
**ASSESSMENT OF THE INFLUENCE OF MEMETIC MARKETING ON THE
SPENDING BEHAVIOR OF BUSINESS EDUCATION STUDENTS IN NAIROBI,
KENYA**

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Abstract

In the rapidly evolving digital landscape, memetic marketing has emerged as an innovative strategy to influence consumer behavior, particularly in e-commerce. This quantitative correlational study examines the effect of memetic marketing on the spending behavior of 240 business education students in Kenya during the 2024–2025 academic year. Participants from undergraduate programs in Accountancy, Management Accounting, and Customs Administration responded to validated researcher-made questionnaires. Statistical analysis revealed a significant correlation between exposure to memetic marketing on social media platforms, such as TikTok and Facebook, and changes in brand recognition, purchase intention, and actual spending behavior. Video-based memes were identified as the most effective format, leveraging humor, trendiness, and informativeness to enhance engagement and brand recall. The findings highlight the cost-effectiveness and engaging potential of memetic marketing, offering practical insights for e-commerce businesses and digital marketers. This study emphasizes memes as a creative tool to shape consumer attitudes and behaviors, particularly among younger demographics, providing a roadmap for optimizing marketing strategies in Kenya's dynamic digital marketplace.

Keywords: Marketing, Spending behavior, Memetic marketing, Quantitative, Correlational analysis.

Introduction

In today's rapidly evolving digital environment, capturing and maintaining the attention of consumers has become increasingly challenging. The rise of social media has transformed marketing, influencing how students and young adults make purchasing decisions and engage with brands (Torio & Ochieng, 2021). Digital marketing now serves as a strategic pathway for businesses to reach targeted audiences, with content tailored to capture interest and drive engagement. As companies compete for attention online, a novel marketing strategy has emerged: memetic marketing. The concept of the "meme" was first introduced by Richard Dawkins in 1976 in his book *The Selfish Gene*. Dawkins defined a meme as a unit of cultural information—such as an idea, behavior, or trend that spreads from person to person. While

initially derived from the Greek word *mimeme* (to imitate), the term “meme” has evolved to represent humorous or relatable content widely shared on social media platforms (Meer & Mwangi, 2020). Memes are now an integral part of digital communication, providing brands with opportunities to engage audiences through humor, relatability, and viral content.

In Kenya, social media usage among university students has grown exponentially, making memetic marketing a potentially influential factor in their spending behavior. Brands increasingly leverage memes to promote products, create community engagement, and foster brand loyalty. However, the effectiveness of such campaigns is contingent upon the relevance and timeliness of content, as trends change rapidly. Furthermore, the relationship between exposure to memetic marketing and actual purchasing behavior remains underexplored, particularly among Kenyan university students. This study seeks to assess the effect of memetic marketing on the spending behavior of business education students in Kenyan universities. Specifically, it investigates the relationship between exposure to memetic marketing campaigns, perceptions of the marketing content, and subsequent spending decisions. By understanding how memetic marketing influences consumer behavior in an e-commerce context, the findings aim to provide actionable insights for marketers seeking to optimize engagement and drive sales within the student demographic.

Review of Related Literature

2.1. Role of Memes in Marketing

The term “meme,” first coined by Richard Dawkins in 1976, refers to cultural units that transmit ideas, behaviors, and trends across social groups. In contemporary digital marketing, memes have evolved into a strategic tool for engaging audiences due to their humorous, relatable, and shareable nature. Meme marketing (MM) extends beyond simple entertainment, allowing brands to leverage internet culture to foster authenticity, promote viral messaging, and enhance brand visibility (Ngo, 2021). In Kenya, where social media platforms such as Facebook, Instagram, and TikTok are widely used by university students, memes present a powerful medium to connect with young consumers in a culturally relevant manner.

2.2. Meme Content and Consumer-Brand Connection

Effective meme content must be entertaining, interactive, and timely, aligning with trending topics to maximize engagement (Rathi & Jain, 2024). According to the uses and gratification theory, memes serve as instruments for self-expression, social connection, and information sharing, enabling students to engage with brands in a meaningful way. In the Kenyan student context, memes function as a bridge between brands and consumers by creating emotional resonance through humor and relatability, strengthening consumer-brand relationships and enhancing loyalty.

2.3. Meme Marketing and Consumer Engagement

Meme marketing has emerged as a cost-effective and dynamic form of social media advertising that fosters higher levels of consumer engagement (Pandey, 2024). By integrating humor, creativity, and cultural relevance, memes enable brands to increase recognition and create memorable experiences that resonate with university students. In Kenya, where students are

active on multiple digital platforms, meme-based campaigns can efficiently capture attention and stimulate interactive engagement with products and services.

2.4. Multimedia and Meme-Based Marketing Strategies

Successful memetic marketing campaigns often incorporate multimedia approaches, such as short videos, interactive social media posts, and collaborations with mainstream media (Bowo et al., 2024). However, the viral and user-generated nature of memes presents challenges in message control, as consumers frequently create and share content independently. For Kenyan marketers targeting students, this duality underscores the need to balance creativity with brand messaging oversight.

2.5. Meme Sharing and Social Media Behavior

Social media platforms are central to meme dissemination and engagement. Marketers leverage memes to boost online visibility and encourage sharing among students, thereby expanding brand reach organically (Lee et al., 2019). In the Kenyan context, students are particularly drawn to the hedonic and entertainment value of memes, rather than solely to product information. Memes combining humor with trending topics prove more effective in capturing student attention and influencing online interactions than traditional advertising content.

2.6. Customer Engagement in E-Commerce

E-commerce platforms provide a space for interactive brand-consumer relationships, where engagement is closely linked to loyalty and purchasing behavior (Bañares et al., 2022). For Kenyan university students, strong emotional connections with brands, cultivated through engaging memetic content, can enhance both online engagement and spending. Understanding student perceptions of memes and their likelihood to translate engagement into purchases is essential for effective e-commerce strategies targeting this demographic.

2.7. Family and Social Influences on Student Spending

Student spending behavior is influenced by familial, social, and demographic factors. Studies show that younger individuals prioritize online shopping, social activities, and entertainment, with peer influence and parental income significantly affecting spending patterns (Kumar et al., 2022; Bona, 2018). In Kenya, family background and peer networks continue to shape financial attitudes among business education students, emphasizing the interplay between social context and responsiveness to digital marketing strategies such as memes.

Methodology

This study employed a quantitative research approach using a correlational research design to assess the effect of memetic marketing on the spending behavior of business education students at Mabalacat City College (MCC). Correlational analysis was used to determine the strength and direction of relationships between exposure to memetic marketing and consumer spending patterns, allowing the researchers to identify the impact and influence of the variables on one another (Gell, 2023). The study focused on students from first to fourth year across the Bachelor of Science in Accountancy (BSA), Bachelor of Science in Management Accounting (BSMA), and Bachelor of Science in Customs Administration (BSCA) programs, with a total

population of 240 students. Simple random sampling was applied to select respondents, ensuring representativeness across the programs.

Data were collected through a researcher-designed questionnaire, validated via a pilot test to ensure clarity, reliability, and accuracy in measuring the intended variables. The reliability test using Cronbach's alpha yielded a score of 0.946 for the awareness scale, indicating excellent internal consistency. Questionnaires were distributed both online and in printed format after obtaining approval from MCC and informed consent from participants, with confidentiality strictly maintained. The instrument captured data on students' exposure to memetic marketing, perceptions of memes, and related spending behaviors in e-commerce.

The collected data were systematically processed and analyzed using Microsoft Excel. Descriptive statistics such as frequency, percentage, and weighted mean were computed to summarize responses, while inferential analyses, including Pearson correlation coefficient and Analysis of Variance (ANOVA), assessed the relationships and differences among variables (Turney, 2022; Thomas, 2023; Hassan, 2024). Post-hoc comparisons were conducted using Tukey's Honest Significant Difference (HSD) test to determine specific group differences. Ethical considerations were rigorously followed, including voluntary participation, confidentiality of personal information, and compliance with relevant data protection and cybercrime legislation, ensuring the safety and welfare of all respondents.

Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis of the collected data, the application of statistical techniques, and the interpretation of results to derive conclusions from the study.

1. How may the respondents' personal characteristics be described in terms of:

1.1. Year Level

1.2. Sex

1.3. Student Status

1.4. Monthly Allowance/Income

Table 2.1. Demographic Profile of Students in terms of year level

Year Level	f	%
1 st Year	54	22.50
2 nd Year	26	10.83
3 rd Year	49	20.42
4 th Year	111	46.25
Total	240	100.00

The respondent's year level distribution is presented in Table 2.1. As shown, the majority of respondents are from the 4th year level, constituting 46.25% of the total sample (111 respondents). 3rd-year students make up 20.42% (49 respondents), while 1st-year students are 22.50% (54 respondents). The smallest group is 2nd-year students, representing 10.83% (26 respondents). This distribution indicates that a significant portion of the respondents are senior students.

Table 2.2. Demographic Profile of Students in terms of Sex

Sex	f	%
Male	76	31.67
Female	164	68.33
Total	240	100.00

The sex distribution composed of 240 respondents is presented in Table 2.2. As shown, females make up a significant majority (68.33%, or 164 respondents) compared to males, who account for a smaller proportion (31.67%, or 76 respondents).

Table 2.3. Demographic Profile of Students in terms of Student Status

Student Status	f	%
Full-time Student	217	90.42
Working Student	23	9.58
Total	240	100.00

The student's status is presented in Table 2.3. As shown, the majority of participants, 90.42% (217 respondents), are full-time students, while 9.58% (23 respondents) are students who also work. This indicates that most of the respondents probably focus more on their academic responsibilities without the need to manage work commitments, while a smaller portion balances both work and study.

Table 2.4. Demographic Profile of Students in terms of Monthly Income/Allowance

Monthly Allowance/Income	f	%
Less than 3,000	148	61.67
3,000– 6,000	71	29.58
6,000– 9,000	9	3.75
9,000– 12,000	4	1.67
12,000– 15,000	1	0.42
More than 15,000	7	2.92
Total	240	100.00

The respondents' monthly allowance/income is presented in Table 2.4. As shown, the majority of students (61.67%) have a monthly income/allowance of less than 3,000, while 29.58% earn between 3,000 and 6,000. A small percentage earn higher amounts, with only 2.92% receiving more than 15,000. This distribution suggests that most students have relatively low incomes, which could influence their spending habits and involvement in memetic marketing or e-commerce activities.

2. How are students exposed to memetic marketing content on social media in terms of:
 - 2.1. Social media platform
 - 2.2. Type of memes
 - 2.3. Time spent

*Table 3.1. Exposure to Memetic Marketing in terms of Social**Media Platform*

Social Media Platform	f	Rank
Facebook	196	2
TikTok	199	1
YouTube	54	4
Instagram	73	3
Others: X(Twitter)	3	5

Table 3.1 presents respondents' exposure to memetic marketing across social media platforms. TikTok ranked highest, with 199 respondents (82.92%) citing it as their primary platform for encountering memetic marketing. Its short-form videos and high engagement among younger audiences create an ideal environment for rapid meme dissemination. Facebook followed closely with 196 respondents (81.67%), owing to its diverse user base and support for multi-format content like text, images, and videos.

Instagram ranked third, with 73 respondents (30.42%). While memes are frequently shared, its algorithm favors curated and branded content over viral trends. YouTube came fourth, with 54 respondents (22.5%), as its longer content format often slows meme circulation. X (formerly Twitter) ranked lowest, with only 3 respondents (1.25%), likely because memes thrive more in visual formats like videos and images, which dominate other platforms.

These findings highlight the dominance of platforms like TikTok, Facebook, and Instagram in shaping memetic marketing and influencing business strategies. Smith & Zook (2019) noted that the evolving social media landscape presents both challenges and opportunities requiring adaptation. Schellewald (2021) emphasized TikTok's role as a creative hub for short-lived, dynamic content, further illustrating the shift toward visually driven communication. Businesses must adapt to these trends to effectively engage audiences.

Table 3.2. Exposure to Memetic Marketing in terms of Type or Format of Memetic Marketing Content

	f	Rank	Type or Format
Image	167	2	216
Text	62	3	
Video		1	
GIF	29	4	

Table 3.2 categorizes the formats of memetic marketing content. Video formats ranked highest, with 216 respondents (90%) identifying them as the primary type encountered. Videos are engaging, shareable, and effective at conveying humor or ideas quickly, aligning with Bowo et al. (2024), who found videos and animations provide immersive experiences, making them ideal for marketing. Image-based content ranked second, with 167 respondents (69.58%). The simplicity and quick impact of image-based memes make them widely popular across platforms like Facebook and Instagram.

Text-based content ranked third, with 62 respondents (25.83%), likely due to its lack of engaging visuals, as noted by Bowo et al. Lastly, GIFs were the least encountered, with 29 respondents (12.08%). While dynamic and expressive, GIFs may be less commonly used in memetic marketing due to their limited ability to convey complex narratives. The study emphasizes the importance of selecting formats that align with the marketing message and audience, with videos standing out as the most effective medium due to their compelling storytelling and shareability.

Table 3.3. Exposure to Memetic Marketing in terms of Frequency of Encounter with Memetic Marketing Content

Frequency of Encounter	f	%
Always (Almost Daily)	123	51.25
Often (3-5 times a week)	77	32.08
Sometimes (1-2 times a week)	39	16.25
Never	1	0.42
Total	240	100.00

Table 3.3 shows the frequency of encounters with memetic marketing content. Over half (51.25%, 123 respondents) reported encountering such content almost daily, likely due to widespread social media use on platforms like TikTok, Facebook, and Instagram, which are hotspots for viral content. Another 32.08% (77 respondents) encountered it often (3–5 times a week), reflecting regular engagement with social media for news, entertainment, or interaction.

Meanwhile, 16.25% (39 respondents) encountered memetic marketing sometimes (1–2 times a week), possibly due to less frequent social media use or different content preferences. Only one respondent (0.42%) reported never encountering such content.

These findings highlight the prevalence of memetic marketing, with most respondents exposed to it frequently. Malodia et al. (2022) found that 75% of users aged 13–36 regularly share memes, with 30% doing so daily, emphasizing memes' importance in modern communication. Sagin (2020) also noted that 84% of millennials, despite avoiding traditional ads, are influenced by user-generated content, particularly memes on company websites. These insights underline the significant role memetic marketing plays in shaping consumer behavior.

3. How do students perceive memetic marketing content in terms of:
 - 3.1. Entertainment Value
 - 3.2. Informativeness
 - 3.3. Trendiness

Table 4. Perception about Memetic Marketing.

Perception about Memetic Marketing	Standard Mean Deviation		Interpretation
Q1. I find memetic marketing contents funny and enjoyable.	0.620	3.37	Strongly Agree
Q2. Memetic marketing contents provide useful information about the advertised goods.	0.593	3.00	Agree
Q3. The use of memetic marketing is trendy and up to date.	0.570	3.46	Strongly Agree
Grand Mean:		3.28	Strongly Agree

Table 4 shows the perception about memetic marketing. The findings indicate that respondents have a favorable view of memetic marketing, strongly agreeing that it is both humorous and enjoyable (mean = 3.37) as well as trendy (mean = 3.46). Although they also perceive it as somewhat informative (mean = 3.00), this aspect is less stressed when compared to its entertainment value and contemporary relevance. The low standard deviations across all measures point to minimal differences in respondents' opinions. Overall, the grand mean of 3.28 signifies a strong overall agreement, highlighting that memetic marketing is engaging, current, and somewhat informative.

These results align with Rahthi & Jain (2023) assertion that meme content must be entertaining, interactive, and relevant to current trends. This connection supports the user and fulfillment theory, which emphasize that internet memes act as tools for self-expression, social bonding, entertainment, and information-sharing, ultimately boosting engagement Rathi & Jain (2023).

4. What are the spending behavior of business education students?

Table 5. Spending Behavior

Spending Behavior	Standard Deviation	Mean	Interpretation
Q1. When I see an ad, it influences my interest in trying new products.	0.645	3.22	Agree
Q2. I often buy products after seeing them advertised online.	0.801	2.71	Agree
Q3. I often buy products from brands that I follow on social media.	0.756	3.07	Agree
Q4. I have made purchases based on my perception of a brand's reputation.	0.660	3.26	Strongly Agree
Q5. I frequently make impulse purchases when I find the product appealing.	.837	2.88	Agree
Grand Mean:		3.03	Agree

Table 5 highlights the influence of advertising on consumer behavior, showing that advertisements strongly impact interest in trying new products, with a mean score of 3.22. However, a lower mean score of 2.71 indicates that while ads influence buying choices, they don't always lead to immediate purchases. This aligns with Sindhuja et al. (2023), who emphasized the need for evolving marketing strategies in response to shifting consumer behavior and the digital landscape. Their study revealed how social media marketing can influence purchasing decisions and generate new desires through targeted ads. Respondents agreed that following brands on social media increases purchase likelihood, as shown by a mean score of 3.07, highlighting the effectiveness of social media marketing. Sindhuja et al. (2023) also noted that consumers use social media to validate purchases and gather information, emphasizing its role in consumer decision-making. A strong mean score of 3.26 underscores the importance of brand reputation in purchase decisions, emphasizing the need for a positive brand image.

Additionally, a mean score of 2.88 reflects the role of appealing product visuals in driving impulse purchases, showing how emotional and visual aspects influence advertising effectiveness.

The overall grand mean of 3.03 indicates general agreement on the positive effects of advertising and brand reputation on buying behavior, offering valuable insights for marketers seeking to connect with today's consumers in the digital age.

5. How does memetic marketing affect the spending behavior of students in terms of:
 - 5.1. Brand Recognition and Perception
 - 5.2. Purchase Intention
 - 5.3. Actual Purchasing Behavior

Table 6.1. Effect of Memetic Marketing in the Spending Behavior of Students in terms of Brand Recognition and Perception

Brand Recognition and Perception	Standard Deviation	Mean	Interpretation
Q1. Memetic marketing contents help me recognize a brand.	0.592	3.23	Agree
Q2. Meme-based ads improve my overall perception of a brand.	0.668	2.96	Agree
Q3. Trendy meme-based ads help me remember a brand.	0.638	3.31	Strongly Agree
Q4. Humorous meme-based ad enhances my interest in a brand's products or services.	0.671	3.13	Agree
Q5. The information in a meme-based ad helps me understand the features and benefits of a product.	0.661	3.08	Agree
Grand Mean:		3.14	Agree

Table 6.1 presents the effects of memetic marketing on brand recognition and perception. The grand mean of 3.14 indicates that many of the respondents think memetic marketing can help boost both brand recognition and perception. As shown, "Trendy meme-based ads help me remember a brand" has the highest mean (3.31), indicating that trendy memes are the most effective in aiding brand recall. This suggests that brand memorability is highly influenced using trendy, meme-based content. This observation aligns well with the research by Latif & Suryani (2024), who point out that internet memes characterized by humor and creativity significantly shape consumer perceptions. The engaging nature of memes taps into the emotional and social elements of consumer behavior, reinforcing their effectiveness as a tool for enhancing brand recognition. In comparison, "Meme-based ads improve my overall perception of a brand" has a lower mean (2.96), though still indicating agreement. These studies suggest that, although the immediate impact of memes on brand perception may vary, their capacity to generate positive associations and engagement cannot be overlooked.

Table 6.2. Effect of Memetic Marketing in the Spending Behavior of Students in terms of Purchase Intention

Purchase Intention	Standard Deviation	Mean	Interpretation
Q1. Memetic marketing contents increase my interest in purchasing products or services.	0.678	2.87	Agree
Q2. I feel encouraged to buy products that are advertised using memes.	0.724	2.93	Agree
Q3. Popular meme-based ads make me consider buying the advertised product.	0.700	2.90	Agree

Q4. Funny or relatable meme-based ads make me think about buying the advertised product.	0.711	2.87	Agree
Q5. The information provided in a memebased ad helps me decide whether to purchase the product or not.	0.699	2.93	Agree
Grand Mean:		2.90	Agree

Table 6.2 highlights the influence of memetic marketing on purchase intentions, showing general agreement among respondents. The statement, "Memetic marketing contents increase my interest in purchasing products or services," received a mean score of 2.87, indicating its motivational impact. Similarly, the statement, "I feel encouraged to buy products advertised using memes," had a mean score of 2.93, emphasizing memes' role in fostering serious consideration of purchases. Ads using popular memes also prompted purchase thoughts, reflected in a mean score of 2.90. Humor and relatability in meme ads further drove consumer interest, with a mean score of 2.87, while the informative nature of memebased ads aided purchase decisions, as shown by the 2.93 mean score. Collectively, these findings yield a grand mean of 2.90, confirming a positive influence of memetic marketing on purchase intentions. These results align with Rathi & Jain (2023), who found a positive relationship between meme marketing and customer purchase intentions, highlighting consumer involvement as a partial mediator.

Table 6.3. Effect of Memetic Marketing in the Spending Behavior of Students in terms of Actual Purchasing Behavior

Actual Purchasing Behavior	Standard Deviation	Mean	Interpretation
Q1. I have purchased a product after seeing it in meme marketing content.	0.847	2.71	Agree
Q2. I have bought a product because I find the meme-based ad highly entertaining.	0.809	2.65	Agree
Q3. I have bought a product because the meme-based ad provided useful information about the advertised product.	0.794	2.85	Agree
Q4. I have purchased a product promoted through popular meme culture.	0.809	2.77	Agree
Q5. I have bought products or services marketed using memes by brands I follow.	0.771	2.85	Agree
Grand Mean:		2.77	Agree

Table 6.3 presents data on how meme marketing influences actual buying behavior. The statement about purchasing products after seeing meme content received a mean score of 2.71, indicating its impact on buying decisions. The entertaining nature of meme-based ads scored a mean of 2.65, while the usefulness of information in such ads received a higher mean of 2.85, suggesting that informative content enhances buying behavior. Cultural connections in meme marketing were also influential, reflected in a mean score of 2.77. Respondents agreed that they are more likely to buy from brands they follow through meme marketing, with a mean score of 2.85. Overall, the grand mean of 2.77 highlights general agreement that meme marketing effectively engages consumers and drives sales through entertainment and information. These findings align with Pandey (2024), who emphasized that meme marketing leverages relatable, funny, and shareable content to boost consumer engagement. Key factors

for success include humor, creativity, brand memory, and recognition, supporting the effectiveness of meme marketing in connecting with audiences, influencing purchasing behavior, and fostering brand loyalty.

6. Is there a significant relationship between the students' perception about memetic marketing and their spending behavior?

Table 7. Significant Relationship between Perception about Memetic Marketing and Spending Behavior

Pearson Correlation	Perception about Memetic Marketing			
	I find memetic marketing funny and enjoyable.	Memetic contents provide useful information about the advertised goods.	marketing contents provide useful information about the advertised goods.	The use of memetic marketing is trendy and up to date.
When I see an ad, it influences my interest in trying new products.	0.331		0.350	0.498
I often buy products after seeing them advertised online.	0.222		0.370	0.162
I often buy products from brands that I follow on social media.	0.370		0.280	0.250
I have made purchases based on my perception of a brand's reputation.	0.310		0.193	0.274
I frequently make impulse purchases when I find the product appealing.	0.279		0.304	0.196

The Pearson correlation coefficient (r) was computed to evaluate the relationship between the perception of memetic marketing and spending behavior. The coefficient, as per

Cohen's guidelines (1988), measures the strength and direction of the relationship, which can be either positive or negative. A positive correlation indicates that as one variable increases, the other also increases, while a negative correlation suggests that as one variable increases, the other decreases. In this study, r examined how perceptions of memetic marketing (e.g., trendiness, humor, usefulness) influence consumer spending behaviors like product interest, online purchases, social media-driven purchases, and impulse buying.

Results showed small to medium positive correlations between perceptions of memetic marketing and spending behaviors. The strongest correlation (0.498) indicated a medium to large link between trendy memetic content and interest in trying new products. Other correlations included humor/enjoyment with social media purchases (0.370) and usefulness with impulse buying (0.304). These findings suggest memetic marketing can drive impulsive purchases and social media-based brand loyalty.

Supporting studies include Rathi & Jain (2023), who found meme marketing boosts consumer engagement, and Patel (2024), who reported that promotional memes influence decision-making. Kala & Pawar (2022) highlighted humor's role in attracting consumers, while Meer et al. (2022) linked meme-based approaches to increased brand revenue. Collectively, these studies confirm memetic marketing's impact on consumer engagement and spending, particularly when perceived as entertaining or trendy.

7. Is there a significant difference between the demographic profile of business education students and their spending behavior?

H₀. There is no significant difference between the demographic profile and the perceived spending behavior of business education students.

Table 8.1.1. Significant Difference of Respondents' Perceived Spending Behavior according to their Year Level

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	7.746	3	2.582	6.656	0.000	Reject H ₀
Within Groups	91.550	236	0.388			
Total	99.296	239				

Since the significance value of 0.000 is less than 0.05 the null hypothesis is rejected which means that there is a significant difference in the perceived spending behavior across different year levels.

Table 8.1.2. Tukey HSD Post Hoc Comparisons of Spending Behavior by Year Level

Year Level		Mean Difference	p-value	Remarks
1 st Year	2 nd Year	- 0.255	0.318	have no significant difference
	3 rd Year	- 0.401	0.007	have a significant difference
	4 th Year	0.040	0.981	have no significant difference
2 nd Year	1 st Year	0.255	0.318	have no significant difference
	3 rd Year	- 0.146	0.769	have no significant difference
	4 th Year	0.295	0.135	have no significant difference
3 rd Year	1 st Year	0.401	0.007	have a significant difference
	2 nd Year	0.146	0.769	have no significant difference
	4 th Year	0.441	0.000	have a significant difference
4 th Year	1 st Year	- 0.040	0.981	have no significant difference
	2 nd Year	- 0.295	0.135	have no significant difference
	3 rd Year	- 0.441	0.000	have a significant difference

The Tukey Honest Significant Difference (HSD) test further explores where these differences lie, showing that the most significant differences are between the 1st and 3rd years, and the 3rd and 4th years. This indicates that as students' progress through their academic years, their perception of spending behavior changes notably, particularly during their transition between the early and later years. However, there is no significant difference in perceptions between the 1st, 2nd, and 4th years, suggesting that students in these groups have more similar views on spending behavior. This contradicts the findings of Abawag et al (2019) where 1st year students are found to spend less compared to the higher years.

Table 8.2. Significant Difference of Respondents' Perceived Spending Behavior according to their Sex

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	0.012	1	0.012	0.028	0.866	Accept H _o
Within Groups	99.284	238	0.417			
Total	99.296	239				

Since the significance value of 0.866 is greater than 0.05 the null hypothesis is accepted which means that there is no significant differences in the perception of spending behavior across different sex. This finding suggests that gender does not play a major role in shaping students' perceptions of their spending habits, and both sexes tend to view their financial behaviors in a similar way. This is parallel to the study of Basalma (2024) where their findings revealed there is not a significant association between gender and purchasing behavior among college students.

Table 8.3. Significant Difference of Respondents' Perceived Spending Behavior according to their Student Status

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	1.777	1	1.777	4.337	0.038	Reject H _o
Within Groups	97.519	238	0.410			
Total	99.296	239				

Since the significance value of 0.038 is less than 0.05 the null hypothesis is rejected which means that there is a significant difference in the perception of spending behavior across different student status. This could be attributed to different experiences and pressures faced by full-time versus working students, such as academic schedules, financial stability, or other factors influencing their spending habits. The findings suggest that student status plays a meaningful role in shaping how students perceive and manage their spending. According to Wage et al. (2024), students often work part-time to cover additional educational expenses, displaying prudence in managing their finances and adhering to their budgets. Additionally, working students demonstrate financial knowledge and exhibit self-regulation in their financial decisions and behaviors.

Table 8.4. Significant Difference of Respondents' Perceived

Spending Behavior according to their Monthly Allowance/Income

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups		5		4.163	0.001	Reject H _o
Within Groups	91.185	234	0.390			
Total	99.296	239				

8.111 1.622

Since the significance value of 0.001 is less than 0.05 the null hypothesis is rejected which means that there is a significant difference in the spending behavior across different monthly allowance/income. Students with varying amounts of monthly financial support tend to perceive their spending behavior differently, likely influenced by their financial flexibility and available resources. This is parallel to the findings of Basalma (2024) where they concluded that there is not a significant relationship between monthly income and purchasing behavior among college students.

Discussion

In this chapter, the researchers present the summary of findings from the data collected, the conclusions taken from it, and the recommendations assessed from the findings and conclusions.

8.1. Summary of Findings 8.2. The demographic profile of Business Education students

The personal characteristics of the respondents shows that the majority consists of fourth-year students, followed by first-year, third-year students, and the smallest group is second-year students. Similarly, majority of the respondents consists of females rather than males. Most of the participants are full-time students, while a smaller portion are working students. Moreover, regarding income/allowance, the majority receive less than three thousand monthly, followed by between three to six thousand, and a small portion earn more than fifteen thousand monthly. 8.3. Exposure to Memetic Marketing in terms of:

8.3.1. Social Media Platform

The findings indicate that TikTok is the most popular social media platform for exposure to memetic marketing, with a significant majority of respondents indicating they encounter memetic marketing on the platform. Following TikTok, Facebook and Instagram are also common platforms where users frequently come across memetic marketing content.

8.3.2. Type or Format of Memetic Marketing Content

The findings reveal that video-based content emerges as the most widely encountered format among the type or format of memetic marketing content. This is followed by image, text, and GIF-based content, which are also commonly encountered by users, though to a lesser extent than videos.

8.3.3. Frequency of Encounter with Memetic Marketing Content

The findings indicate that a majority of respondents encounter memetic marketing almost daily. Others report encountering it several times a week, with only a small portion indicating they rarely or never come across it.

8.4. Students' Perception about Memetic Marketing

The findings show that respondents perceive memetic marketing as humorous, enjoyable, and trendy. They also view it as somewhat informative, though this aspect is generally less valued compared to its entertainment and contemporary appeal. Overall, there is a strong level of agreement among respondents, suggesting that memetic marketing is engaging, relevant, and has a modest informative component.

8.5. Students' perceived Spending Behavior

The findings reveal that advertisements significantly enhance consumer interest in trying new products, though they may not always lead to immediate purchases. Following brands on social media increases purchase intent, underscoring social media's role in effective marketing. Brand reputation also affects buying decisions. Additionally, visually attractive products can stimulate impulse purchases, demonstrating the power of emotional and visual appeal in advertising.

8.6. Effect of Memetic Marketing in the Spending Behavior of Students in terms of

8.6.1. Brand Recognition and Perception

The findings indicate that memetic marketing content generally supports brand recognition and perception, with overall agreement among respondents. The statement "Trendy meme-based ads help me remember a brand" received the highest level of agreement, highlighting the effectiveness of trendy memes in enhancing brand recall. This supports the notion that brand memorability is positively influenced by meme-based content. In contrast, the item "Meme-based ads improve my overall perception of a brand" received a lower mean but still indicated agreement. This suggests that memetic marketing may have a more immediate impact on brand recognition than on brand perception.

8.6.2. Purchase Intention

The study shows that memetic marketing positively influences students' purchase intentions, with respondents generally agreeing with statements such as "I feel encouraged to buy products advertised using memes" and "The information in a meme-based ad helps me decide whether to purchase the product." Both of these items received high levels of agreement. Additionally, items like "Memetic marketing content increases my interest in purchasing products" and "Funny or relatable meme-based ads make me think about buying the advertised product" received slightly lower but still positive responses, emphasizing the role of humor and relatability in capturing interest. These findings suggest that meme-based marketing effectively engages students and encourages consideration of advertised products.

8.6.3. Actual Purchasing Behavior

The study reveals that meme-based marketing significantly influences students' purchasing behavior, with respondents generally agreeing that it impacts their purchasing decisions. Statements such as "I have bought a product because the meme-based ad provided useful information" and "I bought a products or services marketed using memes by brands that I follow" received strong levels of agreement, highlighting the importance of information and engagement in influencing behavior. Cultural relevance also played a significant role, as respondents indicated buying products promoted through meme culture and from brands they follow. These findings emphasize how meme marketing engages students by combining entertainment, cultural relevance, and useful information to influence purchasing behavior.

8.7. Significant Relationship between Perception about Memetic Marketing and Spending Behavior

The results indicate small to medium positive correlations between perceptions of memetic marketing and consumer spending behavior. The strongest relationship shows that consumers are more likely to consider new products when they find meme-based content trendy and current. Additionally, moderate correlations suggest that humorous and enjoyable memetic marketing can encourage purchases from brands followed on social media, while informative meme content also supports impulse buying. Overall, the results imply that memetic marketing positively influences consumer spending behaviors, especially when perceived as entertaining or trendy.

8.8. Significant Difference of Respondents' Perceived Spending Behavior according to:

8.8.1. Year Level

The results reveal significant differences in spending behavior across student year levels, with the most notable differences found between first and third year and between third and fourth year. However, there are no significant differences in spending behavior among first, second, and fourth-year students.

8.8.2. According to their Sex

The results reveal a significance value that leads to the acceptance of the null hypothesis, which indicates no significant differences in spending behavior between male and female students.

8.8.3. According to their Status

The significance value indicates a significant difference in spending behavior based on student status, leading to the rejection of the null hypothesis. The findings show a clear distinction between full-time and working students, which may stem from their differing experiences and pressures, such as academic schedules and financial stability.

8.8.4. According to their Monthly Allowance/Income

The analysis reveals a significance value leading to the rejection of the null hypothesis. This indicates significant differences in spending behavior based on monthly allowance or income levels.

Conclusion

The findings revealed that most of the respondents are fourth-year students, primarily female, and full time-students. They typically have a limited monthly income, with most receiving less than three thousand pesos. These demographic insights provide context for understanding their perspectives and behaviors in the study, as their year level, gender, student status, and financial background may influence their responses and engagement with meme-based advertisements in e-commerce.

The findings revealed that TikTok is the primary platform where respondents encounter memetic marketing, with video being the most commonly encountered format. The data further indicates that most respondents experience memetic marketing frequently, with a significant number encountering it almost daily. This can be attributed to TikTok's popularity and its algorithm, which prioritizes engaging, viral content, resulting in a continuous stream of memes. Additionally, the short, easily digestible nature of video content aligns with respondents' preferences for quick and entertaining material, increasing the likelihood of frequent exposure to memetic marketing. The high frequency of encounters can also be linked to the respondents' regular engagement with social media for news, entertainment, and interaction, making it common for them to come across memetic content during their online activities.

The results of the study have shown that respondents view memetic marketing as engaging, humorous, and popular, with a strong level of agreement reflecting its appeal. While they deem it somewhat important, its entertainment value and trendiness are prioritized, demonstrating the significant role of humor and relevance in the effectiveness of memetic marketing. This may be attributed to the nature of memetic content, which often relies on humor and current trends to capture attention quickly. Memes are designed to be relatable and easily shareable, leveraging popular culture and humor to engage users. As a result, respondents may associate the effectiveness of memetic marketing with its ability to entertain and remain relevant, rather than with its informational content. This aligns with the fast-paced,

visually- driven nature of social media, where users are drawn to content that is fun, trendy, and resonates with their immediate interests.

The findings highlight the important role of well-crafted advertising strategies and an active social media presence in shaping consumer behavior. Advertisements not only stimulate consumer interest in new products but, when combined with brand engagement on social media, can strengthen the intention to purchase. The study also points to the importance of visual and emotional appeal in driving impulse buys, particularly through eye-catching product designs. Together, these insights emphasize that marketers who use strategic, visually engaging, and reputation-aware advertising approaches are more likely to succeed in boosting consumer engagement and driving online spending.

The findings conclude that meme-based marketing is a highly effective strategy for engaging students, enhancing brand recognition, and influencing purchasing behavior. By leveraging humor, relatability, and cultural relevance, memebased ads successfully resonate with younger audiences, making them an effective tool for both increasing brand recall and driving purchase decisions. While meme marketing strongly impacts recognition and purchase intentions, its effect on brand perception is less evident. Nonetheless, brands can benefit from incorporating memes into their marketing strategies to boost engagement and sales. Overall, it is important to investigate how different types of memes impact brand loyalty, perception, and long-term consumer behavior across various demographic groups.

The study demonstrates that memetic marketing has a positive impact on consumer spending behavior. The strongest influence arises when meme-based content is perceived as trendy, encouraging consumers to explore new products. Additionally, humorous and enjoyable memes strengthen brand engagement, while informative meme content can drive impulse purchases. These findings highlight the effectiveness of memetic marketing in shaping consumer decisions, particularly when it is engaging, entertaining, and timely.

The findings indicate that students' perceived spending behavior vary significantly based on year level, with notable differences appearing between early and later academic years, particularly from first to third year and from third to fourth year. This suggests a shift in spending behavior as students' progress academically, potentially due to increasing financial responsibilities or maturity. However, there is no significant difference in spending behavior among first, second, and fourth-year students, implying shared views on spending within these groups. In terms of gender, there is no significant difference between male and female students' perceived spending habits, indicating that both sexes share similar financial behaviors and views on spending. Conversely, differences based on student status—working versus nonworking—show a substantial impact on spending behavior, likely reflecting varied academic demands and financial pressures. Finally, students' monthly allowance or income significantly influences their spending behavior perceptions, as those with higher financial resources have different spending views compared to those with limited support. This suggests that financial flexibility significantly shapes spending behavior.

Recommendation

Consumers should be aware of how products are marketed through memetic strategies to navigate the digital landscape more effectively. Memetic marketing often uses humor, trends, and viral content to capture attention and increase product awareness. While these tactics can be entertaining, they may also influence purchasing decisions. By recognizing the techniques used, consumers can better distinguish between genuine product engagement and manipulative marketing. This awareness

empowers consumers to make more informed decisions, exercise greater control over their spending, and ensure that their purchases align with their true needs and values.

E-commerce businesses should invest in training their marketing teams on the principles of memetic marketing to create relevant and engaging content. Staying updated on the latest trends in meme culture is essential for maintaining a competitive edge in the digital marketplace. Companies should also focus their resources on campaigns that capitalize on the viral nature of memes, optimizing spending for higher returns on investment. Additionally, promotional efforts that showcase the effectiveness of memetic marketing can educate both consumers and marketing teams about its benefits. Regularly assessing the performance of memetic marketing initiatives will allow businesses to make data-driven adjustments, enhancing advertising effectiveness. By aligning marketing strategies with the preferences and behaviors of their target demographics, e-commerce businesses can drive growth and improve overall marketing efficiency.

Digital marketers should utilize the power of meme content in boosting customer engagement and purchase intentions. Memes have become a dynamic tool for fostering emotional connections with consumers and, when used strategically, can significantly influence purchasing decisions. To optimize this potential, brands should go beyond just posting memes by creating interactive, community-driven platforms where customers can share their own personal experiences. Additionally, integrating humor and relatability into informational content through memes can make brand messaging more engaging and memorable. By using these strategies, marketers can increase consumer engagement, drive informed purchase decisions, and ultimately increase sales. Furthermore, marketers can explore creative ways to market their products. These approach not only foster stronger connections with audiences but also establish a brand's presence as innovative and culturally relevant.

Future researchers studying the effects of memetic marketing on spending behavior should consider expanding their sample to include students from diverse educational backgrounds and institutions, as well as conducting a comparative analysis with other marketing forms like influencer or traditional advertising to determine the unique impact of memes. They could also examine platform-specific effects and expand more on the psychological factors that drive engagement. Including a mixed-methods approach (quantitative and qualitative) could provide richer insights, while exploring the ethical implications of targeting students with memetic marketing would add depth to the analysis.

The institute should integrate memetic marketing strategies into the curriculum by offering specialized modules or subjects that focus on this modern approach. Additionally, the institute should organize workshops and seminars on emerging digital marketing trends to equip students and faculty with practical knowledge and skills. Collaborating with local businesses to provide students with opportunities to apply memetic marketing concepts in real-world scenarios is also advised.

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