış planlamasını harekete geçirecektir.

**Anahtar Kelimeler:** satış promosyonu, dürtüsel satın alma davranışı, kupon, indirim, bir alana bir ücretsiz, çekilişler, kişilik, Fas, davranışsal pazarlama.

## **ACKNOWLEDGEMENT**

The love, patience and support of my family and friends I am most grateful for, they assured and pushed me every day to go the extra mile during my time of research. I would also like to give my gratitude to my advisor Dr. Haluk Köksal for his constant guidance over the course of the research.

This paper would not be if it were not for them.

# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ .....	iv
ACKNOWLEDGEMENT .....	v
LIST OF TABLES .....	ix
TABLE OF FIGURES .....	xi
LIST OF ABBREVIATIONS .....	xii
1 INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 The Concept of Impulsive Buying Behaviour .....	2
1.1.2 The Concept of Sales Promotion .....	3
1.2 Problem Statement .....	4
1.3 Research Objectives .....	6
1.4 Report Organisation .....	7
2 LITERATURE REVIEW .....	8
2.1 Impulsive Buying Behaviour .....	8
2.1.1 Purchases Classification.....	8
2.1.2 Associated Factors .....	9
2.2 Sales Promotion Tools .....	12
2.2.1 Coupons .....	13
2.2.2 Price Discount .....	14
2.2.3 Buy One Get One Free.....	15
2.2.4 Sweepstakes .....	16
2.3 Sales Promotion Tools and Impulsive Buying Behaviour .....	17

2.4 Overview of the Moroccan Market .....	20
3 CONCEPTUAL FRAMEWORK .....	23
3.1 Conceptual Framework .....	23
3.2 Development of Hypotheses .....	24
3.2.1 Coupons .....	24
3.2.2 Price Discount .....	24
3.2.3 Buy One Get One Free.....	24
3.2.4 Sweepstakes .....	25
3.2.5 Demographics .....	25
4 RESEARCH METHODOLOGY.....	28
4.1 Research Design.....	28
4.2 Source of Data.....	28
4.3 Population and Sampling .....	29
4.3.1 The Population of the Study.....	29
4.3.2 Sampling Technique and Size.....	29
4.4 Instruments of Data Collection .....	29
4.5 Methods of Data Analysis.....	30
4.6 Ethical Consideration .....	30
5 DATA ANALYSIS.....	32
5.1 Demographic Information.....	32
5.2 Group Differences .....	34
5.2.1 Gender .....	34
5.2.2 Age .....	37
5.2.3 Marital Status .....	39
5.2.4 Education .....	41

5.2.5 Occupation .....	44
5.2.6 Income.....	46
5.3 Exploratory Factor Analysis .....	50
5.4 Correlations .....	54
5.5 Regression.....	55
5.6 Summary of the Major Findings .....	57
6 CONCLUSION.....	59
6.1 Conclusion.....	59
6.2 Recommendations .....	62
6.3 Limitations .....	64
REFERENCES.....	65
APPENDICES .....	75
Appendix A: Post Hoc Test of Tukey HSD.....	76
Appendix B: Survey Questionnaire .....	89



## LIST OF TABLES

Table 1: Sample Profile of the Respondents .....	33
Table 2: Gender Groups Statistics.....	35
Table 3: Gender Independent Samples t-Test .....	36
Table 4: Age Groups Test of Homogeneity of Variances.....	37
Table 5: Age Groups ANOVA.....	37
Table 6: Age Groups Robust Tests of Equality of Means .....	38
Table 7: Marital Status Groups Test of Homogeneity of Variances.....	39
Table 8: Marital Status Groups ANOVA.....	40
Table 9: Marital Status Groups Robust Tests of Equality of Means.....	40
Table 10: Education Groups Test of Homogeneity of Variances .....	42
Table 11: Education Groups ANOVA .....	42
Table 12: Education Groups Robust Tests of Equality of Means.....	43
Table 13: Occupation Groups Test of Homogeneity of Variances .....	44
Table 14: Occupation Groups ANOVA .....	44
Table 15: Occupation Groups Robust Tests of Equality of Means.....	45
Table 16: Income Groups Test of Homogeneity of Variances .....	47
Table 17: Income Groups ANOVA .....	48
Table 18: Income Groups Robust Tests of Equality of Means .....	49
Table 19: KMO and Bartlett's Test .....	50
Table 20: Total Variance Explained .....	50
Table 21: Factor Analysis Results .....	51
Table 22: Correlation Analysis .....	54
Table 23: Regression Model Summary.....	55

Table 24: Regression Analysis ANOVA .....	55
Table 25: Regression Analysis Coefficients .....	56
Table 26: Hypotheses Evaluation.....	58

## TABLE OF FIGURES

Figure 1: The Conceptual Framework .....	23
--	----

## **LIST OF ABBREVIATIONS**

BGT	Buy One Get One Free
CPN	Coupon
DSC	Discount
EDU	Education
HSD	Honestly Significant Difference
IBB	Impulsive Buying Behaviour
INC	Income
MD	Mean Difference
OCC	Occupation
SWS	Sweepstake

# Chapter 1

## INTRODUCTION

The first chapter discusses the background of the study and introduces the main two concepts of the research, sales promotion and impulsive buying behaviour; It elaborates on the problem statement the study is going to solve in addition to the objectives and significance of the study, it ends by clarifying the organization of the research.

### 1.1 Background of the Study

The fierce competition has led many companies in the global market to invest in various marketing tools and strategies to target, attract, and retain a growing share of consumers. The same competition motivates marketers to be more efficient on how to approach their customers whose preferences are changing constantly due to the variety of brands out there. The continuing change in market trends leaves marketers with big challenges of executing new strategies. Short term strategies as in sales promotions can help with growing sales at short periods of time, according to Low and Mohr (2000), sales promotion adds up to 75% of the marketing budget to keep consumers satisfied. Here, customers and consumers are not used synonymously, customers are individuals that make the purchase and consumers being the ones using a product or service, an individual can be a customer and a consumer at the same time.

The study of impulsive buying behaviour has gained a lot of attention over the past few decades. The modern studies that pioneered research of impulsive buying were

ushered by Rook (1987) where he reports that impulsive buying typically occurs as a consequence of extrinsic factors that lead consumers to be involved in unrehearsed buying. One of the emerging indicators in today's marketing strategies is to measure impulsive buying behaviour; the act of buying more than one had intended due to certain stimuli. Research by Tuttle (2012) documented that millennials are 52% more prone to impulsive buying. In the case of a developing country like Morocco, the topic of impulsive buying behaviour remains underresearched.

### **1.1.1 The Concept of Impulsive Buying Behaviour**

Impulsivity is defined as an abrupt, irresistible urge to engage in an event without thinking; Most of our human behaviour is impulsive, it encompasses our unconscious behaviour, it is triggered at once when encountered with some stimulus (Wolman, 1973). Impulsive behaviours are not always accidental, habitual acts are also considered impulsive, any act that is performed without future thinking is considered impulsive. Impulsive behaviour is acting based on the moment without thinking of future implications, Not only it is a common phenomenon that has been studied in the field of consumer behaviour and marketing psychology but also has become the primary key performance indicator of most marketing activities (Rook, 1987).

Impulsive buying behaviour is hard to avoid as it is mostly accompanied by hedonic experience. Freud stated two principles that try to overpower each other when it comes to impulsivity; the reality principle and the pleasure principle. The reality principle gives long term gratification which encourages delayed pleasure while the pleasure principle is more instant and about short-term gratification (Freud, 1958).

Rook (1987) defined impulsive buying behaviour as the unplanned unintended desire that the customer experiences which takes place after being involved with a stimulus.

The decision-making process becomes brief and an instantaneous purchase takes place without any previous planning. Bayley and Nancarrow (1998) define impulse buying as an unforeseen rapid decision that lacks reflection of consequences and alternative evaluation.

From the above definitions, it is now known that impulsive buying behaviour is an instantaneous decision made without previous planning or future deliberation about purchasing a product or service, they are also explicated it by stages:

- *Object Fixation*: a feeling of attraction to an item that turns into an alluring and imperatively needed item.
- *Urgency*: there is a pressure not to miss out on the opportunity to buy and the decision needs to be made shortly.
- *Adrenalin Rush*: a feeling of boosted excitement is induced after the buying event takes place.
- *Lift to Self-esteem/Mood*: the purchased item brings satisfaction to the customer with a liberating feeling of rebellion.
- *Guilt*: possibly questioning the decision of the purchase alongside a feeling of regret.

### **1.1.2 The Concept of Sales Promotion**

Sales promotion is the stimulating and encouraging activities that marketers implement to increase the purchasing of a product or service (Neslin, 2002). It is an element of the promotion mix that includes advertising, public relations, sales promotions, direct marketing, and personal selling. Promotion is how products and services are communicated to the consumer. Moreover, sales promotion is the most used element in the promotion mix (Huff et al., 1999).

Sales promotion is an action-oriented marketing strategy that aims to incentivise buying behaviour and often utilized by marketers to put emphasis on a certain product or service. Alongside having the attribute of time limitation which provokes an urge in customers not to miss out (Gilbert and Jackaria, 2002). Sales promotion involves several strategies and schemes, it serves to attract short-term demand and increase sales of an existing product or service as well as introduce new ones to the market. Peattie and Peattie (1995) define sales promotion as strategic events, characterized by its limitation of time, place, and consumer segment, the additional benefit they offer is to give the customer a sense of urgency. The variety of choices for sales promotion can either add value or increase value. The primary use of sales promotion is to induce purchase and therefore highlight the change of value in a product or service through discounted prices for instance.

Blattberg and Neslin (1989) also add that sales promotion is a group of activities that target the behaviour of the organisation's customers, the classification of sales promotions is divided to three types; retailer promotion, they are special offers provided exclusively from the first point of contact with the customer, proceeded by trade promotions, they are offered by different parties in the supply chain and their purpose is to drive business in all parties involved, the third and last type of sales promotion is consumer promotion, it is directly provided from the manufacturer to the consumer, while others are decided by the retailers or by strategic agreements.

## **1.2 Problem Statement**

Moroccan families have increased their purchasing power, according to the latest Higher Planning Commission data, the increase was at 2.3% (Banco Santander, S.A, n.d.). Morocco has shown great potential in the past ten years with a growing



purchasing power led by globalization and lifestyle changes which make people aspire to meet their needs more efficiently, consumers are expecting the best value for their money; products of high quality, quantity, at a convenient place, and with minimum price.

Without a doubt that the changes in consumer behaviour in Morocco are due to cultural factors. Consequently, the Moroccan market has become more commendatory to segmentation which is another reason to invest more in customized sales promotion tools, the optimal goals of sales promotion are augmenting brand loyalty (promotion) and sales at the same time. To drive a successful sales promotion strategy, it would necessitate a good grasp of the decision-making process of the consumer. Sales promotion might increase reach, sales, and brand loyalty but not necessarily all together. Thus, marketers need to be aware of each tool to leverage their goals of sales promotion strategies, retain, and grow market share.

Even though the effect of sales promotion on impulsive buying behaviour has been stated in several pieces of research and studies, Not many can be found towards the Moroccan consumer except one study was done by El Badaoui and Ibourk (2012) as experimental research about supermarket environment factors affecting impulsive buying as a hedonic experience, considering situational and product-related variables that showed a significant influence on impulsive buying tendencies in Morocco whereas the problem our study addresses the question:

*How is the impulsive buying behaviour of the Moroccan consumer influenced by sales promotion tools (coupons, price discount, buy one get one free, sweepstakes)?*

### **1.3 Research Objectives**

This study explores the effect of sales promotion tools on impulsive buying behaviour, amongst several sales promotion tools like samples, coupons, rebates, buy one get one free, and others. This study only evaluates the most frequently used tools in Morocco (coupons, price discount, buy one get one free, sweepstakes) by pursuing the following objectives:

- To develop and explain a conceptual model incorporating sales promotion tools and their influence on impulsive buying behaviour in Morocco.
- To explore the effect each sales promotion tool projects on impulse buying behaviour in Morocco.
- To determine factors that support the effectiveness of sales promotion tools on impulsive buying behaviour in Morocco.
- To introduce more tailored interventions based on the results as a solution for marketing problems in Morocco.

Besides, this research has in prospect adding to previous knowledge about sales promotion by investigating the effect of sales promotion on impulsive buying behaviour within the Moroccan consumer market. Moreover, the results of this research are to provide guidance to marketers on how to harmonise the use of sales promotion in order to optimize marketing strategies.

## 1.4 Report Organisation

The study is organized into six chapters:

- Chapter one explains the background of the topic, key concepts, problem statement, and the objective of the study.
- Chapter two reviews the literature related to the problem statement by presenting sales promotion tools and impulsive buying behaviour approaches as well as a description of the consumer behaviour in Morocco.
- Chapter three presents the adapted conceptual framework and the development of hypotheses.
- Chapter four describes the methodology that includes research approaches and design, source of data, sampling, data collection instruments, data analysis methods, and ethical considerations.
- Chapter five discusses the output of the analyses which are respondents' profile, ANOVA and independent t-test, exploratory factor analysis, correlations, and multiple regression.
- Chapter six concludes the study by discussing key findings and limitations with recommendations for future research.

## **Chapter 2**

### **LITERATURE REVIEW**

Chapter two is assigned to the review of related literature in both areas of sales promotion and impulsive buying behaviour. Firstly, discussing impulsive buying behaviour from different authors, then other approaches and implications of sales promotion tools are presented. Furthermore, the literature is reviewed linking the two concepts together to help in the next step of the study with consideration to a description of the Moroccan market.

#### **2.1 Impulsive Buying Behaviour**

Most purchases consumers make are not planned previously, they fit into the type of buying that is called impulsive. An area that has gained a lot of attention in the retail industry and marketing (Verplanken and Sato, 2011). As 62% of retail sales and up to 80% in certain products are the result of impulsive buying behaviour (Duarte, Raposo, and Ferraz, 2013).

##### **2.1.1 Purchases Classification**

Purchase events can be grouped into three categories; planned, unplanned and impulsive. The planned purchase characterises by a thorough search and determination about the product or service in need. An unplanned purchase is buying to fill a gap of forgotten items in the previously made planning, on the other hand, impulsive buying is distinguished by a sudden urge usually triggered by stimuli that accelerate the decision-making process (Stern, 1962).

Another related view on purchase classification is from Iyer (1989) who stated that any impulsive buying is unplanned but not the other way round. Han et al. (1991) extended the Stern (1962) approach on impulsive purchase classification and came up with four categories of impulsive buying:

- **Planned Impulsive Buying:** influenced by low price and different sales promotions, the consumer ends up buying something they do not need to take advantage of the offer or occasion.
- **Reminded Impulsive Buying:** It occurs when consumers see a product or a service and they are reminded of needing it.
- **Suggestion Impulsive Buying:** it is the event of coming across a product and envisaging the need for it.
- **Pure Impulsive Buying:** it originates from the need for novelty, and the purchase might be out of the consumer's normal buying behaviour with no past experiences.

### **2.1.2 Associated Factors**

Impulsive buying behaviour is a compound event of many extrinsic and intrinsic factors, the anxiousness of the uncertainty about making the right decision is ruled out with several stimuli, Youn and Faber (2000) conducted a study that showed positive and negative feelings can be attributed to impulsive buying.

#### **Intrinsic Factors**

Cultural factors can influence the tendency of impulsive buying, Kacen and Lee (2002) discussed how independent individuals are more likely to buy impulsively. Also, a significant relationship was found between individuals' affection, cognitive state, and their tendency for impulsive buying behaviour. In the same study, impulsive buying

behaviour and the individual cognitive condition were negatively linked (Dawson and Kim, 2009). Novelty and variety-seeking individuals are more prone to buy impulsively because of their constant search for new products and offers to discover (Hendrawan and Nugroho, 2018).

Other factors such as consumer's characteristics affect impulsive buying according to Kollat and Willet (1967) and highlight the customer as an independent variable for the aim of differentiating between various buying behaviours and to which extent each customer is influenced by the same intrinsic factors. Within those characteristics, emotional control is the most influencing, Weinberg and Gottwald (1982) reported that consumer who tend to impulsively buy encounter feelings of contentment, excitement, and satisfaction in comparison to planned buyers.

### **Extrinsic Factors**

Extrinsic stimuli of impulsive buying are the elements that can be controlled by marketers to influence the consumer into purchasing, the most effective is the store environment, including, design, appearance, and staff (Youn and Faber, 2000). The first scholar to discover that impulsive buying behaviour could be a result of extrinsic stimuli in the shopping environment is Applebaum (1951), he conducted an experiment in retail stores that aimed to identify customers and their buying patterns, those patterns were a consequence of the where, what, when, how in response to sales promotion devices. In his controlled experimentation, he emphasized the details of product placements, lighting, colour schemes, and even the smell, a holistic approach for optimal customer experience to drive purchase.

One of the first studies to ever address impulsive buying behaviour by Clover (1950), he performed chronological research to investigate the impulsive buying mix and came to the conclusion that certain product groups are more sold on impulse than others, on the ground of data collected from 154 shops, they showed a pattern that impulsive buying increases sales.

An exciting store environment stimulates the customer, an enthusiastic customer with positive emotions has been linked to indulge in impulsive buying behaviour (Rook 1987). It was found that the environment inside the store was more powerful in affecting impulsive purchase than individual-related variables, meaning that store owners have more control over the most dominant factor (Mohan et al., 2013).

Environment elements like atmosphere, layouts, and staff members can influence the consumers' state of mind and emotions which encourages them to explore their curiosity resulting in impulsive buying behaviour, the experiment of the behaviour of Vietnamese customers while shopping included controlling three variables; positive mood, products inspection, and companionship, it was proved they are related factors of impulsive buying behaviour (Cho et al., 2014). In the context of consumer buying behaviour, impulsive buying is eminent by the fast decision-making process that occurs by extrinsic factors. In the ever-growing retail industry, companies strive to make their products appealing enough to impulsively trigger a purchase, the atmosphere by which the consumer is surrounded has a significant influence on their response to impulsively buy and regarded as a powerful extrinsic factor (Karbasivar and Yarahmadi, 2011).

## 2.2 Sales Promotion Tools

All around the world, sales promotion tools have grown in popularity and practice for the past ten years. They are implemented by retailers and manufacturers to increase their sales (Teck Weng and Cyril de Run, 2013). According to Lowe and Barnes, (2012), sales promotions grouped into two; monetary and non-monetary:

- Monetary Sales Promotions: these sales promotions offer a monetary stimulus to attract the customer and more price-focused, such as price discount.
- Non-Monetary Sales Promotions: their communicated value is an additional benefit such as extra product or an added coupon.

The application of sales promotion tools depends on the purpose of the marketer and rely majorly on the timing of different calendar events as consumer associate special occasions with overspending, other types of sales promotion tools include, free shipping, flash sales, buy more save more, loyalty points, competitions, price match promise, holiday promotions. They all serve as a stimulus to strengthen the consumer's need to buy (Duarte, Raposo, and Ferraz, 2013).

According to (Joseph, J. and Sivakumaran, 2009) sales promotion tools can be used depending on the marketer's goal, if the goal is to create reach and build brand awareness, sweepstakes, competitions, free samples can be used to increase brand awareness. If the goal is to increase sales; coupons, rebates, bonus packs can be implemented. The common goal for all sales promotion tools is to instantly encourage the purchase and while promotion strategies are performed continuously, sales promotions are temporary and not used for long term, it is implemented to incentivize purchase and ease the decision-making process.



### **2.2.1 Coupons**

Coupons have been widely used and one of the most spread-out tools in marketing, they are a substitute for purchasing a certain value of a product or service. Traditionally, coupons come in the form of a ticket that gives the holder a price discount or additional benefit. With the growing online market, coupons have transformed into promo codes or online coupons which are in the form of images, bar codes or numerical codes that consumers would either print out to use physically or redeem them in its digital form, In a study by Soni and Verghese (2019), different forms of coupons were identified in order to test their effect on consumer purchase decision, there was a significant relationship between all of the forms of coupons considered in the study; mobile, paper and online coupons had a favourable influence on purchase event, the advantage that coupons have is stimulating present and future purchases.

The effect of coupons on consumer behaviour has been studied and documented by several scholars, Heilman et al. (2002) conducted a study about the effect of in-store coupons on moods, emotions, and psychological cognitions, the study focuses on the element of surprise when finding coupons in the store especially if it contributed to their shopping intentions. Customers would purchase more because of the unexpected coupon encounter by decreasing the amount of money the consumer had originally planned to spend, when customers are offered coupons that are related to their shopping intentions and can be compensated right away, they are more likely to buy those products whether it is part of their shopping intentions or not.

When consumers plan a shopping trip, there is a budget estimation limit for that specific trip. According to Thompson et al. (1997) coupons affect the customers'

shopping baskets and sales of the promoted product or service, he stated that 14% increase in the shopping baskets was recorded when customers encounter coupons while on their shopping trips as well as a growth in sales of the brands linked to promotional coupons of 35%.

Initially, coupons were used to introduce a new product or service to the market of an already exciting brand. It is thought to have an influence on consumer buying behaviour. There are two types; cents off coupons which entitle the customer to a limited price discount and percentage coupons which provide a total discount on certain purchases. Coupons in the cents off form were proposed to be more effective than in the percentage form in the case of expensive products and the opposite is true (Santella and Associates, 2000).

Mouland (1999) discovered that repeat purchase and brand awareness was significant to the use of coupons and that coupons have the edge of creating incentive without losing value for the brand. Other studies suggest that for a coupon to be a successful promotion tool it needs a benefit that is more than the cost of redeeming the coupon (Chiang, 1995). Another study by Brumbaugh and Rosa (2009) stated that people find it embarrassing to use redeeming coupons in order to avoid social judgment at the store or being perceived “cheap” and instead, they find another brand with a decent price.

### **2.2.2 Price Discount**

Price discount or discounts is a pricing strategy that aims to drive customer traffic by reducing the price of the merchandise. Hence, creating more value and incentive for purchasing, price discount is more likely to motivate periodic customers than new ones since they are already familiar with the product and would choose their favourite brand after the price discount span is over (Raghubir and Corfman, 1999). Blattberg and

Neslin (1989) added that price discount is temporary offers directed at customers to benefit from a product or service for less than the usual price, it can originate from either the retailer or the manufacturer.

Research by Blair and Landon (1979) concluded that price judgment is influenced by reference prices and that consumer estimation of the price compared to a discounted offer for a product creates a subjectively perceived value, it was mentioned that there were environment-related limitations of the study such as, product types, frequency of display, and other elements that could alternate the results.

One of the most substantial elements in sales promotion is the price. Sales promotion as a special offer should be able to provide a larger value for a smaller price, the difference between the perceived value of the product or service and the reference price is what speeds up the decision making process into a purchase event (Isabella et al., 2012).

### **2.2.3 Buy One Get One Free**

Buy one get one free is defined as buying a product and obtaining another for free, consequently, customers are encouraged to make the purchase as they get greater value for less the amount of money. Therefore, marketers often resort to this sales promotion tool as its main advantage is speeding up sales when the stock needs to be cleared quickly (Li et al, 2007).

This sales promotion tool can be also referred to as volume discount, it is when customers make a specific number of purchases and they get a supplementary product, it is an additional nonmonetary benefit, the study also revealed that benefit per choice is important to customer preference of buy one get one free, if there is a high monetary

benefit then direct price discounts are more favourable, if there is a low price benefit then buy one get one free is the one selected (Palazon and Delgado-Ballester, 2009).

Past research report that the use of buy one get one free or volume discounts are solely dependent on the type of product, if the product has a long shelf life, extra product is more alluring than a price discount, the contrary was noticed for bigger sized products, a direct price reduction proved more attractive than buy one get one free. It emphasised the importance of product types and the right sales promotion tool to use, depending on the value of the product if it is an everyday item or an expensive one, as well as the percentage of a discounted or additional product (Gendall et al., 2006). Until now there is no conclusive quantitative explanation of why consumers choose multibuy promotions. However, research done by Helsen and Schmittlein (1992) about purchase acceleration found that consumers' intention to stockpile affects their sales promotion preference to this type of preference.

#### **2.2.4 Sweepstakes**

Sweepstakes work by entering a random draw after buying a product to ultimately win a big prize, either from the same brand or a sponsoring one. Marketers see the advantage of using sweepstakes because they allow them to create a buzz around the product or service and make it an exciting event for people to talk about, a cost-effective way to advertise and strengthen their relationship with customers interactively (Boundless Marketing, n.d.).

Sweepstakes is a sales promotion tool that promotes visibility and increase customer traffic, other visibility sales promotion tools are contests, premiums, trade shows, and free samples, the incentive sweepstakes give to the consumer is hedonic as well as

utilitarian, hedonic in the enjoyment and excitement of entering the sweepstake and the potential utilitarian incentive that is the prize (Ward and Hill, 1991).

As previously mentioned in chapter 1, purchases can give the consumer an instant gratification if they are impulsive, and a long-term gratification if the consumer is tempted but did not act on impulse. In the case of sweepstakes, buying the product and entering the game has an instant sense of excitement as well as a deferred reward for long-term gain on a certain basis. Known as “tirage au sort” in Morocco, mostly used in supermarkets or on TV commercials, people participate for the enjoyment part of it and the hope of winning the prize. Another advantage sweepstakes provide for marketers is obtaining easy leads that can be categorized and used for future campaigns (Schulten and Rauch, 2015).

Jung et al. (2019) focused on the significance of incentive design of sweepstakes to promote customer engagement in online platforms, the objective of the design should revolve around a reward system, in the case of sweepstakes, it is the big prize. A traditional sweepstake would have one big winner and the main prize, that makes the chances of winning very slim for people to even consider entering the game, therefore marketers promote the game with one big prize and other levels of prizes for runner-ups, the structure of designing the sweepstakes can affect the perception of the reward value (Kalra and Shi, 2010).

### **2.3 Sales Promotion Tools and Impulsive Buying Behaviour**

Based on the previous literature, impulsive buying behaviour is an urge of indulging certain stimuli which leads to purchasing. A stimulus can come in multiple forms, in this study, the focus is on the effect of the extrinsic factor of sales promotion tools on

impulsive buying behaviour, Many authors took different approaches to explain the relationship of the incentives that sales promotion tools provide and the resultant reaction that impulsive buying behaviour projects.

Since impulsive buying behaviour is the urge of doing or indulging a stimulus, the shorter the amount of time put into the decision-making process the more likelihood of acting on impulsivity. A display of sales promotion to the customer would need to convince them that they are getting more value, either in a direct price discount, coupon, buy one get one free, or sweepstakes, the customer also goes back to their perceived reference price and performs a quick risk/win calculation (K'ombwayo and Iravo, 2018). For instance, coupons have proved favourable by customers as long as the coupons hold a high value compared to the linked product, it affects customer trial and attitude positively, as it helps in keeping the shopping spendings low within the family (Chiang, 1995).

Sales promotion is within stores environment, a combination of different promotional tools and tactics are used in all retail shops in the world. Impulsive buying behaviour, on the other hand, is within the consumers' shopping style, the shopping style of each individual is related to intrinsic and extrinsic factors. The intrinsic factor is the individual's characteristics (interests, mood, gender, personality, etc...). The extrinsic factor is the atmosphere around the individual while shopping (store layout, music, staff members, payment point, sales promotion, etc...) (Chen et al., 2005).

Mohan et al. (2013) stated that the use of sales promotion is to give products and services more perceived value. It accelerates marketing strategies by bringing traffic to the marketplace and luring consumers into buying, as an extrinsic, instore, and

environmental factor, sales promotion is considered an indicator of impulsive buying behaviour.

Sales promotion gives incentive for the consumer to engage in spontaneous purchasing, the advantage it offers is encouraging the consumer to compare and assess their purchase prospects by showcasing certain characteristics of the product or service. Utilising the right type of promotional tools can put the customer in a positive state which ultimately leads to being their first choice in the store (Mughal et al., 2014). The other advantages of sales promotion according to Park and Lennon (2009) are brand awareness and brand loyalty of previous customers. They stated that events like sales promotions help retailers learn more about customer satisfaction through analysing previous sales numbers and the effect after the sales promotion offers end.

Through the revolutionary introduction of online shopping, the consumers have developed new shopping styles, social media and online stores, as well as online banking, make it easy for people to impulsively buy, not only pay per click sales promotions that are inevitable sometimes but also through brand advocacy of friends and influencers online, making impulsive actions a few taps and clicks away (Liu et al., 2013).

Quintal et al. (2017) expressed their findings of sales patterns and impulsive buying behaviour, they noticed that sales promotions indeed increase impulsive buying tendencies, although it is becoming more challenging for marketers to persuade consumers into purchasing, with the internet and the ease of access to information, consumers tend to be more product-oriented and want to make the best out of their money with good quality and performance.

## 2.4 Overview of the Moroccan Market

The growth in an urban population in Morocco over the past three decades has been significant; from 26 million in 1994 to 36 million in 2018; males between the age of 15 to 24 have a literacy rate of 89% while the females have 75% from 2008 to 2012 due to making primary and middle school mandatory, the literacy rate of the country elevated. The latest statistics of 2017 show that the education level of the Moroccan population is 64% in secondary education and 34% in high education. In 2016 Morocco's unemployment was at 54%. However, there is a fixed economic formation in the country; the workers, farmers, and fishermen at the bottom, followed by craftsmen and warehouse workers and small trades. At the top, senior managers and legislators with 1.8% in 2018 in contrast with 1.2% in 2000.

Measuring the purchasing power of the Moroccan consumer directs us into the gross monthly income which was calculated in 2018 to \$240. The Higher Planning Commission reported that the purchasing power of Moroccan families has increased in terms of economic inflation by 2.3% from 2007 to 2017. Nevertheless, the consumption expenditure is unequal between different classes. 5 out of 12 regions make up to 75% of the sum of consumption (Casablanca, Rabat, Tangier, Fez, and Marrakesh) revealing that the distribution of wealth in the population is unequal. The Gini coefficient of Morocco in 2013 showed that Morocco ranked 136<sup>th</sup> of 144 countries, in other words, females are compensated 4 times less compared to men.

The Moroccan consumer spends 37% of their income on food and non-alcoholic drinks to what represents approximately \$831.3 recorded in 2013; a decrease of 3.6% of the year 2007. Moroccan consumer confidence index which is the extent consumers tend



to be optimistic about the national economy and confident about their personal financial security has decreased from 2016 to 2017 from 85% to 77%. Moreover, 55% of the women in the household are the ones in charge of family-related purchases, 47% look for recommendations before making a purchase while 54% stick to one brand and not influenced by price difference.

Young consumers have a preference for global brands while the majority leans towards local brands which does not indicate brand loyalty as 53% of the people responsible for household shopping said that they are open to better products and promotional offers while 55% said they are loyal to the brand they are buying (Banco Santander, S.A, n.d.).

In an article by El Ghazali (n.d) socioeconomic classes in morocco consist of a dominant middle class making 53% of the population followed by lower class 34% and the upper class with 13%. Moroccan earn on average between \$320 to \$765 with an annual disposable income of \$2000 in 2011 which has been increasing since 2004, meaning the Moroccan consumer can purchase products and service that were not affordable before, the increase is explained by the growing economic investments and strategic infrastructure.

In Morocco, there are two types of retail, formal and informal, formal retail is what is found mostly in the urban areas as in malls and supermarkets, informal retail is small neighbourhood shops next door where people go to get groceries or other appliance shops. While online shopping preferences are only done when necessary, only a few online shops have managed to penetrate the market, Moroccans still have not developed digital trust when it comes to their banking details. Morocco has been the

target for a lot of investment and its economy is steadily growing which will allow for more prosperity to the population.

## Chapter 3

### CONCEPTUAL FRAMEWORK

To distinguish between several concepts in this study, this chapter will cover the conceptual framework and the hypotheses. Backed by related literature, every hypothesis will be explained and deconstructed. The model will lead the empirical analyses of the independent and dependent variables.

#### 3.1 Conceptual Framework

In order to clarify the relationship between the independent and the dependent variables and give structure to the objective of the study, a conceptual framework is established to link the concept of impulsive buying behaviour with sales promotion tools of coupons, price discount, buy one get one free, and sweepstakes. The below figure shows the proposed conceptual framework.

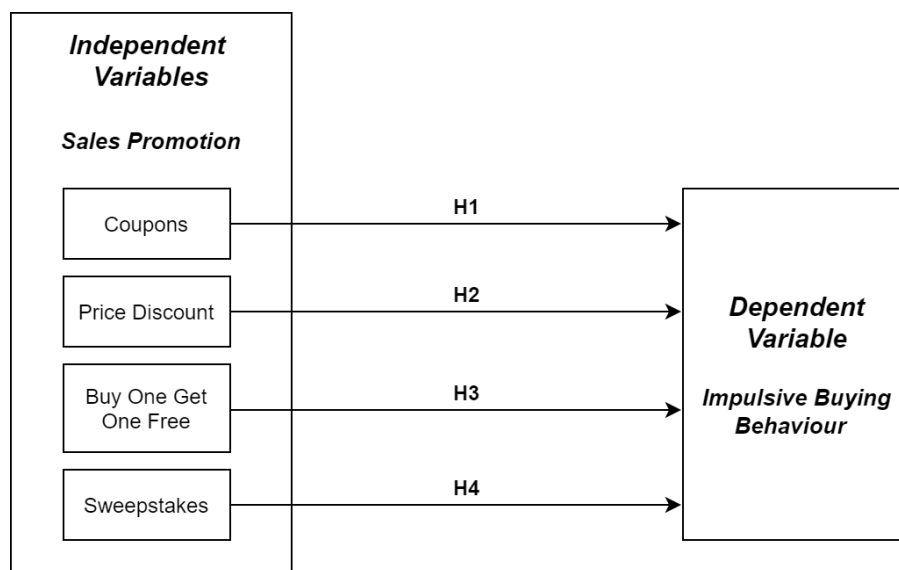


Figure 1: The Conceptual Framework

## **3.2 Development of Hypotheses**

### **3.2.1 Coupons**

Coupons are tickets that are acquired after buying a certain product, coupons have become one of the most widely used sales promotion tools in marketing (Soni and Varghese, 2019). Encouraging trial and brand awareness was found to be a big advantage of using coupons as a sales promotion tool according to Moulard (1999). Unexpected coupons related to shopping intentions proved a significant effect on purchase (Heilman et al., 2002). Another study by Chiang (1995) reported that coupons affect trial and positive customer attitude while shopping. Hence, the first hypothesis is that:

H1: there is a positive relationship between coupons and impulsive buying behaviour.

### **3.2.2 Price Discount**

Most popular with its monetary focus, a price discount is the temporary offering of a product or service where customers get to purchase for less than the original price (Blattberg and Neslin, 1989). Since price discount is a direct reduction of price, customers first perception would be based on a reference price which affect the decision-making process, a short decision-making process induces impulsive purchase (Isabella et al., 2012) which leads to the second hypothesis:

H2: there is a positive relationship between price discount and impulsive buying behaviour.

### **3.2.3 Buy One Get One Free**

Buy one get one free promotion offers extra volume of a product when buying more, focusing on creating more value to motivate purchase. Support for this sales promotion tool is stated by Helsen and Schmittlein (1992), in their study, buy one get one free

promotion incentivises economical shopping when people want to stockpile and save money. We assume the following hypothesis:

H3: there is a positive relationship between buy one get one free and impulsive buying behaviour.

### **3.2.4 Sweepstakes**

The use of sweepstakes as a sales promotion tool proved helpful in guaranteed visibility and customer traffic and the main incentives for the customer are the reward and enjoyment, in the study by Ward and Hill (1991), concluded that sweepstakes provide hedonic gratification in that it is the pleasure of instant reward of participation, sweepstakes share with impulsive behaviour the same spontaneous response that indulges purchase. Thus, the following hypothesis is presented:

H4: there is a positive relationship between sweepstakes and impulsive buying behaviour.

### **3.2.5 Demographics**

In a study that explored gender differences in impulsive buying behaviour by (Imam, 2013), it reports that female customers took more than double the time to make their shopping and that male shoppers were quicker in their decision-making process than females. It was explained by the relationship of different products perception as males tend to expect practical instrumental performance from products while females have more interest in what is a symbolic and affective performance of products and in a study in Pakistan about cultural values and lifestyles effect on impulsive buying behaviour, Bashir et al. (2013) found that gender has a significant impact on impulsive buying behaviour. That study is supported by Dittmar et al. (1995) who discusses how females have a bigger tendency than males to be involved in impulsive buying behaviour as they are more emotional and would want to purchase an item for the

instant gratification it offers while males are more inclined to impulsively buy utilitarian items and more performance-oriented when it comes to shopping. The following hypothesis is assumed:

H5.1: there is a difference between males and females regarding impulsive buying behaviour.

An empirical analysis was conducted highlighting the relationship between the customer's demographic characteristics of age, gender, and income. The study concluded that only age proved a significant negative relationship with impulsive buying behaviour, which was hypothesized reason is young people's exposure to trending products and services more than any other segment (Ghani and Jan, 2011). Another study by Lai (2010) collected a sample of 906 Taiwanese respondents and found out that females made more impulsive purchases than males and that the score of impulsive buying frequency is incrementally increasing with age. the corresponding hypothesis would be:

H5.2: there is a difference between age groups regarding impulsive buying behaviour.

Moschis (1981) reports that sales promotions and customer environment, in general, affects individuals differently based on their socioeconomic class (education, occupation, and income). Individuals from different socioeconomic classes do not shop at the same place and not in the same manner. Lower class group have a preference for local small stores where they are familiar with the buyers in the neighbourhood, he adds that upper class people have more brand loyalty and are knowledgeable about the product they are using and put more effort to learn about what they buy beforehand, unlike lower class. We establish the following hypotheses to investigate the above approaches:

H5.3: there is a significant difference between the marital status of the respondents regarding impulsive buying behaviour.

H5.4: there is a significant difference between the education level of the respondents regarding impulsive buying behaviour.

H5.5: there is a significant difference between the occupations of the respondents regarding impulsive buying behaviour.

H5.6: there is a significant difference between the income ranges of the respondents regarding impulsive buying behaviour.

## **Chapter 4**

### **RESEARCH METHODOLOGY**

In this chapter, we will decide on the methodology and research approaches utilized to perform this study, research design, source of data, population and sampling, the instruments used of data collection, the methods of data analysis, and finally the ethical consideration employed while carrying out the study.

#### **4.1 Research Design**

Research design serves as the plan and structure of investigation to obtain answers to the research questions. The design of research identifies the methods and procedures used to receive the information necessary. Among the three popular social science research designs; namely qualitative, quantitative, and mixed research designs, this study employs a quantitative research design. A closed-ended questionnaire was used and variables were numerically tested for their relationships by applying statistical methods (Field, 2013).

#### **4.2 Source of Data**

Both primary and secondary sources were examined to gather relevant data to the research topic. When the data are collected for the first time, the responsibility for their processing rests with the original investigator. Whereas secondary data are data that have already been collected for some other purpose, perhaps processed and subsequently stored (Shajahan, 2005).



Journals, existing company reports, different web analytics reports, statistics by government agencies and any other authorities and entities contributed as secondary data. For the reliability of the study, primary data was obtained from Moroccan consumers.

### **4.3 Population and Sampling**

#### **4.3.1 The Population of the Study**

A population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The target population of this study is the Moroccan consumer.

#### **4.3.2 Sampling Technique and Size**

In most research studies, we cannot access the whole population, that would cost too much and take too much time. For this reason, we defined a subset or a portion of the population that is used to represent the population, we applied random sampling of 325 individuals. Accordingly, the sample was selected from consumers who are familiar with the four sales promotion tools in Morocco and above the age of 18. 400 individuals were contacted and 325 responded and were eligible, with a response rate of 81.25%. The ones who are not familiar and do not have knowledge about the sales promotion tools in the study were ruled out.

### **4.4 Instruments of Data Collection**

A self-administered questionnaire is used as the main tool for primary data collection to measure the variables of interest. An online questionnaire has the advantages of versatility and speed. This study targets consumers in Morocco who are familiar with sales promotion tools. The questionnaire was sent to respondents in three languages (Arabic, French, and English), it was divided to three sections, the first includes an adapted impulsive buying behaviour scale by (Rook and Fisher, 1995), the second is

sales promotions perception scale developed based on a study by Buil et al. (2013), we used a five-point Likert scale throughout both scales and at last, the demographic section, it included, age, gender, marital status, education, occupation, and income. An initial testing sample of 30 responses was collected to measure the validity of the constructs and some changes were made accordingly, the use of an online questionnaire has the benefit of cost, geographic coverage and elimination of bias from the interviewer, thus, more accuracy.

#### **4.5 Methods of Data Analysis**

Primary data were gathered for the study. A questionnaire was directed towards Moroccan consumers from different demographics, the questionnaire takes about five 5 minutes to complete. Assistance was given to respondents who struggled understanding certain elements of the questionnaire.

Using IBM SPSS Statistics version 26, descriptive and inferential analyses were used to determine the sample profile, then we compared group means using independent t-test and ANOVA, exploratory factor analysis and reliability analysis were performed to validate our construct, then calculated the correlations and measure the causal relationship between our variables with multiple regression analysis.

#### **4.6 Ethical Consideration**

Ethics is defined as the appropriateness of the researcher's behaviour concerning the rights of the participants or subjects of the research work. This study was governed by the general rules of research ethics in such a way that a formal letter was submitted to the ethics committee for approval. Furthermore, the respondents were requested to reply to the online questionnaire voluntarily and had the option to withdraw their responses at any time during the research period and the confidentiality of their

information was guaranteed at all time. Literature used in this research is cited and mentioned in the references section.

## Chapter 5

### DATA ANALYSIS

This chapter discusses data analysis, presentation of the findings and interpretation, the objective of the study is to highlight the effect of different sales promotion tools on impulsive buying behaviour. The data used are primary and were collected by an adapted questionnaire directed toward Moroccan consumers, the results are showcased in tables and figures with their respected interpretations.

#### 5.1 Demographic Information

Table 1 presents the demographic information of the respondents; 325 total responses were collected with no missing data recorded. The table showcases the frequency distribution of the demographic elements in our sample, 52.9% of our respondents are male compared to 47.1% females. As for the age, the dominant range is the 18-25 with 51.7%, followed by the 26-35 range both adding up to 85.5%. From all the respondents 64% were single, 18.8% in a relationship, 15.7% were married, and 1.5% divorced. The majority of the respondents have obtained a diploma or an undergraduate degree with 39.7% in the total, followed by 38.8% having a postgraduate degree, respondents who completed high school make 14.8%, the ones who finished middle school are 4.3%, and primary school literates make 2.5%, that means that most of our respondents are educated and can give valid information to the study.

Table 1: Sample Profile of the Respondents

<b>Sample Profile</b>			
<b>Demographic</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	172	52.9
	Female	153	47.1
<b>Age</b>	18 - 25	168	51.7
	26 - 35	110	33.8
	36 - 45	34	10.5
	46 - 55	9	2.8
	Above 56	4	1.2
<b>Marital Status</b>	Single	208	64.0
	In a Relationship	61	18.8
	Married	51	15.7
	Divorced	5	1.5
<b>Education</b>	Undergraduate or Diploma	129	39.7
	Postgraduate	126	38.8
	High School	48	14.8
	Middle School	14	4.3
	Primary School	8	2.5
<b>Occupation</b>	Unemployed	92	28.3
	Clerks	77	23.7
	Elementary Occupation	72	22.2
	Trade Workers	42	12.9
	Legislators, Senior Officials and Managers	42	12.9
<b>Income</b>	Up to \$250	85	26.2
	\$501 to \$750	69	21.2
	\$251 to \$500	66	20.3
	More than \$1000	59	18.2
	\$751 to \$1000	46	14.2

As for occupation, the majority of the respondents are unemployed 28.3%, followed by clerks 23.7%, and then respondents with elementary occupation make 22.2% of the responses, trade workers have the same number of respondents, 12.9% each. Lastly, the monthly income range with the highest respondents is up to \$250 with 26.2%, then \$501 to \$750 with 21.2%, followed by 20.3% earning \$251 to \$500, respondents with the highest monthly income of more than \$1000 make 18.2% of the respondents, and finally, \$751 to \$1000 earners make 14.2%.

## **5.2 Group Differences**

In order to discover the differences between groups, analysis of variance is performed on different group means of our respondents to test the demographics' relationships with impulsive buying behaviour and sales promotion tools. To interpret the test successfully we are relying on the homogeneity of variances using Levene's test for equality of variances, the p-value of the Levene's test needs to be insignificant (above 0.05) when the homogeneity of variance is not assumed we use the ANOVA table to find out about if the difference is significant between groups if the homogeneity of variances is assumed we use the robust test of Welch to test the significance and then compare the values by examining post hoc analysis of Tukey's HSD test found in the appendix section. Except for gender, as gender consists of only two groups, an independent t-test analysis is used instead to compare both means.

### **5.2.1 Gender**

According to table 3, an independent t-test was performed to check the significant differences between gender groups, the independent, and dependent variables. From all the variables only coupons proved a significant mean difference between males and females, Levene's equality of test was significant which means we have to interpret the null hypothesis of equality of variance not assumed, we found a significant mean

difference of (MD=0.26844, Sig;=0.025). From table 2 we notice that the mean of males in the variable coupons is greater than females. Thus, we can say that males perceive coupons more positively than females, while other variables showed no significant difference.

Table 2: Gender Groups Statistics

<b>Gender Group Statistics</b>					
	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Impulsive Buying Behaviour</b>	Male	172	3.2306	1.15032	.08771
	Female	153	3.0327	1.18428	.09574
<b>Coupons</b>	Male	172	3.2384	.95497	.07282
	Female	153	2.9699	1.16952	.09455
<b>Price Discount</b>	Male	172	3.1465	1.00335	.07650
	Female	153	3.0967	1.03520	.08369
<b>Buy One Get One Free</b>	Male	172	3.4360	.99324	.07573
	Female	153	3.2732	1.09898	.08885
<b>Sweepstakes</b>	Male	172	2.6942	1.21288	.09248
	Female	153	2.4980	1.04984	.08487

Table 3: Gender Independent Samples t-Test

Gender Independent Samples t-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2t)	MD	Std. Error	95% Confidence Interval	
									Lower	Upper
<b>Impulsive Buying Behaviour</b>	Equality of Variances Assumed	2.459	.118	1.527	323	.128	.19794	.12962	-.05707	.45296
	Equality of Variances Not Assumed			1.5243	316.215	.128	.19794	.12985	-.05753	.45341
<b>Coupons</b>	Equality of Variances Assumed	16.890	.000	2.276	323	.024	.26844	.11795	.03639	.50048
	Equality of Variances Not Assumed			2.249	293.88	.025	.26844	.11934	.03357	.50331
<b>Price Discount</b>	Equality of Variances Assumed	.375	.541	.440	323	.660	.04978	.11318	-.17289	.27245
	Equality of Variances Not Assumed			.439	316.02	.661	.04978	.11339	-.17331	.27287
<b>Buy One Get One Free</b>	Equality of Variances Assumed	3.940	.048	1.403	323	.162	.16284	.11606	-.06548	.39117
	Equality of Variances Not Assumed			1.395	308.40	.164	.16284	.11675	-.06687	.39256
<b>Sweepstakes</b>	Equality of Variances Assumed	6.214	.013	1.550	323	.122	.19615	.12658	-.05289	.44518
	Equality of Variances Not Assumed			1.563	322.76	.119	.19615	.12552	-.05080	.44310



### 5.2.2 Age

There are five age range groups, ANOVA analysis was executed to find out the significant difference between age groups and other variables, from the table 4, the test of homogeneity of variances was significant for price discount and coupons and insignificant for impulsive buying behaviour, buy one get one free, and sweepstakes. And from table 5 and 6, there was no significant difference in means between age and our variables, therefore age groups differences are not statistically significant.

Table 4: Age Groups Test of Homogeneity of Variances

<b>Age Groups Test of Homogeneity of Variances</b>				
	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	.615	4	320	.652
<b>Coupons</b>	3.324	4	320	.011
<b>Price Discount</b>	3.723	4	320	.006
<b>Buy One Get One Free</b>	1.832	4	320	.122
<b>Sweepstakes</b>	.072	4	320	.990

Table 5: Age Groups ANOVA

<b>Age Groups ANOVA</b>						
		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Between Groups	2.568	4	.642	.467	.760
	Within Groups	440.058	320	1.375		
	Total	442.627	324			

<b>Coupons</b>	Between Groups	6.943	4	1.736	1.531	.193
	Within Groups	362.740	320	1.134		
	Total	369.683	324			
<b>Price Discount</b>	Between Groups	3.355	4	.839	.809	.520
	Within Groups	331.882	320	1.037		
	Total	335.237	324			
<b>Buy One Get One Free</b>	Between Groups	2.939	4	.735	.669	.614
	Within Groups	351.485	320	1.098		
	Total	354.424	324			
<b>Sweepstakes</b>	Between Groups	3.005	4	.751	.574	.682
	Within Groups	419.193	320	1.310		
	Total	422.199	324			

Table 6: Age Groups Robust Tests of Equality of Means

<b>Age Groups Robust Tests of Equality of Means</b>					
		<b>Statistic<sup>a</sup></b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Welch	.397	4	16.838	.808
<b>Coupons</b>	Welch	2.310	4	17.635	.098
<b>Price Discount</b>	Welch	1.057	4	18.015	.406
<b>Buy One Get One Free</b>	Welch	.595	4	17.050	.671
<b>Sweepstakes</b>	Welch	.497	4	16.790	.738
a. Asymptotically F distributed.					

### 5.2.3 Marital Status

Looking at table 7, equal variances are not assumed for buy one get one free only, and equal variances are assumed for impulsive buying behaviour, coupons, price discounts, and sweepstakes. In table 8, ANOVA test results showed no significant difference, while in table 9, the welch robust test showed impulsive buying behaviour to have a statistically significant difference between marital status groups within impulsive buying behaviour and there is no significant difference between group according to Tukey's post hoc test. Hence, there is no significant difference between marital status groups and impulsive buying behaviour.

Table 7: Marital Status Groups Test of Homogeneity of Variances

<b>Marital Status Groups Test of Homogeneity of Variances</b>				
	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	4.293	3	321	.005
<b>Coupons</b>	2.922	3	321	.034
<b>Price Discount</b>	4.784	3	321	.003
<b>Buy One Get One Free</b>	2.294	3	321	.078
<b>Sweepstakes</b>	2.113	3	321	.098

Table 8: Marital Status Groups ANOVA

<b>Marital Status Groups ANOVA</b>						
		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Between Groups	3.804	3	1.268	.928	.428
	Within Groups	438.822	321	1.367		
	Total	442.627	324			
<b>Coupons</b>	Between Groups	1.970	3	.657	.573	.633
	Within Groups	367.714	321	1.146		
	Total	369.683	324			
<b>Price Discount</b>	Between Groups	1.474	3	.491	.473	.702
	Within Groups	333.763	321	1.040		
	Total	335.237	324			
<b>Buy One Get One Free</b>	Between Groups	4.964	3	1.655	1.520	.209
	Within Groups	349.460	321	1.089		
	Total	354.424	324			
<b>Sweepstakes</b>	Between Groups	1.579	3	.526	.402	.752
	Within Groups	420.620	321	1.310		
	Total	422.199	324			

Table 9: Marital Status Groups Robust Tests of Equality of Means

<b>Marital Status Groups Robust Tests of Equality of Means</b>					
		<b>Statistic<sup>a</sup></b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Welch	3.578	3	20.311	.032
<b>Coupons</b>	Welch	.841	3	19.823	.488
<b>Price Discount</b>	Welch	.522	3	18.876	.672
<b>Buy One Get One Free</b>	Welch	1.993	3	19.443	.148
<b>Sweepstakes</b>	Welch	.928	3	23.512	.443

a. Asymptotically F distributed.

#### 5.2.4 Education

Examining table 10, the test of homogeneity of variances is insignificant for all variables except sweepstakes, though from table 10, we find that its mean difference based on education levels is not significant in the ANOVA table 11. As for the other variables, impulsive buying behaviour, coupons, price discount, buy one get one free, they have significant mean differences between education levels according to table 12; the robust welch test.

We observed Tukey's honestly significant difference table to find the significant difference between groups we notice that:

- For the impulsive buying behaviour, there is a significant difference between postgraduate group respondents and high school group respondents (MD= 0.56007; Sig.=0.037).
- For coupons, there is a significant difference between undergraduate and diploma education group and postgraduate group respondents (MD= 0.46098; Sig.= 0.004).
- For price discount, there was no significant difference between groups.
- For the buy one get one free variable, there is a significant difference again between postgraduate group respondents and undergraduate group (MD= 0.38021; Sig.= 0.028).

Table 10: Education Groups Test of Homogeneity of Variances

<b>Education Groups Test of Homogeneity of Variances</b>				
	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	5.464	4	320	.000
<b>Coupons</b>	1.270	4	320	.282
<b>Price Discount</b>	2.068	4	320	.085
<b>Buy One Get One Free</b>	3.014	4	320	.018
<b>Sweepstakes</b>	1.222	4	320	.301

Table 11: Education Groups ANOVA

<b>Education Groups ANOVA</b>						
		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Between Groups	15.102	4	3.776	2.826	.025
	Within Groups	427.525	320	1.336		
	Total	442.627	324			
<b>Coupons</b>	Between Groups	21.276	4	5.319	4.885	.001
	Within Groups	348.408	320	1.089		
	Total	369.683	324			
<b>Price Discount</b>	Between Groups	10.130	4	2.532	2.493	.043
	Within Groups	325.107	320	1.016		
	Total	335.237	324			

<b>Buy One Get One Free</b>	Between Groups	16.634	4	4.159	3.940	.004
	Within Groups	337.790	320	1.056		
	Total	354.424	324			
<b>Sweepstakes</b>	Between Groups	9.158	4	2.290	1.774	.134
	Within Groups	413.041	320	1.291		
	Total	422.199	324			

Table 12: Education Groups Robust Tests of Equality of Means

<b>Education Groups Robust Tests of Equality of Means</b>					
		<b>Statistic<sup>a</sup></b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Welch	2.999	4	35.516	.031
<b>Coupons</b>	Welch	4.957	4	35.099	.003
<b>Price Discount</b>	Welch	3.145	4	35.532	.026
<b>Buy One Get One Free</b>	Welch	3.677	4	34.685	.013
<b>Sweepstakes</b>	Welch	1.986	4	35.920	.117
a. Asymptotically F distributed.					

### 5.2.5 Occupation

As for occupation categories, groups from this variable are unemployed, elementary occupation, clerks, trade workers, managers and senior officials. Table 13 shows the test of homogeneity of variances, we notice that equal variances assumed with impulsive buying behaviour, coupons, and price discount but there is no significant difference between means in the ANOVA test table 14, while the equal variances of buy one get one free and sweepstakes are not assumed, the robust test of welch in table 15 shows no significance. Therefore, we can say that there is no significant difference between occupation groups on our independent and dependent variables.

Table 13: Occupation Groups Test of Homogeneity of Variances

<b>Occupation Groups Test of Homogeneity of Variances</b>				
	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	.216	4	320	.929
<b>Coupons</b>	.781	4	320	.538
<b>Price Discount</b>	2.743	4	320	.029
<b>Buy One Get One Free</b>	6.241	4	320	.000
<b>Sweepstakes</b>	1.462	4	320	.213

Table 14: Occupation Groups ANOVA

<b>Occupation Groups ANOVA</b>						
		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Between Groups	7.796	4	1.949	1.434	.222
	Within Groups	434.831	320	1.359		
	Total	442.627	324			



<b>Coupons</b>	Between Groups	10.182	4	2.545	2.266	.062
	Within Groups	359.501	320	1.123		
	Total	369.683	324			
<b>Price Discount</b>	Between Groups	4.062	4	1.016	.981	.418
	Within Groups	331.175	320	1.035		
	Total	335.237	324			
<b>Buy One Get One Free</b>	Between Groups	3.615	4	.904	.824	.510
	Within Groups	350.808	320	1.096		
	Total	354.424	324			
<b>Sweepstakes</b>	Between Groups	4.656	4	1.164	.892	.469
	Within Groups	417.543	320	1.305		
	Total	422.199	324			

Table 15: Occupation Groups Robust Tests of Equality of Means

<b>Occupation Groups Robust Tests of Equality of Means</b>					
		Statistic <sup>a</sup>	df1	df2	Sig.
<b>Impulsive Buying Behaviour</b>	Welch	1.354	4	135.765	.253
<b>Coupons</b>	Welch	2.319	4	137.044	.060
<b>Price Discount</b>	Welch	1.088	4	138.904	.365
<b>Buy One Get One Free</b>	Welch	1.226	4	139.371	.303
<b>Sweepstakes</b>	Welch	.808	4	133.789	.522

a. Asymptotically F distributed.

### 5.2.6 Income

Analysing table 16, we notice that the homogeneity of variances is not assumed for impulsive buying behaviour, coupons, buy one get one free and sweepstakes. On the other hand, income groups within the variable price discount shows homogeneity variances assumed. According to table 17 of the ANOVA test, there is a significant difference between income groups on all variables except for buy one get one free. Price discount robust welch test in table 18 shows to be significant, we look at Tukey's HSD test and we find that there is a significant difference between income groups with impulsive buying behaviour, referring to Tukey's honestly significant difference table, we read the following:

- There is a significant difference between income group earning up to \$250 per month and others earning more than \$1000 (MD= 0.65634; Sig.= 0.007).
- There is a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000 (MD= 0.72693; Sig.= 0.004).
- There is a significant difference between income group earning \$501 to \$750 a month and those earning more than \$1000 (MD= 0.65769; Sig.= 0.012).

Next, income group within coupons have the following differences:

- There is a significant difference between income group earning up to \$250 a month and those earning more than \$1000 (MD= 0.60211; Sig.= 0.007).
- There is a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000 (MD= 0.561221; Sig.= 0.025).

We found the following when examining the income groups with the price discount variable:

- There is a significant difference between income group earning up to \$250 a month and those earning more than \$1000 (MD= 0.47605; Sig.= 0.044).
- There is a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000 (MD= 0.52532; Sig.= 0.031).

Finally, observing Tukey's test, income groups differences regarding buy one get one free are as follows:

- There is a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000 (MD= 0.77458; Sig.= 0.001).
- There is a significant difference between income group earning from \$751 to \$1000 a month and those earning more than \$1000 (MD= 0.61805; Sig.= 0.042).

Table 16: Income Groups Test of Homogeneity of Variances

<b>Income Groups Test of Homogeneity of Variances</b>				
	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	.523	4	320	.719
<b>Coupons</b>	1.754	4	320	.138
<b>Price Discount</b>	3.694	4	320	.006
<b>Buy One Get One Free</b>	1.344	4	320	.253
<b>Sweepstakes</b>	2.423	4	320	.048

Table 17: Income Groups ANOVA

<b>Income Groups ANOVA</b>						
		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Between Groups	21.633	4	5.408	4.111	.003
	Within Groups	420.993	320	1.316		
	Total	442.627	324			
<b>Coupons</b>	Between Groups	16.888	4	4.222	3.829	.005
	Within Groups	352.795	320	1.102		
	Total	369.683	324			
<b>Price Discount</b>	Between Groups	11.004	4	2.751	2.715	.030
	Within Groups	324.233	320	1.013		
	Total	335.237	324			
<b>Buy One Get One Free</b>	Between Groups	9.762	4	2.441	2.266	.062
	Within Groups	344.662	320	1.077		
	Total	354.424	324			
<b>Sweepstakes</b>	Between Groups	20.444	4	5.111	4.071	.003
	Within Groups	401.755	320	1.255		
	Total	422.199	324			

Table 18: Income Groups Robust Tests of Equality of Means

<b>Income Groups Robust Tests of Equality of Means</b>					
		<b>Statistic<sup>a</sup></b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>Impulsive Buying Behaviour</b>	Welch	4.317	4	150.860	.002
<b>Coupons</b>	Welch	4.160	4	150.564	.003
<b>Price Discount</b>	Welch	3.539	4	149.254	.009
<b>Buy One Get One Free</b>	Welch	2.576	4	150.075	.040
<b>Sweepstakes</b>	Welch	4.011	4	148.279	.004
a. Asymptotically F distributed.					

### 5.3 Exploratory Factor Analysis

In order to verify assumptions before rotation, we looked at table 19 that summarises the result of Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy. The sphericity was significant at ( $p < .05$ ). Our KMO is computed at 0.955 which fit the threshold of adequacy (above 0.5) indicating great confidence for factor analysis (Field, 2013).

Table 19: KMO and Bartlett's Test

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.955
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	7654.284
	df	406
	Sig.	.000

Table 20: Total Variance Explained

<b>Total Variance Explained</b>									
	<b>Initial Eigenvalues</b>			<b>Extraction Sums of Squared Loadings</b>			<b>Rotation Sums of Squared Loadings</b>		
	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>
<b>1</b>	14.03	48.380	48.380	14.030	48.380	48.380	5.961	20.554	20.554
<b>2</b>	2.282	7.870	56.250	2.282	7.870	56.250	3.891	13.418	33.971
<b>3</b>	1.807	6.230	62.480	1.807	6.230	62.480	3.859	13.308	47.279
<b>4</b>	1.737	5.989	68.469	1.737	5.989	68.469	3.846	13.261	60.541
<b>5</b>	1.387	4.784	73.253	1.387	4.784	73.253	3.687	12.712	73.253

Table 21: Factor Analysis Results

<b>Factor Groups</b>	<b>Mean</b>	<b>SD</b>	<b>Factor Loading</b>	<b>Cronbach's Alpha</b>
<b>Impulsive Buying Behaviour</b>	<b>3.13</b>	<b>1.16</b>		<b>.956</b>
I often buy things spontaneously.	3.18	1.30	.771	
"Just do it" describes the way I buy things.	3.00	1.25	.717	
I often buy things without planning.	3.13	1.35	.721	
"I see it, I buy it" describes me.	3.04	1.47	.760	
"Buy now, think about it later" describes me.	3.05	1.49	.795	
Sometimes I feel like buying things on the spur-of-the-moment.	3.28	1.33	.657	
I buy things according to how I feel at that moment.	3.23	1.31	.674	
I carefully plan most of my purchases.*	3.25	1.16	.630	
Sometimes I am a bit reckless about what I buy.	3.10	1.29	.751	
<b>Coupons</b>	<b>3.11</b>	<b>1.06</b>		<b>.909</b>
I feel great when I find products that come with a coupon or a promotional code.	3.15	1.29	.759	
Products with linked a coupon or a promotional code are of good quality.	3.08	1.14	.762	
I would save money on choosing products with a coupon or a promotional code.	3.14	1.27	.776	
I would buy a product if it came with a coupon.	3.07	1.26	.733	
I would try a new product for the first time if it comes with a coupon or a promotional code.	3.11	1.26	.797	
<b>Price Discount</b>	<b>3.12</b>	<b>1.01</b>		<b>.916</b>
Noticing a discount deal would make me feel happy.	3.18	1.20	.762	
Products on discount are of decent quality.	3.06	1.05	.712	
Products on discount are great value for money.	3.08	1.12	.786	
I would buy a product on discount.	3.19	1.27	.760	

I would try a new product if it was on discount.	3.10	1.20	.768	
<b>Buy One Get One Free</b>	<b>3.35</b>	<b>1.04</b>		<b>.903</b>
When shopping, products with the tagline “buy one, get one free” attracts me.	3.39	1.33	.813	
Products of “buy one, get one free” offers are of good quality.	3.22	1.12	.698	
I would buy a product with “buy one, get one free” offer.	3.27	1.27	.780	
I would save money by getting an extra product when I find the offer.	3.50	1.22	.809	
I would buy a different brand of products if it offers extra quantity.	3.42	1.18	.705	
<b>Sweepstakes</b>	<b>2.60</b>	<b>1.14</b>		<b>.881</b>
When shopping, sweepstake linked products draw my attention.	2.58	1.36	.761	
The prize is worth compromising the quality of the product to put my name in a sweepstake.	2.70	1.40	.731	
It is worth buying a product if I have a chance of winning something more valuable.	2.90	1.39	.740	
I would buy a product if it offers to enter a sweepstake.	2.41	1.39	.806	
I would try a new product t enter a sweepstake.	2.42	1.38	.830	

Both principal component analysis and principal axis analysis were computed on the data set. Varimax rotation was used for both analyses. The principal component analysis was best suited for determining potential constructs in the data and gives a more accurate item correlations. Table 20 shows the number of components and loading percentages as well as all the component whose Eigenvalues are above 1 which matches the number of our measured factors.

The percentage of total variance explained is crucial in determining factors and 73.25% post-rotation factors were extracted from the matrix, 0.5 serves as the



acceptable minimum (Field, 2013) with no cross-loading and each variable loading highly on its correspondent factor as shown in table 21. According to the same table, the reliability of each scale was assured by the coefficient Cronbach's Alpha, it was inside the 0.881 and 0.956 range, which demonstrate high reliability.

## 5.4 Correlations

Table 22: Correlation Analysis

<b>Correlations</b>						
		<b>Impulsive Buying</b>	<b>Coupons</b>	<b>Price Discount</b>	<b>Buy One Get One Free</b>	<b>Sweepstakes</b>
<b>Impulsive Buying Behaviour</b>	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	325				
<b>Coupons</b>	Pearson Correlation	.637**	1			
	Sig. (2-tailed)	.000				
	N	325	325			
<b>Price Discount</b>	Pearson Correlation	.695**	.549**	1		
	Sig. (2-tailed)	.000	.000			
	N	325	325	325		
<b>Buy One Get One Free</b>	Pearson Correlation	.655**	.509**	.523**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	325	325	325	325	
<b>Sweepstakes</b>	Pearson Correlation	.523**	.434**	.445**	.369**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	325	325	325	325	325
**. Correlation is significant at the 0.01 level (2-tailed).						

In order to assess the relationship between the independent and dependent variables, Pearson's correlation analysis was performed. Correlation coefficient takes a value between -1 and 1 from being negatively correlated (-1) to uncorrelated (0) to positively correlated (+1). A weak correlation is with a value below 0.3, moderate correlations

are between 0.3 and 0.7. greater than 0.7 correlations are considered strong as suggested by (Field, 2013).

As shown in table 22, all the values of the Pearson correlation analysis ( $\rho$ ) were all found to be significant at  $P < 0.05$  showing a linear relationship between our variables. The extent of the relationship ranged from .369 (between BGT and SWS) to .695 (between DSC and IBB), the strength of the correlations was found to be moderate and positive between all variables.

## 5.5 Regression

Table 23: Regression Model Summary

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.814 <sup>a</sup>	.663	.659	.68253
a. Predictors: (Constant), Sweepstakes, Buy One Get One Free, Coupons, Price Discount				

Table 24: Regression Analysis ANOVA

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	
1	<b>Regression</b>	293.554	4	73.388	157.535	.000 <sup>b</sup>
	<b>Residual</b>	149.073	320	.466		
	<b>Total</b>	442.627	324			
a. Dependent Variable: Impulsive Buying Behaviour						
b. Predictors: (Constant), Sweepstakes, Buy One Get One Free, Coupons, Price Discount						

After examining the correlation between the independent variables and dependent variables, the testing of linear regression model assumptions, multiple regression analysis was used impulsive buying behaviour is our dependent variable and coupons, discounts, buy one get one free, and sweepstakes as independent variables. The regression analysis highlights the cause and effect relationship between the four independent variables and impulsive buying behaviour. The  $R^2$  is .663 which means 66.3% of the impulsive buying behaviour is explained by the model. In other words, 33.7% of the variation of impulsive buying behaviour is affected by other factors as shown in table 23.

Table 25: Regression Analysis Coefficients

<b>Coefficients<sup>a</sup></b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	-.419	.147		-2.845	.005
	<b>Coupons</b>	.248	.046	.226	5.412	.000
	<b>Price Discount</b>	.392	.049	.341	8.058	.000
	<b>Buy One Get One Free</b>	.336	.045	.301	7.465	.000
	<b>Sweepstakes</b>	.166	.039	.162	4.302	.000
a. Dependent Variable: IBB						

We have statistical model significance based on table 24 of ANOVA and as shown in table 25, there is a positive and significant influence of coupons, discounts, buy one get one free, and sweepstakes on impulsive buying behaviour. The influence of each independent variable on the dependent variable can be explored by looking at the standardized beta coefficient. The bigger the value of the beta coefficient the stronger the predictability of our independent variables. The standardized coefficients for the three independent variables coupons, discount, buy one get one free, and sweepstake are 0.226, 0.341, 0.301, 0.162 respectively and their significant level is (sig: .000). This indicates a significant causal relationship between the independent variables and the dependent variable.

## **5.6 Summary of the Major Findings**

This study was designed to assess the effect of four sales promotion tools on impulsive buying behaviour in the case of Moroccan consumers. Based on the previous discussion the below major findings have been summarized.

According to table 26, all of our previously hypothesised statements are assessed, we came to find that the main hypotheses H1, H2, H3, H4 are accepted. Coupons, price discount, buy one get one free, and sweepstakes have a significant positive relationship with impulsive buying behaviour. Concerning categorical demographics, we accepted hypothesis H5.4 and H5.6 as there was a significant difference between education groups and impulsive buying behaviour, as well as income range. H5.1, H5.2, H5.3, and H.5.5 were rejected because the demographics (gender, age, marital status, occupation) have no significant group difference on our dependent variable.

Table 26: Hypotheses Evaluation

<b>Hypothesis Evaluation</b>		
<b>Alternative Hypotheses</b>	<b>Result</b>	<b>Reason</b>
<b>H1:</b> there is a positive relationship between coupons and impulsive buying behaviour.	<b>Accepted</b>	Correlation, $\rho = .637$ , sig.000; Regression, $\beta = .226$ , sig.000
<b>H2:</b> there is a positive relationship between price discount and impulsive buying behaviour.	<b>Accepted</b>	Correlation, $\rho = .695$ , sig.000; Regression, $\beta = .341$ , sig.000
<b>H3:</b> there is a positive relationship between buy one get one free and impulsive buying behaviour.	<b>Accepted</b>	Correlation, $\rho = .655$ , sig.000; Regression, $\beta = .301$ , sig.000
<b>H4:</b> there is a positive relationship between sweepstakes and impulsive buying behaviour.	<b>Accepted</b>	Correlation, $\rho = .523$ , sig.000; Regression, $\beta = .162$ , sig.000
<b>H5.1:</b> there is a difference between males and females regarding impulsive buying behaviour.	Rejected	Levene's Test (Sig.= 0.118); Independent t-Test (MD= .19794; Sig.= 0.128).
<b>H5.2:</b> there is a difference between age groups regarding impulsive buying behaviour.	Rejected	Levene's Test (Sig.= 0.652); ANOVA test (Sig.= 0.760); Robust test (Sig.= 0.128).
<b>H5.3:</b> there is a significant difference between the marital status of the respondents regarding impulsive buying behaviour.	Rejected	Levene's Test (Sig.= 0.005); ANOVA test (Sig.= 0.428); Robust test (Sig.= 0.032). No significant difference in Post Hoc Test of Tukey's HSD
<b>H5.4:</b> there is a significant difference between the education level of the respondents regarding impulsive buying behaviour.	<b>Accepted</b>	Levene's Test (Sig.= 0.000); ANOVA test (Sig.= 0.025); Robust test (Sig.= 0.031).
<b>H5.5:</b> there is a significant difference between the occupations of the respondents regarding impulsive buying behaviour.	Rejected	Levene's Test (Sig.= 0.929); ANOVA test (Sig.= 0.222); Robust test (Sig.= 0.253).
<b>H5.6:</b> there is a significant difference between the income ranges of the respondents regarding impulsive buying behaviour.	<b>Accepted</b>	Levene's Test (Sig.= 0.719); ANOVA test (Sig.= 0.003); Tukey's test (MD= 0.65634; Sig.= 0.007).

## Chapter 6

### CONCLUSION

The last chapter sums up the study by highlighting the main outcome, suggesting recommendations, and giving direction for future studies.

#### 6.1 Conclusion

The main revelation that this study showcases is that impulsive buying behaviour in Morocco is significantly affected by sales promotions tools. Based on the data collected from Moroccan consumers, sales promotions showed 66.3% effect in impulsive buying behaviour, Price discount being the most influencing factor. Categorical variables were considered in the analysis, we used independent t-test for gender groups and found that impulsive buying behaviour does not differ significantly between males and females which implies that gender does not affect impulsive buying behaviour.

To test other categorical variables of more than two groups we used One Way ANOVA, the education variable showed a significant difference between postgraduate group respondents and high school group respondents implying that respondents with a postgraduate education level have more tendency to impulsively buy. As for income, there was a significant difference between income group earning up to \$250 per month and others earning more than \$1000, as well as a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000, and there was a significant difference between income group earning \$501 to \$750 a month

and those earning more than \$1000, respondents earning more than \$1000 are less impulsive when shopping than other groups except the group earning between \$751 and \$1000, there was no significant difference.

Price discount appears to be the most correlated independent variable with impulsive buying behaviour of Moroccan consumers by a correlation coefficient of 0.695. It is also the most affecting factor of impulsive buying behaviour with a beta coefficient of 0.341, meaning that directly lowering the price for a limited amount of time triggers the consumer's reference price resulting in buying impulsively. As for categorical variables, there was no significant difference between groups except between income levels where there was a significant difference between income group earning up to \$250 a month and those earning more than \$1000 and a significant difference between income group earning from \$251 to \$500 a month and those earning more than \$1000, that explains that groups earning up to \$250 perceive discounts more favourable than respondents earning more than \$1000, the same implies on the respondents earning between \$251 to \$500.

Buy one get one free is the second most affecting independent variable on impulsive buying behaviour within the Moroccan consumer with a beta coefficient of 0.301. Buy one get one free can make consumers buy impulsively and more than what was planned, Inspecting demographic variables, we found that within education groups there was a significant difference between postgraduate group respondents and undergraduate group, postgraduate educated respondent found buy one get one free more appealing than undergraduate respondents, for income levels respondents earning between \$251 to \$500 a month are more inclined to choose to buy one get one free than respondents who earn more than \$1000.



Coupons ranked third most affecting independent variable on impulsive buying behaviour within Moroccan consumers with a beta coefficient of 0.226. Coupons preference showed to be significant with gender groups where males have a stronger preference for coupons than females with a mean difference of 0.26844. Another key variable is education, it was found that undergraduate respondents have higher inclination to choose coupons than postgraduate respondents. As for monthly income, respondents earning more than \$1000 a month are significantly less interested in coupons than groups earning up to \$250 and groups earning between \$251 to \$500 monthly.

Finally, although it is the least influencing sales promotion tool, sweepstakes proved a significant effect on impulsive buying behaviour with a beta coefficient of  $\beta=0.162$ , and there was no significant difference between sweepstakes perception and our demographic variables.

The findings of the data analysis revealed some consistency with the approaches and discussions in the literature review the main one being that sales promotion tools have a significant effect on impulsive buying behaviour supported by K'ombwayo and Iravo (2018), Chiang (1995), Chen (2005), Mohan et al. (2013), Mughal et al. (2014), Waseem (2018), Park and Lennon (2009), Quintal et al (2017) and (Liu et al., 2013), all of these authors found factors influencing impulsive buying behaviour, intrinsic and extrinsic factors that promote positive customer attitudes towards their shopping event, following their research, this study adapted concepts and methodologies to collect valid and reliable data to successfully investigate the effect of sales promotion tools of coupons, price discount, buy one get one free, and sweepstakes on the impulsive buying behaviour of the Moroccan consumer.

## 6.2 Recommendations

Marketers rely on sales promotion, namely coupons, price discount, buy one get one free, sweepstakes to support their marketing plans, implementing the recommendations related to this study would benefit businesses to closely observe the effect of each factor in their sales strategy.

The outcome of this research has shown that the four sales promotion tools of coupons, price discount, buy one get one free, sweepstakes have a significant effect on impulsive buying behaviour. Consequently, marketers should use those promotion tools as a base for customer acquisition and retention strategies in Morocco. The use of each tool should mainly be based on customer profile and the products.

Price discounts within the Moroccan market have proved strongest, therefore it can be used on most products if the target market is broad, studying the reference price and presenting a discounted product would attract more customers and will help where business have low market share due to the direct value price comparison. For periods when a certain product or service is out of season or if minimizing storage expenses is needed, businesses should include buy one get one free as a strategy, this tool can help free up inventory as well as adding more value to the given product, and it should be directed to customers earning low to medium salaries. Businesses can attract new consumers while retaining current ones by using coupons, they induce commitment for a future purchase in addition to creating brand awareness because of the transferability that coupons and promotional codes have, considering that males respond better to coupons than females. Sweepstakes on the other spectrum, are the least influencing of the four tools but still have a significant effect on impulsive buying

behaviour, considering their nature they are most suitable in attracting attention to a new product or introducing a new brand to the consumer with the incentive being the big prize, no matter what income range the customer earns.

Sales promotion tools should be customized depending on the product, consumers with a postgraduate degree in Morocco tend to buy more impulsively than those with a high school diploma, this can be implied as educated consumers tend to analyse the situation of win/risk better and rely on facts when judging the value of the product or service whereas less-educated consumer could identify with a brand more than the value it gives. Consumers earning the highest monthly income in our sample are the least characterised with impulsive behaviour, it is not recommended that products and services targeted for that segment not to be put on sale since it is not something that would trigger impulsive buying in them if the purpose is to make sales quickly. On the other hand, it is recommended that products and services targeted exclusively to males should be attached to a coupon since males showed a significant difference in coupons preference than females.

As a last note, when we combine various behavioural theories concerning sales promotion, we understand that their application is different from long term reductions, the frequency of utilizing sales promotion tools can affect price reference which could make the effect wear off and thus the promotion strategy less effective, timing and frequency are key for marketers to optimize their sales planning.

### **6.3 Limitations**

The data collected to oversee the study were from Moroccan consumers mostly living in Marrakesh, making the study unveiling a small part of the total findings related to the target population. Plus, the design of the questionnaire was set to contain fewer questions for certain scales in order to keep it short and relatively quick to answer. The bigger picture of the topic requires further exploration with more resources which would be time-consuming and costly.

Due to time and resource constraints, shortage of updated articles, books and other publication were a challenge, Another limitation was about the method of research, in behavioural research, the respondents' perception is biased to their self-image. Besides, there should be an unbiased observation which could only be done by experimental and quasi-experimental methods.

In spite of these limitations, this research has an important contribution to the interdisciplinary area of marketing psychology. Further studies ought to singularize products and services with a heterogeneous sample. This study offers good grounds for additional research on impulsive buying behaviour in Morocco.

## REFERENCES

- Applebaum, W. (1951). Studying customer behavior in retail stores. *Journal of Marketing*, 16(2), 172.
- Banco Santander, S.A. (n.d.). Morocco: reaching the consumer. Retrieved April 2020, from <https://santandertrade.com/en/portal/analyse-markets/morocco/reaching-the-consumers>
- Bashir, S., Zeeshan, M., Sabbar, S., Hussain, R., & Sarki, I. (2013). Impact of cultural values and lifestyle on impulse buying behavior: a case study of Pakistan. *International Review of Management and Business Research*, 2(1), 193.
- Bayley, G., & Nancarrow, C. (1998). Impulse purchasing: a qualitative exploration of the phenomenon. *Qualitative Market Research: An International Journal*, 1(2), 99–114.
- Blair, E. A., & Landon, E. L. (1981). The effects of reference prices in retail advertisements. *Journal of Marketing*, 45(2), 61.
- Blattberg, R. C., & Neslin, S. A. (1989). Sales promotion: the long and the short of it. *Marketing Letters*, 1(1), 81–97.
- Boundless Marketing. (n.d.). Promotion Methods in Consumer Sales | Boundless Marketing. Retrieved April 2020, from

<https://courses.lumenlearning.com/boundless-marketing/chapter/promotion-methods-in-consumer-sales/>

- Brumbaugh, A. M., & Rosa, J. A. (2009). Perceived discrimination, cashier metaperceptions, embarrassment, and confidence as influencers of coupon use: an ethnoracial–socioeconomic analysis. *Journal of Retailing*, 85(3), 347–362.
- Buil, I., de Chernatony, L., & Martínez, E. (2013). Examining the role of advertising and sales promotions in brand equity creation. *Journal of Business Research*, 66(1), 115–122.
- Chen, Y.-L., Tang, K., Shen, R.-J., & Hu, Y.-H. (2005). Market basket analysis in a multiple store environment. *Decision Support Systems*, 40(2), 339–354.
- Chiang, J. (1995). Competing coupon promotions and category sales. *Marketing Science*, 14(1), 105–122.
- Cho, J., Ching, G. S., & Luong, T.-H. (2014). Impulse buying behavior of Vietnamese consumers in supermarket setting. *International Journal of Research Studies in Management*, 3(2), 33–50.
- Clover, V. T. (1950). Relative importance of impulse-buying in retail stores. *Journal of Marketing*, 15(1), 66–70.
- Dawson, S., & Kim, M. (2009). External and internal trigger cues of impulse buying online. *Direct Marketing: An International Journal*, 3(1), 20–34.

- Dittmar, H., Beattie, J., & Friese, S. (1995). Gender identity and material symbols: objects and decision considerations in impulse purchases. *Journal of Economic Psychology*, 16(3), 491–511.
- Duarte, P., Raposo, M., & Ferraz, M. (2013). Drivers of snack foods impulse buying behaviour among young consumers. *British Food Journal*, 115(9), 1233–1254.
- EL Badaoui, R., & Ibourk, A. (2012). L’expérience d’achat impulsive en hypermarché: l’influence des variables situationnelles, individuelles et celles liées au produit. *Revue Marocaine de Recherche en Management et Marketing*, 1(2), 6-7.
- El Ghazali, I. (n.d.). Morocco’s new consumer society. *Doing Business In*. Retrieved May 2020, from <http://www.doingbusinessin.fr/moroccos-new-consumer-society/>
- Freud, S. (1958). The complete psychological works of Sigmund Freud, The Case of Schreber, Papers on Technique and Other Works. *Psychoanalytic Electronic Publishing*, 12(1), 213-226.
- Gendall, P., Hoek, J., Pope, T., & Young, K. (2006). Message framing effects on price discounting. *Journal of Product & Brand Management*, 15(7), 458–465.
- Ghani, U., & Jan, F. A. (2011). An exploratory study of the impulse buying behaviour of urban consumers in Peshawar. *International conference on business and economics*, 1(3), 157-159.

- Gilbert, D. C., & Jackaria, N. (2002). The efficacy of sales promotions in UK supermarkets: a consumer view. *International Journal of Retail & Distribution Management*, 30(6), 315–322.
- Han, Y. K., Morgan, G. A., Kotsiopulos, A., & Kang-Park, J. (1991). Impulse buying behavior of apparel purchasers. *Clothing and Textiles Research Journal*, 9(3), 15–21.
- Heilman, C. M., Nakamoto, K., & Rao, A. G. (2002). Pleasant surprises: consumer response to unexpected in-store coupons. *Journal of Marketing Research*, 39(2), 242–252.
- Helsen, K., & Schmittlein, D. C. (1992). Some characterizations of stockpiling behavior under uncertainty. *Marketing Letters*, 3(1), 5–16.
- Hendrawan, D., & Nugroho, D. A. (2018). Influence of personality on impulsive buying behaviour among Indonesian young consumers. *International Journal of Trade and Global Markets*, 11(2), 31.
- Huff, L. C., Alden, D. L., & Tietje, B. C. (1999). Managing the sales promotion mix. *Journal of Promotion Management*, 5(1), 77–89.
- Imam, F. (2013). Gender differences in impulsive buying behavior and post-purchasing dissonance under incentive conditions. *Journal of business strategies*, 7(1), 23.



- Isabella, G., Pozzani, A. I., Chen, V. A., & Gomes, M. B. P. (2012). Influence of discount price announcements on consumer's behavior. *Revista de Administração de Empresas*, 52(6), 657–671.
- Iyer, E. S. (1989). Unplanned purchasing: knowledge of shopping environment and. *Journal of retailing*, 65(1), 40.
- Joseph, J., & Sivakumaran, B. (2009). The moderating effect of loyalty on the relationship of sales promotions and brand equity. *The Association for Consumer Research*, 8(2), 263-264.
- Jung, W.-J., Yang, S., & Kim, H.-W. (2019). Design of sweepstakes-based social media marketing for online customer engagement. *Electronic Commerce Research*, 20(1), 119–146.
- K'ombwayo, C. O., & Iravo, M. A. (2018). The Influence of consumer sales promotion on buying behavior of three-wheeled vehicles in Nairobi county. *International Journal of Scientific and Research Publications*, 8(11), 459–472.
- Kacen, J. J., & Lee, J. A. (2002). The influence of culture on consumer impulsive buying behavior. *Journal of Consumer Psychology*, 12(2), 163–176.
- Kalra, A., & Shi, M. (2010). Consumer value-maximizing sweepstakes and contests. *Journal of Marketing Research*, 47(2), 287–300.

- Karbasivar, A., & Yarahmadi, H. (2011). Evaluating effective factors on consumer impulse buying behavior. *Asian Journal of Business Management Studies*, 2(4), 174-181.
- Kollat, D. T., & Willett, R. P. (1967). Customer impulse purchasing behavior. *Journal of Marketing Research*, 4(1), 21–31.
- Lai, C.-W. (2010). How financial attitudes and practices influence the impulsive buying behavior of college and university students. *Social Behavior and Personality: An International Journal*, 38(3), 373–380.
- Li, S., Sun, Y., & Wang, Y. (2007). 50% Off or Buy One Get One Free? Frame preference as a function of consumable nature in dairy products. *The Journal of Social Psychology*, 147(4), 413–421.
- Liu, Y., Li, H., & Hu, F. (2013). Website attributes in urging online impulse purchase: An empirical investigation on consumer perceptions. *Decision Support Systems*, 55(3), 829–837.
- Low, G. S., & Mohr, J. J. (2000). Advertising vs sales promotion: a brand management perspective. *Journal of Product & Brand Management*, 9(6), 389–414.
- Lowe, B., & Barnes, B. R. (2012). Consumer perceptions of monetary and non-monetary introductory promotions for new products. *Journal of Marketing Management*, 28(5–6), 629–651.

- Mohan, G., Sivakumaran, B., & Sharma, P. (2013). Impact of store environment on impulse buying behavior. *European Journal of Marketing*, 47(10), 1711–1732.
- Moschis, G. P. (1981). Patterns of consumer learning. *Journal of the Academy of Marketing Science*, 9(2), 110–126.
- Mouland, W. (1999). Coupon ads that get a response. *Marketing Magazine*, 104(21), 26.
- Mughal, A., Mehmood, A., Mohi-ud-deen, A., & Ahmad, B. (2014). The impact of promotional tools on consumer buying behavior: a study from Pakistan. *Journal of Public Administration and Governance*, 4(3), 402.
- Neslin, S.A. (2002). *Sales Promotion: Handbook of Marketing*. London: Sage.
- Palazon, M., & Delgado-Ballester, E. (2009). Effectiveness of price discounts and premium promotions. *Psychology and Marketing*, 26(12), 1108–1129.
- Park, M., & Lennon, S. J. (2009). Brand name and promotion in online shopping contexts. *Journal of Fashion Marketing and Management: An International Journal*, 13(2), 149–160.
- Peattie, K., & Peattie, S. (1995). Sales promotion: a missed opportunity for services marketers? *International Journal of Service Industry Management*, 6(1), 22–39.

- Quintal, S. (2017). Is impulse buying a consumer's tendency in the state of Goa? *Management Today*, 7(2), 68–74.
- Raghubir, P., & Corfman, K. (1999). When do price promotions affect pretrial brand evaluations? *Journal of Marketing Research*, 36(2), 211.
- Rook, D. W. (1987). The buying impulse. *Journal of Consumer Research*, 14(2), 189.
- Rook, D. W., & Fisher, R. J. (1995). Normative influences on impulsive buying behavior. *Journal of Consumer Research*, 22(3), 305.
- Santella and Associates. (2000), *Studies Indicate Coupons are An Effective Promotional Tool*, Retrieved April 2020, from <http://www.santella.com/coupon.htm>
- Schulten, M. B., & Rauch, M. (2015). Ready to win? Generating high-quality leads through online sweepstakes and contests. *Journal of Marketing Theory and Practice*, 23(1), 21–37.
- Shajahan, S. (2005). *Marketing Research: Concepts & Practices in India*. Gurgaon: Macmillan.
- Soni, N., & Verghese, M. (2019). Understanding effectiveness of coupon promotion on consumer purchase decision. *Unnayan: International Bulletin of Management and Economics*, 11, 269–275.

- Stern, H. (1962). The significance of impulse buying today. *Journal of Marketing*, 26(2), 59–62.
- Teck Weng, J., & Cyril de Run, E. (2013). Consumers' personal values and sales promotion preferences effect on behavioural intention and purchase satisfaction for consumer product. *Asia Pacific Journal of Marketing and Logistics*, 25(1), 70–101.
- Thompson, S. (1997). The scoop on coupons. *Brandweek*, 38(11), 34-39.
- Tuttle, B. (2012, April 27). millennials are biggest suckers for selfish impulse buys. *Time Magazine*. Retrieved April 2020, from <https://business.time.com/2012/04/27/millennials-are-biggest-suckers-for-selfish-impulse-buys/>
- Verplanken, B., & Sato, A. (2011). The psychology of impulse buying: an integrative self-regulation approach. *Journal of Consumer Policy*, 34(2), 197–210.
- Ward, J. C., & Hill, R. P. (1991). Designing effective promotional games: opportunities and problems. *Journal of Advertising*, 20(3), 69–81.
- Weinberg, P., & Gottwald, W. (1982). Impulsive consumer buying as a result of emotions. *Journal of Business Research*, 10(1), 43–57.
- Wolman, B. B. (1973). *Handbook of general psychology*. New Jersey: Prentice Hall.

Youn, S., & Faber, R. (2000). Impulse buying: its relation to personality traits and cues. *Advances in Consumer Research*, 27(6), 179–185.

## **APPENDICES**

## Appendix A: Post Hoc Test of Tukey HSD

Age

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
IBB	18 - 25	26 - 35	.15204	.14383	.828	-.2425	.5466
		36 - 45	.09399	.22053	.993	-.5110	.6990
		46 - 55	.24868	.40123	.972	-.8520	1.3494
		Above 56	.48942	.59328	.923	-1.1382	2.1170
	26 - 35	18 - 25	-.15204	.14383	.828	-.5466	.2425
		36 - 45	-.05805	.23010	.999	-.6893	.5732
		46 - 55	.09663	.40657	.999	-1.0188	1.2120
		Above 56	.33737	.59691	.980	-1.3002	1.9749
	36 - 45	18 - 25	-.09399	.22053	.993	-.6990	.5110
		26 - 35	.05805	.23010	.999	-.5732	.6893
		46 - 55	.15468	.43960	.997	-1.0513	1.3607
		Above 56	.39542	.61987	.969	-1.3051	2.0960
	46 - 55	18 - 25	-.24868	.40123	.972	-1.3494	.8520
		26 - 35	-.09663	.40657	.999	-1.2120	1.0188
		36 - 45	-.15468	.43960	.997	-1.3607	1.0513
		Above 56	.24074	.70469	.997	-1.6925	2.1740
	Above 56	18 - 25	-.48942	.59328	.923	-2.1170	1.1382
		26 - 35	-.33737	.59691	.980	-1.9749	1.3002
		36 - 45	-.39542	.61987	.969	-2.0960	1.3051
		46 - 55	-.24074	.70469	.997	-2.1740	1.6925
CPN	18 - 25	26 - 35	.14268	.13059	.810	-.2156	.5009
		36 - 45	.34846	.20022	.411	-.2008	.8977
		46 - 55	.46349	.36428	.708	-.5359	1.4629
		Above 56	.76905	.53864	.610	-.7087	2.2468
	26 - 35	18 - 25	-.14268	.13059	.810	-.5009	.2156
		36 - 45	.20578	.20891	.862	-.3674	.7789
		46 - 55	.32081	.36913	.908	-.6919	1.3335
		Above 56	.62636	.54194	.776	-.8604	2.1131
	36 - 45	18 - 25	-.34846	.20022	.411	-.8977	.2008
		26 - 35	-.20578	.20891	.862	-.7789	.3674
		46 - 55	.11503	.39911	.998	-.9799	1.2100
		Above 56	.42059	.56279	.945	-1.1234	1.9645
	46 - 55	18 - 25	-.46349	.36428	.708	-1.4629	.5359
		26 - 35	-.32081	.36913	.908	-1.3335	.6919
		36 - 45	-.11503	.39911	.998	-1.2100	.9799
		Above 56	.30556	.63980	.989	-1.4497	2.0608
	Above 56	18 - 25	-.76905	.53864	.610	-2.2468	.7087
		26 - 35	-.62636	.54194	.776	-2.1131	.8604
		36 - 45	-.42059	.56279	.945	-1.9645	1.1234
		46 - 55	-.30556	.63980	.989	-2.0608	1.4497
DSC	18 - 25	26 - 35	.15963	.12491	.705	-.1830	.5023
		36 - 45	-.04251	.19151	.999	-.5679	.4829
		46 - 55	.43135	.34844	.729	-.5246	1.3873



		Above 56	.18690	.51522	.996	-1.2266	1.6004
	<b>26 - 35</b>	18 - 25	-.15963	.12491	.705	-.5023	.1830
		36 - 45	-.20214	.19983	.850	-.7504	.3461
		46 - 55	.27172	.35308	.939	-.6969	1.2404
		Above 56	.02727	.51837	1.000	-1.3948	1.4494
	<b>36 - 45</b>	18 - 25	.04251	.19151	.999	-.4829	.5679
		26 - 35	.20214	.19983	.850	-.3461	.7504
		46 - 55	.47386	.38176	.727	-.5735	1.5212
		Above 56	.22941	.53832	.993	-1.2474	1.7062
	<b>46 - 55</b>	18 - 25	-.43135	.34844	.729	-1.3873	.5246
		26 - 35	-.27172	.35308	.939	-1.2404	.6969
		36 - 45	-.47386	.38176	.727	-1.5212	.5735
		Above 56	-.24444	.61198	.995	-1.9233	1.4345
	<b>Above 56</b>	18 - 25	-.18690	.51522	.996	-1.6004	1.2266
		26 - 35	-.02727	.51837	1.000	-1.4494	1.3948
		36 - 45	-.22941	.53832	.993	-1.7062	1.2474
		46 - 55	.24444	.61198	.995	-1.4345	1.9233
<b>BGT</b>	<b>18 - 25</b>	26 - 35	.08435	.12854	.965	-.2683	.4370
		36 - 45	-.25105	.19709	.708	-.7917	.2896
		46 - 55	-.03929	.35858	1.000	-1.0230	.9444
		Above 56	.01071	.53022	1.000	-1.4439	1.4653
	<b>26 - 35</b>	18 - 25	-.08435	.12854	.965	-.4370	.2683
		36 - 45	-.33540	.20565	.479	-.8996	.2288
		46 - 55	-.12364	.36336	.997	-1.1205	.8732
		Above 56	-.07364	.53346	1.000	-1.5371	1.3899
	<b>36 - 45</b>	18 - 25	.25105	.19709	.708	-.2896	.7917
		26 - 35	.33540	.20565	.479	-.2288	.8996
		46 - 55	.21176	.39287	.983	-.8660	1.2896
		Above 56	.26176	.55399	.990	-1.2580	1.7816
	<b>46 - 55</b>	18 - 25	.03929	.35858	1.000	-.9444	1.0230
		26 - 35	.12364	.36336	.997	-.8732	1.1205
		36 - 45	-.21176	.39287	.983	-1.2896	.8660
		Above 56	.05000	.62979	1.000	-1.6778	1.7778
	<b>Above 56</b>	18 - 25	-.01071	.53022	1.000	-1.4653	1.4439
		26 - 35	.07364	.53346	1.000	-1.3899	1.5371
		36 - 45	-.26176	.55399	.990	-1.7816	1.2580
		46 - 55	-.05000	.62979	1.000	-1.7778	1.6778
<b>SWS</b>	<b>18 - 25</b>	26 - 35	.19117	.14038	.653	-.1939	.5763
		36 - 45	.07983	.21524	.996	-.5106	.6703
		46 - 55	.33016	.39160	.917	-.7442	1.4045
		Above 56	.13571	.57904	.999	-1.4528	1.7243
	<b>26 - 35</b>	18 - 25	-.19117	.14038	.653	-.5763	.1939
		36 - 45	-.11134	.22458	.988	-.7275	.5048
		46 - 55	.13899	.39682	.997	-.9496	1.2276
		Above 56	-.05545	.58258	1.000	-1.6537	1.5428
	<b>36 - 45</b>	18 - 25	-.07983	.21524	.996	-.6703	.5106
		26 - 35	.11134	.22458	.988	-.5048	.7275
		46 - 55	.25033	.42905	.977	-.9267	1.4274
		Above 56	.05588	.60500	1.000	-1.6039	1.7156
<b>46 - 55</b>	18 - 25	-.33016	.39160	.917	-1.4045	.7442	
	26 - 35	-.13899	.39682	.997	-1.2276	.9496	
	36 - 45	-.25033	.42905	.977	-1.4274	.9267	
	Above 56	-.19444	.68778	.999	-2.0813	1.6924	
<b>Above 56</b>	18 - 25	-.13571	.57904	.999	-1.7243	1.4528	
	26 - 35	.05545	.58258	1.000	-1.5428	1.6537	

	36 - 45	-.05588	.60500	1.000	-1.7156	1.6039
	46 - 55	.19444	.68778	.999	-1.6924	2.0813

**Marital Status**

Multiple Comparisons								
Tukey HSD								
Dependent Variable	(I) Marital Status	(J) Marital Status	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
IBB	Single	Divorced	-.88141	.52913	.344	-2.2479	.4851	
		In a relationship	-.00709	.17024	1.000	-.4468	.4326	
		Married	-.02520	.18269	.999	-.4970	.4466	
	Divorced	Single	.88141	.52913	.344	-.4851	2.2479	
		In a relationship	.87432	.54389	.376	-.5303	2.2789	
		Married	.85621	.54792	.402	-.5588	2.2712	
	In a relationship	Single	.00709	.17024	1.000	-.4326	.4468	
		Divorced	-.87432	.54389	.376	-2.2789	.5303	
		Married	-.01811	.22185	1.000	-.5910	.5548	
	Married	Single	.02520	.18269	.999	-.4466	.4970	
		Divorced	-.85621	.54792	.402	-2.2712	.5588	
		In a relationship	.01811	.22185	1.000	-.5548	.5910	
	CPN	Single	Divorced	-.26731	.48437	.946	-1.5182	.9836
			In a relationship	.16548	.15584	.713	-.2370	.5679
			Married	-.03986	.16724	.995	-.4718	.3920
Divorced		Single	.26731	.48437	.946	-.9836	1.5182	
		In a relationship	.43279	.49788	.821	-.8530	1.7186	
		Married	.22745	.50156	.969	-1.0679	1.5228	
In a relationship		Single	-.16548	.15584	.713	-.5679	.2370	
		Divorced	-.43279	.49788	.821	-1.7186	.8530	
		Married	-.20534	.20308	.743	-.7298	.3191	
Married		Single	.03986	.16724	.995	-.3920	.4718	
		Divorced	-.22745	.50156	.969	-1.5228	1.0679	
		In a relationship	.20534	.20308	.743	-.3191	.7298	
DSC		Single	Divorced	-.43635	.46147	.780	-1.6281	.7554
			In a relationship	-.10651	.14847	.890	-.4899	.2769
			Married	-.08105	.15933	.957	-.4925	.3304
	Divorced	Single	.43635	.46147	.780	-.7554	1.6281	
		In a relationship	.32984	.47434	.899	-.8952	1.5548	
		Married	.35529	.47785	.879	-.8788	1.5894	
	In a relationship	Single	.10651	.14847	.890	-.2769	.4899	
		Divorced	-.32984	.47434	.899	-1.5548	.8952	
		Married	.02546	.19348	.999	-.4742	.5251	
	Married	Single	.08105	.15933	.957	-.3304	.4925	
		Divorced	-.35529	.47785	.879	-1.5894	.8788	

		In a relationship	-.02546	.19348	.999	-.5251	.4742
<b>BGT</b>	<b>Single</b>	Divorced	-.50538	.47219	.708	-1.7248	.7141
		In a relationship	.11494	.15192	.874	-.2774	.5073
		Married	-.24578	.16303	.434	-.6668	.1753
	<b>Divorced</b>	Single	.50538	.47219	.708	-.7141	1.7248
		In a relationship	.62033	.48536	.578	-.6331	1.8738
		Married	.25961	.48896	.952	-1.0031	1.5224
	<b>In a relationship</b>	Single	-.11494	.15192	.874	-.5073	.2774
		Divorced	-.62033	.48536	.578	-1.8738	.6331
		Married	-.36072	.19797	.265	-.8720	.1506
	<b>Married</b>	Single	.24578	.16303	.434	-.1753	.6668
		Divorced	-.25961	.48896	.952	-1.5224	1.0031
		In a relationship	.36072	.19797	.265	-.1506	.8720
<b>SWS</b>	<b>Single</b>	Divorced	-.26788	.51804	.955	-1.6058	1.0700
		In a relationship	-.15575	.16668	.786	-.5862	.2747
		Married	.02310	.17887	.999	-.4388	.4850
	<b>Divorced</b>	Single	.26788	.51804	.955	-1.0700	1.6058
		In a relationship	.11213	.53249	.997	-1.2631	1.4873
		Married	.29098	.53643	.949	-1.0944	1.6763
	<b>In a relationship</b>	Single	.15575	.16668	.786	-.2747	.5862
		Divorced	-.11213	.53249	.997	-1.4873	1.2631
		Married	.17885	.21720	.843	-.3821	.7398
	<b>Married</b>	Single	-.02310	.17887	.999	-.4850	.4388
		Divorced	-.29098	.53643	.949	-1.6763	1.0944
		In a relationship	-.17885	.21720	.843	-.7398	.3821

## Education

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) EDU	(J) EDU	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
<b>IBB</b>	<b>Primary school</b>	Middle school	.68651	.51228	.666	-.7189	2.0919
		Undergraduate or diploma	.48514	.42114	.779	-.6702	1.6405
		High School	.21991	.44140	.987	-.9910	1.4308
		Postgraduate	.77998	.42143	.346	-.3762	1.9361
	<b>Middle school</b>	Primary school	-.68651	.51228	.666	-2.0919	.7189
		Undergraduate or diploma	-.20137	.32525	.972	-1.0936	.6909
		High School	-.46660	.35109	.673	-1.4298	.4966
		Postgraduate	.09347	.32563	.999	-.7998	.9868
	<b>Undergraduate or diploma</b>	Primary school	-.48514	.42114	.779	-1.6405	.6702
		Middle school	.20137	.32525	.972	-.6909	1.0936

		High School	-.26523	.19542	.655	-.8014	.2709	
		Postgraduate	.29484	.14478	.251	-.1023	.6920	
	<b>High School</b>	Primary school	-.21991	.44140	.987	-1.4308	.9910	
		Middle school	.46660	.35109	.673	-.4966	1.4298	
		Undergraduate or diploma	.26523	.19542	.655	-.2709	.8014	
		Postgraduate	.56007*	.19605	.037	.0222	1.0979	
	<b>Postgraduate</b>	Primary school	-.77998	.42143	.346	-1.9361	.3762	
		Middle school	-.09347	.32563	.999	-.9868	.7998	
		Undergraduate or diploma	-.29484	.14478	.251	-.6920	.1023	
		High School	-	.56007*	.19605	.037	-1.0979	-.0222
<b>CPN</b>	<b>Primary school</b>	Middle school	1.10357	.46246	.122	-.1651	2.3723	
		Undergraduate or diploma	.56957	.38018	.564	-.4734	1.6126	
		High School	.60833	.39847	.546	-.4848	1.7015	
		Postgraduate	1.03056	.38044	.055	-.0132	2.0743	
	<b>Middle school</b>	Primary school	-	1.10357	.46246	.122	-2.3723	.1651
		Undergraduate or diploma	-.53400	.29361	.365	-1.3395	.2715	
		High School	-.49524	.31694	.523	-1.3647	.3743	
		Postgraduate	-.07302	.29396	.999	-.8795	.7334	
	<b>Undergraduate or diploma</b>	Primary school	-.56957	.38018	.564	-1.6126	.4734	
		Middle school	.53400	.29361	.365	-.2715	1.3395	
		High School	.03876	.17642	.999	-.4452	.5227	
		Postgraduate	.46098*	.13069	.004	.1024	.8195	
	<b>High School</b>	Primary school	-.60833	.39847	.546	-1.7015	.4848	
		Middle school	.49524	.31694	.523	-.3743	1.3647	
		Undergraduate or diploma	-.03876	.17642	.999	-.5227	.4452	
		Postgraduate	.42222	.17699	.122	-.0633	.9078	
	<b>Postgraduate</b>	Primary school	-	1.03056	.38044	.055	-2.0743	.0132
		Middle school	.07302	.29396	.999	-.7334	.8795	
		Undergraduate or diploma	-	.46098*	.13069	.004	-.8195	-.1024
		High School	-.42222	.17699	.122	-.9078	.0633	
<b>DSC</b>	<b>Primary school</b>	Middle school	.65357	.44673	.587	-.5720	1.8791	
		Undergraduate or diploma	.61880	.36725	.445	-.3887	1.6263	
		High School	.56667	.38492	.581	-.4893	1.6226	
		Postgraduate	.88849	.36750	.113	-.1197	1.8967	
	<b>Middle school</b>	Primary school	-.65357	.44673	.587	-1.8791	.5720	
		Undergraduate or diploma	-.03477	.28363	1.000	-.8129	.7433	
		High School	-.08690	.30616	.999	-.9268	.7530	
		Postgraduate	.23492	.28396	.922	-.5441	1.0139	
	<b>Undergraduate or diploma</b>	Primary school	-.61880	.36725	.445	-1.6263	.3887	

		Middle school	.03477	.28363	1.000	-.7433	.8129	
		High School	-.05213	.17042	.998	-.5196	.4154	
		Postgraduate	.26969	.12625	.207	-.0767	.6160	
	<b>High School</b>		Primary school	-.56667	.38492	.581	-1.6226	.4893
			Middle school	.08690	.30616	.999	-.7530	.9268
			Undergraduate or diploma	.05213	.17042	.998	-.4154	.5196
			Postgraduate	.32183	.17096	.329	-.1472	.7908
	<b>Postgraduate</b>		Primary school	-.88849	.36750	.113	-1.8967	.1197
			Middle school	-.23492	.28396	.922	-1.0139	.5441
			Undergraduate or diploma	-.26969	.12625	.207	-.6160	.0767
			High School	-.32183	.17096	.329	-.7908	.1472
	<b>BGT</b>	<b>Primary school</b>	Middle school	.91071	.45536	.268	-.3385	2.1599
Undergraduate or diploma			.52733	.37434	.623	-.4996	1.5543	
High School			.44167	.39235	.793	-.6347	1.5180	
Postgraduate			.90754	.37460	.112	-.1201	1.9352	
<b>Middle school</b>			Primary school	-.91071	.45536	.268	-2.1599	.3385
			Undergraduate or diploma	-.38339	.28911	.675	-1.1765	.4097
			High School	-.46905	.31208	.561	-1.3252	.3871
			Postgraduate	-.00317	.28944	1.000	-.7972	.7909
<b>Undergraduate or diploma</b>			Primary school	-.52733	.37434	.623	-1.5543	.4996
			Middle school	.38339	.28911	.675	-.4097	1.1765
			High School	-.08566	.17371	.988	-.5622	.3909
			Postgraduate	.38021*	.12869	.028	.0272	.7333
<b>High School</b>		Primary school	-.44167	.39235	.793	-1.5180	.6347	
		Middle school	.46905	.31208	.561	-.3871	1.3252	
		Undergraduate or diploma	.08566	.17371	.988	-.3909	.5622	
		Postgraduate	.46587	.17427	.060	-.0122	.9440	
<b>Postgraduate</b>		Primary school	-.90754	.37460	.112	-1.9352	.1201	
		Middle school	.00317	.28944	1.000	-.7909	.7972	
		Undergraduate or diploma	-.38021*	.12869	.028	-.7333	-.0272	
		High School	-.46587	.17427	.060	-.9440	.0122	
<b>SWS</b>	<b>Primary school</b>	Middle school	-.20714	.50353	.994	-1.5885	1.1742	
		Undergraduate or diploma	-.66318	.41394	.497	-1.7988	.4724	
		High School	-.74583	.43386	.424	-1.9361	.4444	
		Postgraduate	-.43730	.41423	.829	-1.5737	.6991	
	<b>Middle school</b>		Primary school	.20714	.50353	.994	-1.1742	1.5885
			Undergraduate or diploma	-.45604	.31969	.611	-1.3331	.4210
			High School	-.53869	.34509	.524	-1.4854	.4080
			Postgraduate	-.23016	.32006	.952	-1.1082	.6479
	<b>Undergraduate or diploma</b>		Primary school	.66318	.41394	.497	-.4724	1.7988

		Middle school	.45604	.31969	.611	-.4210	1.3331
		High School	-.08266	.19208	.993	-.6096	.4443
		Postgraduate	.22588	.14230	.507	-.1645	.6163
	<b>High School</b>	Primary school	.74583	.43386	.424	-.4444	1.9361
		Middle school	.53869	.34509	.524	-.4080	1.4854
		Undergraduate or diploma	.08266	.19208	.993	-.4443	.6096
		Postgraduate	.30853	.19270	.498	-.2201	.8372
	<b>Postgraduate</b>	Primary school	.43730	.41423	.829	-.6991	1.5737
		Middle school	.23016	.32006	.952	-.6479	1.1082
		Undergraduate or diploma	-.22588	.14230	.507	-.6163	.1645
		High School	-.30853	.19270	.498	-.8372	.2201
*. The mean difference is significant at the 0.05 level.							

### Occupation

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) OCC	(J) OCC	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
IBB	<b>Unemployed</b>	Elementary Occupation	-.13205	.18342	.952	-.6352	.3711
		Trade Workers	.09282	.21708	.993	-.5027	.6884
		Clerks	-.02622	.18005	1.000	-.5202	.4677
		Legislators, Senior Officials and Managers	.38912	.21708	.380	-.2064	.9847
	<b>Elementary Occupation</b>	Unemployed	.13205	.18342	.952	-.3711	.6352
		Trade Workers	.22487	.22633	.858	-.3961	.8458
		Clerks	.10582	.19110	.981	-.4185	.6301
		Legislators, Senior Officials and Managers	.52116	.22633	.147	-.0998	1.1421
	<b>Trade Workers</b>	Unemployed	-.09282	.21708	.993	-.6884	.5027
		Elementary Occupation	-.22487	.22633	.858	-.8458	.3961
		Clerks	-.11905	.22361	.984	-.7325	.4944
		Legislators, Senior Officials and Managers	.29630	.25438	.771	-.4016	.9941
	<b>Clerks</b>	Unemployed	.02622	.18005	1.000	-.4677	.5202
		Elementary Occupation	-.10582	.19110	.981	-.6301	.4185

		Trade Workers	.11905	.22361	.984	-.4944	.7325
		Legislators, Senior Officials and Managers	.41534	.22361	.343	-.1981	1.0288
	<b>Legislators, Senior Officials and Managers</b>	Unemployed	-.38912	.21708	.380	-.9847	.2064
		Elementary Occupation	-.52116	.22633	.147	1.1421	.0998
		Trade Workers	-.29630	.25438	.771	-.9941	.4016
		Clerks	-.41534	.22361	.343	1.0288	.1981
<b>CPN</b>	<b>Unemployed</b>	Elementary Occupation	.13454	.16678	.928	-.3230	.5921
		Trade Workers	.22660	.19738	.781	-.3149	.7681
		Clerks	.01708	.16371	1.000	-.4320	.4662
		Legislators, Senior Officials and Managers	.54565*	.19738	.047	.0042	1.0872
	<b>Elementary Occupation</b>	Unemployed	-.13454	.16678	.928	-.5921	.3230
		Trade Workers	.09206	.20580	.992	-.4725	.6566
		Clerks	-.11746	.17376	.961	-.5942	.3592
		Legislators, Senior Officials and Managers	.41111	.20580	.269	-.1535	.9757
	<b>Trade Workers</b>	Unemployed	-.22660	.19738	.781	-.7681	.3149
		Elementary Occupation	-.09206	.20580	.992	-.6566	.4725
		Clerks	-.20952	.20332	.841	-.7673	.3483
		Legislators, Senior Officials and Managers	.31905	.23129	.641	-.3155	.9536
	<b>Clerks</b>	Unemployed	-.01708	.16371	1.000	-.4662	.4320
		Elementary Occupation	.11746	.17376	.961	-.3592	.5942
		Trade Workers	.20952	.20332	.841	-.3483	.7673
		Legislators, Senior Officials and Managers	.52857	.20332	.073	-.0292	1.0864
	<b>Legislators, Senior Officials and Managers</b>	Unemployed	-.54565*	.19738	.047	1.0872	-.0042
		Elementary Occupation	-.41111	.20580	.269	-.9757	.1535
		Trade Workers	-.31905	.23129	.641	-.9536	.3155
		Clerks	-.52857	.20332	.073	1.0864	.0292
<b>DSC</b>	<b>Unemployed</b>	Elementary Occupation	.02766	.16007	1.000	-.4115	.4668

		Trade Workers	.32567	.18945	.424	-.1941	.8454
		Clerks	.13173	.15713	.918	-.2993	.5628
		Legislators, Senior Officials and Managers	.21615	.18945	.785	-.3036	.7359
	<b>Elementary Occupation</b>	Unemployed	-.02766	.16007	1.000	-.4668	.4115
		Trade Workers	.29802	.19752	.558	-.2439	.8399
		Clerks	.10408	.16678	.971	-.3535	.5616
		Legislators, Senior Officials and Managers	.18849	.19752	.875	-.3534	.7304
	<b>Trade Workers</b>	Unemployed	-.32567	.18945	.424	-.8454	.1941
		Elementary Occupation	-.29802	.19752	.558	-.8399	.2439
		Clerks	-.19394	.19514	.858	-.7293	.3414
		Legislators, Senior Officials and Managers	-.10952	.22200	.988	-.7185	.4995
	<b>Clerks</b>	Unemployed	-.13173	.15713	.918	-.5628	.2993
		Elementary Occupation	-.10408	.16678	.971	-.5616	.3535
		Trade Workers	.19394	.19514	.858	-.3414	.7293
		Legislators, Senior Officials and Managers	.08442	.19514	.993	-.4509	.6198
	<b>Legislators, Senior Officials and Managers</b>	Unemployed	-.21615	.18945	.785	-.7359	.3036
		Elementary Occupation	-.18849	.19752	.875	-.7304	.3534
		Trade Workers	.10952	.22200	.988	-.4995	.7185
		Clerks	-.08442	.19514	.993	-.6198	.4509
	<b>BGT</b>	<b>Unemployed</b>	Elementary Occupation	.05133	.16475	.998	-.4006
Trade Workers			.09379	.19498	.989	-.4411	.6287
Clerks			.16911	.16172	.834	-.2745	.6128
Legislators, Senior Officials and Managers			.32712	.19498	.449	-.2078	.8620
<b>Elementary Occupation</b>		Unemployed	-.05133	.16475	.998	-.5033	.4006
		Trade Workers	.04246	.20329	1.000	-.5153	.6002
		Clerks	.11778	.17165	.959	-.3531	.5887
		Legislators, Senior Officials and Managers	.27579	.20329	.656	-.2819	.8335
		Unemployed	-.09379	.19498	.989	-.6287	.4411



	<b>Trade Workers</b>	Elementary Occupation	-.04246	.20329	1.000	-.6002	.5153	
		Clerks	.07532	.20085	.996	-.4757	.6263	
		Legislators, Senior Officials and Managers	.23333	.22848	.845	-.3935	.8601	
	<b>Clerks</b>	Unemployed	-.16911	.16172	.834	-.6128	.2745	
		Elementary Occupation	-.11778	.17165	.959	-.5887	.3531	
		Trade Workers	-.07532	.20085	.996	-.6263	.4757	
		Legislators, Senior Officials and Managers	.15801	.20085	.934	-.3930	.7090	
	<b>Legislators, Senior Officials and Managers</b>	Unemployed	-.32712	.19498	.449	-.8620	.2078	
		Elementary Occupation	-.27579	.20329	.656	-.8335	.2819	
		Trade Workers	-.23333	.22848	.845	-.8601	.3935	
		Clerks	-.15801	.20085	.934	-.7090	.3930	
	<b>SWS</b>	<b>Unemployed</b>	Elementary Occupation	-.03442	.17974	1.000	-.5275	.4587
			Trade Workers	.06439	.21272	.998	-.5192	.6480
			Clerks	.11028	.17643	.971	-.3737	.5943
			Legislators, Senior Officials and Managers	.35010	.21272	.469	-.2335	.9337
		<b>Elementary Occupation</b>	Unemployed	.03442	.17974	1.000	-.4587	.5275
Trade Workers			.09881	.22179	.992	-.5096	.7073	
Clerks			.14470	.18727	.938	-.3690	.6584	
Legislators, Senior Officials and Managers			.38452	.22179	.415	-.2239	.9930	
<b>Trade Workers</b>		Unemployed	-.06439	.21272	.998	-.6480	.5192	
		Elementary Occupation	-.09881	.22179	.992	-.7073	.5096	
		Clerks	.04589	.21912	1.000	-.5552	.6470	
		Legislators, Senior Officials and Managers	.28571	.24927	.782	-.3981	.9696	
<b>Clerks</b>		Unemployed	-.11028	.17643	.971	-.5943	.3737	
		Elementary Occupation	-.14470	.18727	.938	-.6584	.3690	
		Trade Workers	-.04589	.21912	1.000	-.6470	.5552	
		Legislators, Senior Officials and Managers	.23983	.21912	.809	-.3613	.8410	
		Unemployed	-.35010	.21272	.469	-.9337	.2335	

	<b>Legislators, Senior Officials and Managers</b>	Elementary Occupation	-.38452	.22179	.415	-.9930	.2239
		Trade Workers	-.28571	.24927	.782	-.9696	.3981
		Clerks	-.23983	.21912	.809	-.8410	.3613
*. The mean difference is significant at the 0.05 level.							

## Income

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) INC	(J) INC	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
<b>IBB</b>	<b>Up to \$250</b>	\$251 to \$500	-.07059	.18818	.996	-.5868	.4457
		\$501 to \$750	-.00135	.18586	1.000	-.5112	.5085
		\$751 to \$1000	.14680	.20995	.957	-.4292	.7228
		More than \$1000	.65634*	.19436	.007	.1231	1.1896
	<b>\$251 to \$500</b>	Up to \$250	.07059	.18818	.996	-.4457	.5868
		\$501 to \$750	.06924	.19748	.997	-.4725	.6110
		\$751 to \$1000	.21739	.22030	.861	-.3870	.8218
		More than \$1000	.72693*	.20550	.004	.1632	1.2907
	<b>\$501 to \$750</b>	Up to \$250	.00135	.18586	1.000	-.5085	.5112
		\$251 to \$500	-.06924	.19748	.997	-.6110	.4725
		\$751 to \$1000	.14815	.21833	.961	-.4508	.7471
		More than \$1000	.65769*	.20338	.012	.0997	1.2157
	<b>\$751 to \$1000</b>	Up to \$250	-.14680	.20995	.957	-.7228	.4292
		\$251 to \$500	-.21739	.22030	.861	-.8218	.3870
		\$501 to \$750	-.14815	.21833	.961	-.7471	.4508
		More than \$1000	.50954	.22561	.161	-.1094	1.1285
	<b>More than \$1000</b>	Up to \$250	-.65634*	.19436	.007	-1.1896	-.1231
		\$251 to \$500	-.72693*	.20550	.004	-1.2907	-.1632
		\$501 to \$750	-.65769*	.20338	.012	-1.2157	-.0997
		\$751 to \$1000	-.50954	.22561	.161	-1.1285	.1094
<b>CPN</b>	<b>Up to \$250</b>	\$251 to \$500	.04089	.17226	.999	-.4317	.5135
		\$501 to \$750	.11639	.17014	.960	-.3504	.5832
		\$751 to \$1000	.39754	.19219	.236	-.1297	.9248
		More than \$1000	.60211*	.17792	.007	.1140	1.0902
	<b>\$251 to \$500</b>	Up to \$250	-.04089	.17226	.999	-.5135	.4317
		\$501 to \$750	.07549	.18078	.994	-.4205	.5715

		\$751 to \$1000	.35665	.20167	.394	-.1966	.9099	
		More than \$1000	.56122*	.18812	.025	.0451	1.0773	
	<b>\$501 to \$750</b>	Up to \$250	-.11639	.17014	.960	-.5832	.3504	
		\$251 to \$500	-.07549	.18078	.994	-.5715	.4205	
		\$751 to \$1000	.28116	.19986	.624	-.2671	.8295	
		More than \$1000	.48573	.18618	.071	-.0250	.9965	
	<b>\$751 to \$1000</b>	Up to \$250	-.39754	.19219	.236	-.9248	.1297	
		\$251 to \$500	-.35665	.20167	.394	-.9099	.1966	
		\$501 to \$750	-.28116	.19986	.624	-.8295	.2671	
		More than \$1000	.20457	.20653	.860	-.3620	.7712	
	<b>More than \$1000</b>	Up to \$250	-.60211*	.17792	.007	-1.0902	-.1140	
		\$251 to \$500	-.56122*	.18812	.025	-1.0773	-.0451	
		\$501 to \$750	-.48573	.18618	.071	-.9965	.0250	
		\$751 to \$1000	-.20457	.20653	.860	-.7712	.3620	
	<b>DSC</b>	<b>Up to \$250</b>	\$251 to \$500	-.04927	.16514	.998	-.5023	.4038
			\$501 to \$750	.17023	.16311	.835	-.2772	.6177
\$751 to \$1000			.21371	.18425	.774	-.2918	.7192	
<b>\$251 to \$500</b>		More than \$1000	.47605*	.17057	.044	.0081	.9440	
		Up to \$250	.04927	.16514	.998	-.4038	.5023	
		\$501 to \$750	.21950	.17331	.712	-.2560	.6950	
		\$751 to \$1000	.26298	.19334	.654	-.2674	.7934	
<b>\$501 to \$750</b>		More than \$1000	.52532*	.18035	.031	.0306	1.0201	
		Up to \$250	-.17023	.16311	.835	-.6177	.2772	
		\$251 to \$500	-.21950	.17331	.712	-.6950	.2560	
		\$751 to \$1000	.04348	.19160	.999	-.4822	.5691	
<b>\$751 to \$1000</b>		More than \$1000	.30582	.17849	.427	-.1838	.7955	
		Up to \$250	-.21371	.18425	.774	-.7192	.2918	
		\$251 to \$500	-.26298	.19334	.654	-.7934	.2674	
		\$501 to \$750	-.04348	.19160	.999	-.5691	.4822	
<b>More than \$1000</b>		More than \$1000	.26234	.19799	.676	-.2808	.8055	
	Up to \$250	-.47605*	.17057	.044	-.9440	-.0081		
	\$251 to \$500	-.52532*	.18035	.031	-1.0201	-.0306		
	\$501 to \$750	-.30582	.17849	.427	-.7955	.1838		
<b>BGT</b>	<b>Up to \$250</b>	\$751 to \$1000	-.26234	.19799	.676	-.8055	.2808	
		\$251 to \$500	.34585	.17027	.253	-.1213	.8130	
		\$501 to \$750	.08590	.16817	.986	-.3755	.5473	
		\$751 to \$1000	.25402	.18996	.668	-.2671	.7752	

		More than \$1000	.45858	.17586	.071	-.0239	.9410	
	<b>\$251 to \$500</b>	Up to \$250	-.34585	.17027	.253	-.8130	.1213	
		\$501 to \$750	-.25995	.17869	.593	-.7502	.2303	
		\$751 to \$1000	-.09183	.19933	.991	-.6387	.4550	
		More than \$1000	.11274	.18594	.974	-.3974	.6229	
	<b>\$501 to \$750</b>	Up to \$250	-.08590	.16817	.986	-.5473	.3755	
		\$251 to \$500	.25995	.17869	.593	-.2303	.7502	
		\$751 to \$1000	.16812	.19755	.914	-.3738	.7101	
		More than \$1000	.37268	.18402	.256	-.1322	.8775	
	<b>\$751 to \$1000</b>	Up to \$250	-.25402	.18996	.668	-.7752	.2671	
		\$251 to \$500	.09183	.19933	.991	-.4550	.6387	
		\$501 to \$750	-.16812	.19755	.914	-.7101	.3738	
		More than \$1000	.20457	.20413	.854	-.3554	.7646	
	<b>More than \$1000</b>	Up to \$250	-.45858	.17586	.071	-.9410	.0239	
		\$251 to \$500	-.11274	.18594	.974	-.6229	.3974	
		\$501 to \$750	-.37268	.18402	.256	-.8775	.1322	
		\$751 to \$1000	-.20457	.20413	.854	-.7646	.3554	
<b>SWS</b>	<b>Up to \$250</b>	\$251 to \$500	-.32118	.18383	.407	-.8255	.1831	
		\$501 to \$750	-.07915	.18156	.992	-.5773	.4190	
		\$751 to \$1000	-.16465	.20509	.930	-.7273	.3980	
		More than \$1000	.45340	.18987	.121	-.0675	.9743	
	<b>\$251 to \$500</b>	Up to \$250	.32118	.18383	.407	-.1831	.8255	
		\$501 to \$750	.24203	.19292	.719	-.2872	.7713	
		\$751 to \$1000	.15652	.21521	.950	-.4339	.7469	
		More than \$1000	.77458*	.20075	.001	.2238	1.3253	
	<b>\$501 to \$750</b>	Up to \$250	.07915	.18156	.992	-.4190	.5773	
		\$251 to \$500	-.24203	.19292	.719	-.7713	.2872	
		\$751 to \$1000	-.08551	.21328	.995	-.6706	.4996	
		More than \$1000	.53255	.19868	.059	-.0125	1.0776	
	<b>\$751 to \$1000</b>	Up to \$250	.16465	.20509	.930	-.3980	.7273	
		\$251 to \$500	-.15652	.21521	.950	-.7469	.4339	
		\$501 to \$750	.08551	.21328	.995	-.4996	.6706	
		More than \$1000	.61805*	.22039	.042	.0134	1.2227	
	<b>More than \$1000</b>	Up to \$250	-.45340	.18987	.121	-.9743	.0675	
		\$251 to \$500	-	.77458*	.20075	.001	-1.3253	-.2238
		\$501 to \$750	-.53255	.19868	.059	-1.0776	.0125	
		\$751 to \$1000	-	.61805*	.22039	.042	-1.2227	-.0134
*. The mean difference is significant at the 0.05 level.								

## Appendix B: Survey Questionnaire



### Faculty of Business and Economics

### Department of Marketing Management

This survey is aimed to support the study for a thesis course at Eastern Mediterranean University, the outcome will contribute to the topic of “Sales Promotion Effect on Impulsive Buying” in Morocco. There ARE no correct or incorrect answers, we are interested in your opinion and behaviour when put in the scenarios below, it will not take more than five minutes. Keep in mind that your answers are **confidential** and you can **withdraw** your participation anytime.

*Ce questionnaire vise à contribuer dans l'étude d'un module de thèse à «Eastern Mediterranean University », les résultats vont soutenir au sujet suivant «L'effet de promotion des ventes sur les achats impulsif» au Maroc. Il n'y a pas de réponses correctes ou incorrectes, nous sommes intéressés par votre opinion et comportement lorsque mis dans les scénarios ci-dessous, cela prendra moins de cinq minutes. Gardez à l'esprit que vos réponses sont confidentiels et vous pouvez toujours retirer votre participation.*

يهدف هذا الاستفتاء إلى دعم دراسة أطروحة في جامعة شرق البحر الأبيض المتوسط ، لتحديد نتائج موضوع "تأثير ترويج المبيعات على الشراء المندفع " في المغرب. ليس هناك إجابات صحيحة أو غير صحيحة ، نحن مهتمون برأيك وسلوكك في السيناريوهات أدناه. لن يستغرق الأمر أكثر من خمس دقائق.

1 Strongly Disagree <i>Pas du tout d'accord</i> لا أوافق بشدة	2 Disagree <i>Plutôt pas d'accord</i> غير موافق	3 Neutral <i>Neutre</i> محايد	4 Agree <i>Plutôt d'accord</i> أوافق	5 Strongly Agree <i>Tout à fait d'accord</i> موافق بشدة
--	--	--	---	--

Part I: Impulsive Buying Behaviour  
*Partie I: Comportement d'achat impulsive*  
الجزء الأول: الشراء المندفِع

IBB1	I often buy things spontaneously. <i>J'achète souvent des choses spontanément.</i> غالبًا ما أشتري الأشياء تلقائيًا.	1	2	3	4	5
IBB2	"Just do it" describes the way I buy things. <i>"fais-le" décrit la façon dont j'achète des choses.</i> افعل ذلك "تصف كيف اتسوق.	1	2	3	4	5
IBB3	I often buy things without planning. <i>J'achète souvent des choses sans planifier.</i> غالبًا ما أشتري أشياء بدون تخطيط	1	2	3	4	5
IBB4	"I see it, I buy it" describes me. <i>«Je le vois, je l'achète» me décrit.</i> العبارة "أرى شيئًا، أشتريه" تصفني.	1	2	3	4	5
IBB5	"Buy now, think about it later" describes me. <i>"Achetez maintenant, pensez-y plus tard" me décrit.</i> العبارة "اشتر الآن، فكر لاحقًا" تصفني.	1	2	3	4	5
IBB6	Sometimes I feel like buying things on the spur-of-the-moment. <i>Parfois, j'ai envie d'acheter des choses sur le coup.</i> في بعض الأحيان أشعر برغبة في شراء أشياء في الحال.	1	2	3	4	5
IBB7	I buy things according to how I feel at that moment. <i>J'achète des choses selon ce que je ressens à ce moment-là.</i> أشتري أشياء حسب ما أشعر به في تلك اللحظة.	1	2	3	4	5
IBB8	I carefully plan most of my purchases. * <i>Je planifie soigneusement la plupart de mes achats. *</i> أخطط بعناية عند اقتناء معظم مشترياتي.*	1	2	3	4	5
IBB9	Sometimes I am a bit reckless about what I buy. <i>Parfois, je suis un peu inconscient de ce que j'achète.</i> أحيانًا أكون متهورًا قليلًا بشأن ما أشتريه.	1	2	3	4	5

Part II: Sales Promotion  
*Partie II: Promotion des ventes*  
الجزء الثاني: ترويج المبيعات

<b>Coupons</b> <i>Coupons</i> قسمة						
CPN1	I feel great when I find products that come with a coupon or a promotional code. <i>Je me sens bien quand je trouve des produits qui viennent avec un coupon ou un code promotionnel.</i> أشعر بالارتياح عندما أجد منتجات تأتي مع قسمة أو كود خصم.	1	2	3	4	5

CPN2	Products with linked a coupon or a promotional code are of good quality. <i>Les produits associés à un coupon ou à un code promotionnel sont de bonne qualité.</i> منتجات مع قسيمة أو كود خصم ذات جودة عالية.	1	2	3	4	5
CPN3	I would save money on choosing products with a coupon or a promotional code. <i>Je gagnerais de l'argent en choisissant des produits avec un coupon ou un code promotionnel.</i> سأوفر المال عن طريق اختيار منتجات مع قسيمة أو كود خصم.	1	2	3	4	5
CPN4	I would buy a product if it came with a coupon. <i>J'achèterais un produit s'il était accompagné d'un coupon ou d'un code promotionnel.</i> سأشتري منتجًا إذا كان مرفقًا بقسيمة شراء.	1	2	3	4	5
CPN5	I would try a new product for the first time if it comes with a coupon or a promotional code. <i>J'essaierais un nouveau produit pour la première fois s'il est accompagné d'un coupon ou d'un code promotionnel.</i> سأجرب منتجًا لأول مرة إذا جاء مع قسيمة أو كود خصم.	1	2	3	4	5
<b>Discount</b> <i>Remise</i> الخصم						
DSC1	Noticing a discount deal would make me feel happy. <i>Remarquer un accord de réduction me ferait plaisir.</i> إن ملاحظة خصم على منتج ما تشعرني بالسعادة.	1	2	3	4	5
DSC2	Products on discount are of decent quality. <i>Les produits en promotion sont de bonne qualité.</i> منتجات الخصم والتخفيض ذات جودة عالية.	1	2	3	4	5
DSC3	Products on discount are great value for money. <i>Les produits à prix réduits sont d'un excellent rapport qualité / prix.</i> منتجات الخصم و التخفيض لها جودة عالية مقابل قيمتها المادية.	1	2	3	4	5
DSC4	I would buy a product on discount. <i>J'achèterais un produit à prix réduit.</i> سأشتري منتج عليه تخفيض.	1	2	3	4	5
DSC5	I would try a new product if it was on discount. <i>J'essaierais un nouveau produit s'il était à prix réduit.</i> سأشتري منتج مختلفًا عن المعهود إذا كان على خصم.	1	2	3	4	5
<b>Buy-One-Get-One-Free</b> <i>Un acheté, un gratuit</i> اشتر واحدة واحصل على الأخرى مجانًا						
BGT1	When shopping, products with the tagline "buy one, get one free" attracts me. <i>Lors de mes achats, les produits avec le slogan «un acheté, un gratuit» m'attirent.</i> عند التسوق ، تجذبني المنتجات التي تحمل عبارة "اشتر واحدة واحصل على الأخرى مجانًا."	1	2	3	4	5
BGT2	Products of "buy one, get one free" offers are of good quality. <i>Les produits des offres «un acheté, un gratuit» sont de bonne qualité.</i>	1	2	3	4	5

	منتجات العروض "اشتر واحد واحصل على الأخرى مجاناً" ذات جودة جيدة.					
BGT4	I would buy a product with "buy one, get one free" offer. <i>J'achèterais un produit avec l'offre «un acheté, un gratuit».</i> سأشتري منتجاً مع عرض "اشتر واحد واحصل على الأخرى مجاناً."	1	2	3	4	5
BGT3	I would save money by getting an extra product when I find the offer. <i>Je gagnerais de l'argent en obtenant un produit supplémentaire lorsque je trouverai l'offre.</i> سأوفر المال عن طريق الحصول على منتج إضافي عندما أجد عرض "اشتر واحد واحصل على الأخرى مجاناً."	1	2	3	4	5
BGT5	I would buy a different brand of products if it offers extra quantity. <i>J'achèterais une marque de produits différente si elle offre une quantité supplémentaire.</i> سأشتري منتجاً مختلفاً عن المعهود إذا كان يوفر كمية إضافية.	1	2	3	4	5
<b>Sweepstake</b> <i>Tirage au sort</i> مسابقة السحب						
SWS1	When shopping, sweepstake linked products draw my attention. <i>Lors de vos achats, les produits liés au tirage au sort attirent mon attention.</i> خلال التسوق، تلفت المنتجات المرتبطة بمسابقة السحب انتباهي.	1	2	3	4	5
SWS2	The prize is worth compromising the quality of the product to put my name in a sweepstake. <i>Le prix vaut la peine de compromettre la qualité du produit pour participer dans un tirage au sort.</i> الجائزة تستحق المساومة على جودة المنتج للمشاركة في مسابقة السحب.	1	2	3	4	5
SWS3	It is worth buying a product if I have a chance of winning something more valuable. <i>Cela vaut la peine d'acheter un produit si j'ai une chance de gagner quelque chose de plus précieux.</i> من الجدير المشاركة في مسابقة السحب وشراء منتج إذا كان لدي فرصة للفوز بشيء أكثر قيمة.	1	2	3	4	5
SWS4	I would buy a product if it offers to enter a sweepstake. <i>J'achèterais un produit s'il propose de participer à un tirage au sort.</i> سأشتري منتجاً لدخول في مسابقة السحب.	1	2	3	4	5
SWS5	I would try a new product to enter a sweepstake. <i>J'essaierais un nouveau produit pour participer à un tirage au sort.</i> أود أن أشتري منتجاً مختلفاً عن المعهود لدخول مسابقة السحب.	1	2	3	4	5

### Part VI: Demographics

#### Partie VI: données démographiques

الجزء الرابع: البيانات الديموغرافية

DMG1	What is your gender? <i>Quel est votre sexe?</i> ما هو جنسك؟	Female <i>Femme</i> أنثى	Male <i>Homme</i> ذكر
------	--	--------------------------------	-----------------------------



<b>DMG2</b>	What age are you? <i>Quel âge avez-vous?</i> كم عمرك؟				
	18 - 25	26 - 35	36 - 45	46 - 55	>56

<b>DMG3</b>	What is your marital status? <i>Quel est votre situation maritale?</i> ما هو وضعك العائلي؟			
	Single <i>Célibataire</i> أعزب	Divorced <i>Divorcé</i> مطلق	In a Relationship <i>En couple</i> في العلاقة	Married <i>Marrié</i> متزوج

<b>DMG4</b>	What is your level of education? <i>Quel est votre niveau d'éducation?</i> ما هو مستوى تعليمك؟				
	Primary school <i>École primaire</i> مستوى ابتدائي	Middle school <i>Collège</i> مستوى المتوسط	High school <i>Baccalauréat</i> مستوى الثانوي	Undergraduate or diploma <i>License ou diplôme</i> البكالوريوس أو الدبلوم	Postgraduate <i>Master/Doctorat</i> دراسات عليا

<b>DMG5</b>	What is your occupation? <i>Quelle est votre occupation?</i> ما هي مهنتك؟				
	Unemployed <i>Sans emploi</i> عاطل عن العمل	Elementary Occupation <i>Professions élémentaires</i> وظيفة أولية	Trade Workers <i>Travailleurs du commerce</i> عمال التجارة	Clerks <i>Greffier</i> موظف	Legislators, Senior Officials and Managers <i>Législateurs, hauts fonctionnaires et gestionnaires</i> المشروعون/وكبار المسؤولين/المدرء

<b>DMG6</b>	What is your monthly income? <i>Quel votre revenu mensuel?</i> ما هو دخلك الشهري؟				
	<\$250	\$250 - \$500	\$500 - \$750	\$750 - \$1000	>\$1000

Thank you for taking the time to answer.

*Merci pour votre participation.*

شكرا لأخذ الوقت اللازم للرد.

Measurement

\* item is reversed-score