

The influence of social media on the purchasing intention and acculturation adaptation of international students in the Netherlands.

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ABSTRACT,

Over the past few years, the Netherlands has seen an increase in international students more than ever before due to Globalization. Aside from that, social media has grown significantly and has become a powerful tool for connecting peers, customers, and organizations. Despite previous research on acculturation and social media, it has yet to be discussed how social media may influence acculturation outcomes and consumption choices among international students. By measuring the preferences of language on social media and the availability of information on social media, the study examines how social media affects acculturation and purchasing intention. An online survey was used to collect data from 100 international students from various countries, European and non-European, to study how their use of social media impacts their acculturation and, therefore, their purchasing intentions. According to the results, the usage of social media does not significantly impact acculturation, however language used via social media does impact acculturation and enculturation, and this influences their purchasing intention. Additionally, results indicate a correlation between social media accessibility and purchase intention. Discussion follows on theoretical and practical implications.

Graduation Committee members:

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Keywords

Acculturation, Enculturation, social media, international students, language preference, purchasing intention, culture

1. INTRODUCTION

1.1 Topic relevance

Globalization has resulted in people traveling abroad for work or study more than ever before. As reported by Statista, of the 17.5 million people living in the Netherlands in 2020, approximately 4.31 million had a migration background, defined as first or second-generation immigrants (Statista, 2021). Between 2016 to 2020, there was a significant increase in international students studying in the Netherlands. Approximately 31.5 thousand international students were enrolled in the Netherlands in 2006, but by 2020, this figure had more than tripled to 103.7 thousand (Statista, 2022). The number of German students enrolled in universities in the Netherlands increased to over 22,500 in the academic year 2018/2019. Among international students, Germans were by far the majority. The number of German students in the Netherlands was nearly twice as large as the number of Italian, Chinese, and Belgian students combined in 2018/2019 (Statista, 2020). Those numbers are expected to increase in the coming years. In addition to providing universities with valuable financial support, international students also enrich these countries with their unique heritages and perspectives, which serves to increase cultural awareness (Bevis, 2002; Harrison, 2002). However, International students from cultural or linguistic minorities may encounter a series of tremendous challenges such as cultural differences, language barriers, acculturative stressors, discrimination, and homesickness (Hendrickson and Rosen, 2017; Yu and Wright, 2016). It is generally believed that immigrant ethnic minorities have collectivistic cultural tendencies, and social media can be used as a tool to generate social and cultural capital (Li et al. 2004).). Kinga Bierwiazzonek emphasizes the importance of interpersonal relationships, including interaction with home- and host-country nations, for the success of the sojourn (Content List Abstract Socio-Cultural Factors as Antecedents of Cross-Cultural Adaptation, 2016).

Besides this, there has been a tremendous growth in social media research over the past few years. Social media helps users connect to each other, convey the cultural meanings embedded within the shared content, and influence user's cultural orientation. The accessibility to multiple platforms allows people to participate in them from different locations without changing their physical locations, and the cultural connotations of these platforms will influence their behaviour (ScienceDirect, 2014). (Park et al., 2014) suggest that social media in the host country can play a positive role in reducing acculturation stress and enhancing psychological well-being among international students. Qiu et al. (2013) report that people can use multiple social media platforms without altering their physical location, and they are likely to behave based on the cultural connotations implied by them. As a result, we predict that international students from various cultural heritage countries will acculturate into the Dutch society in different ways. With the proliferation of social networking sites (SNSs), individuals are able to use these newly emerging applications to better understand the host societies, foster and sustain interpersonal connections, engage in group work, and familiarize themselves with unfamiliar surroundings (Lim and Pham, 2016; Pang, 2018a; Sheikh and Anderson, 2018; Tai, et al., 2019).

Science has already proven that social media influences acculturation and its impact on the intention to purchase. Nevertheless, there has yet to be found a connection between the ability to access information via social media and acculturation, as well as how these influences purchasing

intentions among international students in the Netherlands. The objective of this study is to investigate the association between the use of social media, the language preference, access to information, and acculturation of foreign students toward their purchase intentions while studying in the Netherlands.

1.2 Research objective

The purpose of this study is to examine the role that social media plays in the acculturation process that international students undergo. Additionally, this study aims to examine the purchase intentions of international students and determine if social media, language, and access to information are driving factors. Further, the findings of this study will contribute to the existing literature.

1.3 Research question

The main question of this thesis is:

"To what extent does social media enhance the acculturation process and influence the purchase intentions of international students in the Netherlands?" This question has many facets, so it will be broken down into sub questions.

Sub questions:

1. *To what extent does social media usage have an impact on the purchasing intention among international students in the Netherlands?*
2. *Does the language used on social media affect the acculturation process of international students in the Netherlands or increase their enculturation?*
3. *To what extent does the usage of social media impact the accessibility of information?*
4. *To what extent does the information available on social media influence purchasing intention?*

LITERATURE REVIEW

2.1 Acculturation and Enculturation

Research has examined the process of acculturation, which refers to the extent to which an immigrant in a land he or she does not belong seeks to maintain their original cultural heritage or, alternatively, adapts to the new culture of that land. It refers to the process of cultural movement by individuals, groups, or communities from an alternative cultural heritage to a new one (Berry, 1992; Laroche & Jamal, 2015). According to Berry's (2005) definition of acculturation, individual (psychological) and group (cultural) changes in individuals and groups co-occur in both cultures. Acculturation takes place in both international students and their host cultures, for instance. (Smith, 2011) Berry (1997) also devised a taxonomy for describing acculturation attitudes of both host and migrant populations, identifying four acculturation attitudes (integration, assimilation, separation, and marginalization), which subsequent models of acculturation have commonly incorporated. Overall, acculturation is a multifaceted construct that involves both intergroup contact and conflict (Berry, 1997) as well as many processes and outcomes. Each individual within a group responds differently to acculturation. Moreover, different acculturation practices may lead to different adaptation outcomes, and different situations can influence the experience. Due to situational factors altering acculturation, people can also achieve different outcomes across different situations. Individuals and groups acculturating to a new society bring cultural and psychological qualities with them, and the new society, in turn, has such qualities. In understanding the acculturation process that is set in motion, it is necessary to

examine the compatibility (or incompatibility) of cultural values, norms, attitudes, and personalities of the two cultural communities in contact. (Sam et al., 201) Upon their arrival in the new host environment, international students may exhibit cultural 'shock' or cultural 'stress', which largely involves one's psychological and physical well-being (Selmer, 1999, 2001). The term enculturation on the other hand, refers to the process of acquiring, adopting, and adapting ideas and traditions associated with one's family or heritage (Schwartz et al., 2010) As a term used in sociology and anthropology, it can be understood as a socialization process in which family members, peers, and other members of society teach people social norms. Thus, people become "insiders" of their own cultures, gain a sense of identity, and are then able to adapt to and survive in their societies. Acculturation is regarded by some cultures as a component of enculturation rather than as a distinct process of socialization (Tan, 2014).

2.2 Social media

Social media has become an important and powerful tool for facilitating and promoting activities, relationships, and communication among peers, consumers, and organizations (Tang et al., 2015). A wide variety of forms of media content that are publicly accessible and created by users are usually described by the term 'social media,' which became popular in 2005. Tang et al. (2015) defines social media as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, allowing users to create and share user generated content. Taking a look at the media-related component of social media, Short, Williams, and Christie (1976) note that different media have different levels of "social presence" that they allow to emerge between communication partners, defined by their ability to communicate visually, audibly, and physically. It can be expected that the amount of social presence is lower for interpersonal (e.g., face-to-face discussion) than mediated (e.g., telephone conversation) and for asynchronous (e.g., e-mail) than synchronous (e.g., live chat) communications. The higher the social presence, the larger the social influence that the communication partners have on each other's behaviour. Several popular Social Media sites are Facebook, Snapchat, Twitter, TikTok or We chat in China. This type of social network is widely used by teenagers and young adults as they enable people to communicate, exchange information, and share pictures, videos, interests, and preferences (Milosevic-Dordevic & Žeželj, 2014). Moreover, more and more people use social media to construct their self-image. Although social media allow users to make idealized virtual identity assumptions about themselves, evidence suggest that social media behaviour is often an extension of one's real life, thereby allowing others to observe the user's true personality (Back et al. 2010)

2.3 Purchasing intention

Purchase intentions were defined by Spears and Singh (2004) as "an individual's conscious decision to purchase a brand". The intention to make a purchase is, therefore, a planned behaviour that will lead to a subsequent action with the actual purchase. Information and quality are highly associated with purchase intention (including purchase intention for products and services, as well as booking intention). A consumer's intention while selecting a product is affected by many external factors, and the final decision is determined by the consumer's intention (Keller, 2001). Consumer knowledge, perceptions of consumers, product design, packaging, celebrity endorsements, etc., all

contribute to purchase intention. (Younus, 2015) In Brown's (2003) view, consumers with a buy-in to a certain product will actually buy that product at a higher rate than consumers without such an intention. Even though purchase intention is not the same as purchases, it has been shown that measures of purchase intention can be predictive (Jamieson and Bass, 1989; Stapel, 1971).

3. THEORETICAL FRAMEWORK

3.1 Social media and Acculturation

By frequently interacting over social media with other cultural groups, minority consumers can reinforce multiple ethnic identities (Lindridge et al., 2015). Using social media, one can share knowledge that can drive social learning, networking, and creating a symbiotic relationship based on mutual trust, support, and altruism (Rolls et al., 2016). Recently, scholars have emphasized that although migrant integration is in large part shaped by offline contexts, recent technological advances and the proliferation of social media outlets provide novel spaces wherein integration or otherwise takes place in various forms across space and time. Researchers have found three contested outcomes in assessing the integration of migrants in cyberspaces, and in particular, social media. (Mitra, 2019) According to Schumann et al. (2012), social media use by migrants may improve their mutual acceptance of one another and help with reducing prejudices of 'others'. However, according to Lim and Pham (2016), migrants use social media extensively to build their network of friends that is essential to their acculturation and eventual integration. As such, social media use plays a valuable role in migrant integration, especially in relation to social engagement, belonging, and connections to community and networks. (e.g., Li and Tsai, 2015; Lim and Pham, 2016). In addition, Forbush and Foucault-Welles (2016) emphasize the central role of social media in the acculturation process, influencing it through multidimensional and multifaceted influences.

H1: Social media usage has a positive effect on the acculturation process

3.2 Language used on social media

Using language is a vital tool used to share experiences, ideas, and perspectives among people. Users and contributors of social media use a variety of communication methods, including linguistic and alphanumeric messages, emojis, stickers, emoticons, graphic visuals, and more. According to Lyons (1970) Languages are "the principal systems of communication used by particular groups of human beings within the particular society (Linguistic community) of which they are members". In some ways, social media has revolutionized the ways humans communicate as well as how they use language. Internet users must be versatile to utilize social media effectively. Nevertheless, some users customize the settings to use the language of their choice. Due to their bilingualism (Kizgin et al., 2019), ethnic minority consumers are able to use social media in the native or host language of their country. Moreover, research shows that the host culture influences ethnic minority consumers who use and engage with the host language via a cultural learning process (Kizgin et al., 2018a).

There is an effect of language used in social media on Acculturation and Enculturation:

H2.1a: The use of the native language on social media has a negative effect on acculturation on social media

H2.1b: The use of the native language on social media has a

positive effect on enculturation

H2.2a: The use of Dutch language on social media has a positive effect on acculturation

H2.2b: The use of Dutch on social media has a negative effect on enculturation

3.3 Social media usage and accessibility of Information

Studies show that using social media can enhance customer relations, but it can also be used to acquire information. "Social media consists of numerous online information-sharing platforms, such as social networking sites. Therefore, social media plays a vital role in creating an impact on consumers' purchasing behaviour in the field of marketing and advertising" (Gilly et al., 1998; Mangold & Faulds, 2009; Varkaris & Neuhofer, 2017) Recent reports from the Pew Research Center (Greenwood, 2016) show that young adults aged 18 to 24, a typical age range of college students, are prominent in integrating multiple social media platforms in their daily activities (Smith & Anderson, 2018). Overall, studies confirm a persistent pattern of heavy social media usage among college students (Greenwood, Perrin, & Duggan, 2016; Smith, Rainie, & Zickuhr, 2011). Nevertheless, findings from studies covering multiple purposes suggest that alongside social and entertainment purposes, information seeking, and sharing have emerged as one of the main reasons for students' social media use (Alhabash & Ma, 2017; Pertegal, Oliva, & Rodríguez Meirinhos, 2019; Wang et al., 2012). For example, Pertegal et al. (2019) identified nine SNS use motives among high school and college students. The Information motive (e.g., to get news, to find information about topics of interest) was the second-highest motive, following entertainment.

H3: Social media usage positively increases information accessibility

3.4. Acculturation and Enculturation on purchasing intention

According to previous studies (Kizgin et al., 2018a), acculturation and enculturation orientations have a significant impact on consumers' shopping preferences. Wearing patterns of dress, ethnic clothing, and appearing in public are visible symbols of one's identity. Extrinsic factors such as clothing reveal an individual's environment by allowing others to take notice of their intrinsic traits, such as ethnicity. (Presley & Upchurch Campassi, 2013). Acculturation is one of the driving forces of purchasing intention, but more research is needed.

H4.1: Acculturation has a positive effect on purchase intentions

H4.2: Enculturation has a positive effect on purchasing intention

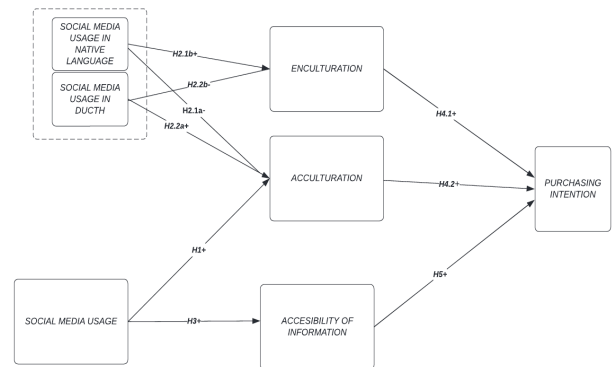
3.4. Accessibility of information on Purchasing intention

Consumers' interactions with friends on social networking sites have a direct impact on their decisions and, in turn, have led to the interaction of goods and services (Brown et al., 2007). The information that consumers use affects their purchase intentions, which are influenced by cultural orientations (Wang et al. 2012). Recommendations from peers can lead to a large number of consumer conversions it. With the growth of social network sites, customers can look for impartial product information and also share their own intake-related advice by way of word of mouth over the internet. The social networking sites allow customers to share their experiences with goods and

styles with their social networks, whether they are close friends or distant strangers. (Kenneth Pais & Ganapathy, 2021)

H5: Higher accessibility of information on social media has a positive implication on consumers' purchasing intention.

3.1 CONCEPTUAL FRAMEWORK



4. METHODOLOGY

4.1 Research design

A proper design method was used to answer the research question and justify the hypothesis. The overall research question is answered using primary and secondary data. Primary data is the "information that researchers gather at first hand" and "Secondary data is "the information from secondary sources" (Rabianksi, 2003). The keywords used for the secondary data collection were, e.g., Acculturation, social media, international students, Purchase intention. As a result of this research, a conceptual framework has been developed, which serves as the foundation for the following study. A quantitative experimental study, consisting of an online survey, was used to collect the primary data.

4.2 Designing questions

The questions used in the survey are based on existing literature. The whole questionnaire that was sent can be found in the appendix. (Appendix 1) The survey took less than ten minutes to complete and could be completed from any internet-connected device (Laptop, phone, Tablet) within a period of one hour. 39 items were included in the survey, which evaluated variables such as "Acculturation" "Enculturation" "Social media use" "Accessibility of information through social media" and "Purchase Intention." Twelve items were used to measure consumer acculturation and enculturation of the heritage culture. It is based on Arends-Tóth and van de Vijver's (2007) method of assessing cultural orientation with two statements in order to determine the respondent's orientation to the host culture (e.g., I often ask Dutch students/colleagues for advice.) and then assess the respondent's behaviour in relation to his or her own ethnic heritage (e.g., I often ask students/colleagues from my heritage culture for advice.). A 5-point Likert scale was used to score items from 'always' to 'never' for measuring the accessibility of information through social media, according to Gupta and Bashir (2018). Measurement of Purchase Intentions was based on four items adopted from Coyle and Thorson (2001). Each item was scored on a 7- point Likert scale ranging from "strongly disagree" to "strongly agree" Measurement for the usage of social media was based on 3 items adopted by Foroudi and Gupta (2018) which each item was as well scored with a 7-point likert scale ranging from "strongly disagree" to "strongly agree"

4.3 Data Collection

The data used in this study considers international students in the Netherlands. Data was collected over a period of one week in June 2022. The following (social) media platforms were used to distribute the survey: Instagram, LinkedIn, WhatsApp, and Facebook. The University of Twente ethics committee approved the survey first to ensure that no personal affection was involved. Participation in the survey was voluntary. Participants were able to leave at any time.

4.4 Sampling

In total, 170 participants responded to the survey. Nevertheless, some exclusion criteria have been made in the screening questions “I Agree” checkbox “Are you a student in the Netherlands” “Where are you born?”. Participation in the survey required the respondent to be a student in the Netherlands, born outside of the Netherlands. Due to incomplete surveys and irrelevant responses, some of the responses had to be removed. Participants who answered not being a student in the Netherlands, and respondents born in the Netherlands have been excluded. During further analysis, only 100 responses were used out of 170. We analysed 100 respondents, out of which 50 identified as men, 45 as women, 4 as non-binary, and 1 preferred not to say. As a result, 45% of the sample is female, 50% is male, 4% is nonbinary, and 1% does not specify their gender (Appendix 2.2). Moreover, 72 respondents (72%) are aged 18 to 22 years old, 23 respondents (23%) are aged 23 to 27 years old, and six respondents (5%) are aged 28 to 32 years old (Appendix 2.3). In addition to the 18 respondents from Germany, 11 respondents are from France, three from Italy, five from Spain, and six from Mexico and four from China (Appendix 2.1). A total of 53 individuals are from other countries not listed. (Appendix 2.5). Also, after exclusion, all 100 respondents are international students studying in the Netherlands. According to the survey, 19% of respondents have lived in the Netherlands for less than a year, 20% for more than a year, 39% for more than two years, and 22% for more than three years. (Appendix 2.4). Finally, we can see that most of the respondents use Instagram (68%). (table1)

		Count	Column N %
Are you a student in the Netherlands?	Yes	100	100.0%
	No	0	0.0%
Where are you born? - Selected Choice	Netherlands	0	0.0%
	Germany	18	18.0%
	France	11	11.0%
	Italy	3	3.0%
	Spain	5	5.0%
	Mexico	6	6.0%
	China	4	4.0%
	Other	53	53.0%
What is your Gender?	Male	50	50.0%
	Female	45	45.0%
	Non-binary	4	4.0%
	Prefer not to say	1	1.0%
How old are you? - Selected Choice	18-22	72	72.0%
	23-27	23	23.0%
	28-32	5	5.0%
	Other	0	0.0%
How long have you been living in the Netherlands?	Less than a year	19	19.0%
	More than a year	20	20.0%
	More than two years	39	39.0%

What social networking site do you use the most? - Selected Choice	More than three years	22	22.0%
	Instagram	68	68.0%
	Facebook	2	2.0%
	Snapchat	3	3.0%
	Whats app	17	17.0%
	Twitter	5	5.0%
	Other	5	5.0%

Table 1: Demographics of the respondents

5. RESULTS

SPSS was used to analyse the data using Exploratory factor analysis, Cronbach’s alpha, and multi-regression models and correlation analysis to validate the hypothesis and subsequently answer the research question.

5.1 Scale validation

5.1.1 Exploratory factor analysis

A factor analysis describes how correlations between variables can be explained in terms of more fundamental units, called factors (Cudeck, R. 2000). Prior to this the items were tested on the appropriateness for the factor analysis by the Kaiser-Meyer-Olkin test (KMO). In SPSS, KMO is used to measure the sample's adequacy. A minimum value of 0.5 is recommended by Kaiser (1974), 0.6 meets the minimal requirements, 0.7 meets the mediocre standards, 0.8 meets the good standards, and 0.9 exceeds the maximum standards (Hutcheson & Sofroniou, 1999). The items for measuring Enculturation score a 0.781, the items for measuring Acculturation score a 0.752, the items for social media usage score 0.615, the ones for social media usage in the native language score 0.842 and the social media usage in Dutch score 0.813. The items of accessibility of information score 0.619 and the ones for purchasing intention score 0.792. KMO results can be found in Appendix 3. Thus, the data can be used to conduct a factor analysis. The results of the factor loadings through the factor analysis of the different variables can be seen in table (table 7). In the first glance, items for social media usage, accessibility of information, social media language preference (in both the native language and Dutch) and purchase intention appear to fit seamlessly into component 1. Acculturation, however, shows that ACN3, ACN4 and ACN load in both component 1 and 2. When we extracted all the items together in one factor, all the factors' loadings scored higher than 0.5, so no item got dropped. However, with Enculturation, the rotated component matrix shows that ECN4 and ECN5 load in component 1 and in component 2. Further factor analysis found that none of the remaining factors was below the threshold of 0.5 in both components, in this case, ECN1, ECN2, ECN3 and ECN6. We then extract one factor from all the remaining factors. The factors ECN4 and ECN5 have scores of .458 and .452 and got dropped since they are below 0.5. The remaining factors (table 7) score above 0.5 and will therefore be used to calculate Cronbach's alpha and perform regression. According to Kline (2011), high factor loadings (i.e., >0.5) indicate convergent validity, therefore the two items in Enculturation were discarded as they were below 0.5. (Table 7)

5.1.2 Reliability Analysis

We assessed the reliability of the constructs by using Cronbach Alpha coefficients, which assess the consistency of each construct (Cronbach, 1951). For the outcome of the measures to be reliable, Cronbach’s alpha should be above 0.6 (Pallant,

2001). After we excluded the variables, the alpha for enculturation was 0.847 (Appendix 4.1), which is higher than 0.788 when all items were included. Acculturation scored an alpha of 0.803 (Appendix 4.2), social media language preference in the native language scored an alpha of 0.914 (Appendix 4.3.1), and usage in the Dutch language scored an alpha of 0.923 (Appendix 4.3.2). (Appendix 4.4) Social media usage scored an alpha of 0.680. The accessibility of information variable was assigned an alpha score of 0.658 (Appendix 4.5), however, if one of the items were to be deleted, the alpha score would be reduced, so no item was discarded. A final alpha of 0.824 was found for purchasing intention (Appendix 4.6).

	FACTOR LOADINGS
Enculturation ($\alpha=0.847$)	
ECN1	.862
ECN2	.842
ECN3	.686
ECN4	.458
ECN5	.452
ECN6	.829
Acculturation ($\alpha=0.803$)	
ACC1	.782
ACC2	.723
ACC3	.735
ACC4	.597
ACC5	.668
ACC6	.764
Social media language preference ($\alpha=0.923$; Native language) ($\alpha=0.923$; Dutch used)	
SML1	.766
SML2	.894
SML3	.883
SML4	.868
SML5	.894
SML6	.857
SML7	.883
SML8	.914
SML9	.828
SML10	.898
Social media usage ($\alpha=0.680$)	
SMU1	.814
SMU2	.849
SMU3	.671
Accessibility of information ($\alpha=0.658$)	
AOI1	.706
AOI2	.765
AOI3	.837
Purchasing intention ($\alpha=0.824$)	
PI1	.826
PI2	.840
PI3	.810
PI4	.759

Table 2: Table 7: factor loadings for each item

5.2 Correlation

The correlation matrix below (table 3) shows several significant correlations. To measure the strength of an association between two variables, Pearson's correlation coefficient is used. A correlation of zero means there is no correlation, while a correlation of one means there is a perfect correlation. (Akoglu, H. 2018). Results show a positive correlation between the use of native language and enculturation on social media (0.284)

and a positive correlation between the use of Dutch language on social media and acculturation (0.506). Social media usage is correlated with the native language of use (0.213), in addition, accessibility of information is correlated as well with social media usage (0.381). Finally Purchasing intention is correlated with enculturation (0.250), social media language in Dutch (0.210) and accessibility of information (0.279)

Correlations									
	SD	M	1	2	3	4	5	6	7
1.FAC_ECN	1.575	3.917	1						
2.FAC_ACC	1.077	2.378	-.011	1					
3.FAC_SML_NATIVE	1.508	4.28	.284**	-.020	1				
4.FAC_SML_DUTCH	1.092	1.78	.007	.506**	.064	1			
5.FAC_SMU	0.898	6.12	-.061	-.088	.213*	-.177	1		
6.FAC_AOI	0.852	3.24	.010	-.075	.100	.040	.381**	1	
7.FAC_PI	1.159	4.1825	.250*	.176	-.082	.210*	.073	.279*	1

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

* Correlation is significant at the 0.05 level (2-tailed).

*All the variables ECN, ACC, SML, SMU and PI are measured on a 7-point Likert scale, and AOI is measured on a 5-point Likert scale

Table 3: correlations between the variables

5.3 Regression Analysis

HYPOTHESIS 1

The results (table 4) show a β of -0.088 with a related p-value of 0.383 for the relationship between the social media usage and Acculturation. There is no evidence to support H1 as there is no significant relationship between social media usage and acculturation. The hypothesis that heaviest use of social media by international students will aid their acculturation process will be rejected.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1	(Constant)	-1.365E-17		.000	1.000
	SMU_all	-.088	-.088	-.877	.383

a. Dependent Variable: FAC_ACC

Table 4 Regression analysis: Social media usage on Acculturation

HYPOTHESIS 2

The results of the multi regression analysis in the tables (5;6) show a β of -0.052 for the use of native language on social media on Acculturation with a p-value of 0.551 and a $\beta=0.285$ with a p-value of 0.04 on enculturation. The results do not support H2.1a because there is no significant relationship between social media usage in the native language and acculturation, however, a significant positive relationship was found between the use of native language on social media and enculturation, which means that H2.1b is accepted. In addition, we can observe a β of 0.509 for the use of Dutch in social media on acculturation and a p-value 0.000 and a β of -0.011 with a p-value of 0.909 for the use of Dutch in social media on enculturation. The findings from this study are consistent with H2.2a, as there is a positive significant relationship between the use of social media in Dutch and acculturation. We reject H2.b as because there is no significant evidence that there is a relationship between social media in Dutch and enculturation. Accordingly, the hypothesis that international students are more likely to acculturate in their host country if they use social media in Dutch is accepted. Further, the hypothesis that students who use social media in their own language are more likely to be enculturated is also accepted. Two of the hypotheses H2.1a and H2.2b are rejected.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-3.711E-18	.087		.000
	FAC_SML_NATIVE	-.052	.088	-.052	.551
	FAC_SML_DUTCH	.509	.088	.509	.000

a. Dependent Variable: FAC_ACC

Table 5: Multi-regression analysis: The language preference on acculturation

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-8.280E-17	.097		.000
	FAC_SML_NATIVE	.285	.098	.285	.004
	FAC_SML_DUTCH	-.011	.098	-.011	.909

a. Dependent Variable: FAC_ECN

Table 6: Multi-regression analysis: The language preference on enculturation

HYPOTHESIS 3

The regression analysis (table 7) shows a β of 0.381 and a p-value of 0.000 for the relationship between the usage of social media and the accessibility of information, which means there is significant evidence to accept H3. Hence, the hypothesis that the international student uses more social media will result in greater accessibility to information (e.g., regarding studies in the host country) is accepted.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-1.024E-16	.093		1.000
	SMU_all	.381	.093	.381	.000

a. Dependent Variable: FAC_AOI

Table 7: Regression analysis: The social media usage on accessibility of information

HYPOTHESIS 4

The multi-regression analysis (table 8) shows a β of 0.200 and p-value of 0.033 for the relationship between acculturation and purchasing intention, which means that there is significant evidence to support H4.1. Therefore, the hypothesis that the acculturation process has a positive effect on purchasing intention among international students is accepted. Furthermore, the results for enculturation on purchasing intention show a p-value < 0.05 ($0.008 < 0.05$) and a β of 0.249 which indicates that the positive relationship between enculturation and purchasing intention is statistically supported. Therefore, H4.1 and H4.2 are accepted. Thus, Acculturation has a positive effect as well as enculturation on international students' purchasing intention.

HYPOTHESIS 5

Table 8 of the multi-regression analysis shows a significant result for the relationship between the accessibility of information and the purchasing intention ($\beta = 0.291$; $p=0.002$). We can see that the p-value is less than the 5% level and thus is

significant. Hence, the hypothesis is accepted, and a significant amount of evidence supports the expectation that more access to information will lead to a greater likelihood of intent to purchase a purchased good/service by international students.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	8.868E-17	.092		.000
	FAC_ECN	.249	.093	.249	.008
	FAC_ACC	.200	.093	.200	.033
	FAC_AOI	.291	.093	.291	.002

a. Dependent Variable: FAC_PI

Table 8: multi-regression analysis: Acculturation, Enculturation and Accessibility of information on Purchasing intention

6. DISCUSSION AND IMPLICATIONS

The aim of this study is to determine the extent to which international students acculturate into the Dutch culture through social media, by measuring whether they prefer to use their native language or Dutch, the language of their host country, and to examine how the choices they make impact their acculturation and enculturation. As well, this study examines how the use of social media influences acculturation, as well as how this and the accessibility of information affect purchasing intentions. Literature reviews of the main academic articles in the field were used to create the conceptual model, to ensure the credibility and statistical validity of the measures. Regression analysis and reliability analysis proved the measurements to be accurate. First, study results showed no significant effect of social media use on Acculturation. However, according to Forbush and Foucault-Welles (2016), many international students see the online environment as a great way to engage with their peers, while local students also cited the benefit of connecting with international students on Facebook. The results of this study demonstrate that on a 7-point likert scale from 'strongly disagree' to 'strongly agree', 60% of the respondents strongly agree with the statement: 'I often interact with others using social media.' Furthermore, Lim and Pham (2016) state that migrants use social media extensively to build networks of friends that are essential to their acculturation and eventual integration. Moreover, Kizgin and al. (2019) claim that social networking has a strong impact on immigrants' adaptation and maintenance of their heritage cultures. According to the study results, the language preference on social media has a significant effect on the Acculturation and Enculturation. The results reveal that the Dutch usage on social media has a positive effect on acculturation, as well as the native language usage has a positive effect on enculturation. However, two hypotheses have been rejected, which were that the usage of Dutch has a negative impact on enculturation and the native language on acculturation. However, Kizgin et al. (2019)'s conclusion that social media's separation of language preferences plays a positive role in enculturation and a negative role in acculturation, suggesting immigrants' preferences for heritage languages online support the preservation of heritage cultures offline. However, previous research (e.g., Kim, 1978; Shoemaker et al., 1985; Subervi-Velez, 1984) found that as immigrants adapt to a host society their use of host media decreases while their use of native media increases, whereas we found that students prefer to use their native language rather than putting it into Dutch. The study results also show a significant effect of social media usage on information accessibility on the accessibility to information. Those results suggest that the more the international students use social media for different purposes the more accessibility to information they

will have such as e.g. Studies information related. In support of those findings, (Alhabash & Ma, 2017; Pertegal, Oliva, & Rodriguez Meirinhos, 2019; Wang et al., 2012) found that alongside social and entertainment purposes, information seeking, and sharing have emerged as two of the main reasons for students' use of social media. A correlation between acculturation and enculturation on purchasing intention is observed. We found that the hypothesis that enculturation on purchasing intention, are positive. Those results are aligned with Kizgin and al. (2019) who demonstrate that adaptation to the host culture is positively related to purchase intentions, indicating that immigrants are influenced and reliant on their online social networks. Based on the findings analysed before, the higher the accessibility of information, the higher there is a likelihood of purchase intention. Results showed a strong effect of accessibility of information on purchasing intention. In response to this, (Brown et al., 2007) argues that social media interactions have a direct impact on consumer decisions and in turn, have led to the intertwining of goods and services.

6.1 THEORITICAL IMPLICATIONS

Previous research on the influence of social media on acculturation has revealed a variety of findings. Yet there is little research focused on how international students use social media to acculturate. The purpose of this study is to explore deeper into the literature by exploring real issues in the lives of international students to construct an understanding of how social media affects their acculturation and to observe where they get their information, the purpose of their use of social media, and how all of this influences their buying intention. In this way, future research and studies will benefit from a greater understanding and knowledge.

6.2 PRACTICAL IMPLICATIONS

Our study is relevant to demonstrate in-depth the extent to which social media influences international students, and to what extent they rely on it. Based on this study's results, Universities could make assumptions about the students' acculturation process and purchasing intention based on their usage of social media. Although no correlation was found between social media usage and acculturation, universities can benefit from the way language preferences on social media influence acculturation and enculturation or the way information accessibility influences purchasing intention. Universities could provide assistance to their students in integrating better if they were to understand the acculturation process their students go through. These findings may also have implications for future research. Nonetheless, the study leaves some room for further research on international students' acculturation

7. CONCLUSION

The purpose of this research was to examine *the influence of social media on the purchasing intention and acculturation adaptation of international students in the Netherlands*.

In total, five hypotheses and sub hypotheses were tested in relation to answering the research question. Appendix (5) contains all the hypotheses and their outcomes. By testing the hypothesis, it became clear that the preferability in language on social media has a significant effect on acculturation and enculturation, social media plays an important role in purchasing intention. It was also found that acculturation and enculturation both have a positive on purchasing intention. However, the results did not show that social media usage has a positive effect on acculturation. To answer the research

question and the sub question, it has been found that no relationship exists between the social media usage with acculturation, however the language chosen on social media does influence the acculturation. It also has been found that the usage of social media increases the accessibility of information international students have and therefore that it has an impact on purchasing intention. Acculturation and Enculturation also have an impact on purchasing intention.

8. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE SEARCH

8.1 Limitations

Whenever we conduct research, we must consider the limitations. As the questionnaire was posted online and to several groups, it was difficult to gather only international students, so about half of the respondents were excluded because they did not match the requirements, and many others quit after finishing the survey. Moreover, it is important to note that some international students hold two nationalities, one of which might be Dutch, and grew up immersed in both cultures, so it is possible that some of their answers were biased. Also, just because someone is born in a country, does not mean they consider it as their heritage culture, since they grew up someplace else. Also, as our sample is only composed of international students, this means they have only been here a short period of time, and learning a new language takes time. Additionally, it may be possible that the students will move abroad after they graduate, so they will not feel the need to acculturate. Due to the limited number of social media items in our sample survey (only 3), the results may not represent the actual results, and could vary from them.

8.2 Recommendations for future research

Methods of quantitative research are employed in this study. Future studies should use both quantitative and qualitative methods. Regarding the sample used, future studies may examine a different population since many respondents were living in the Overijssel region and this sample size was too small to yield meaningful results. Additionally, the results showed no relationship between acculturation and social media. In order to confirm a correlation that was not found in this study, other items should be tested together with these items and larger sample size.

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11: APPENDICES

Appendix 1: Survey

Appendix 2: Demographic data about respondents

Appendix 3 : Exploratory factor analysis

Appendix 4: Reliability analysis

Appendix 5: Hypotheses results

Appendix A : Survey

The influence of social media on the purchasing intention and acculturation adaptation.

Start of Block: Default Question Block

0 Dear Participants,

I am inviting you to participate in this research by completing the following questionnaire. As part of my research for my Bachelor thesis at the University of Twente, I am investigating the influence social media has on acculturation processes and purchase intentions among International students. Therefore, this survey is aimed at International students who are studying in the Netherlands. All information collected in this survey will be kept strictly confidential. Participation in this survey is completely voluntary. The information gathered will only be used for the following study purposes. Any responses you provide will be anonymized, so that neither the research team nor additional respondents will know which is yours. If you do not want to participate in a question, you may choose to not answer a question/item. Please contact me by e-mail with any questions you may have regarding the survey questions.

The survey should take approximately 5 to 10 minutes of your time.

I would like to thank you again for your cooperation!

Sincerely,

Anne-Sophie d'Artagnan
Final year Student from Bachelor of International Student Administration
Behavioral, Management and Social Sciences (BMS) Faculty
University of Twente
a.d.dartagnan@student.utwente.nl

End of Block: Default Question Block

Start of Block: By selecting "I agree," you are consenting to the conditions described above.



0 By selecting "I agree," you are consenting to the conditions described above.

☐ I agree (1)

☐ I disagree (2)

End of Block: By selecting "I agree," you are consenting to the conditions described above.

Start of Block: Block 2

Q1 Are you a student in the Netherlands?

☐ Yes (1)

☐ No (2)

Q2 Where are you born?

☐ Netherlands (1)

☐ Germany (2)

☐ France (3)

☐ Italy (4)

☐ Spain (5)

☐ Mexico (6)

☐ China (7)

☐ Other (8) _____

Q3 What is your Gender?

☐ Male (1)

☐ Female (2)

☐ Non-binary (3)

☐ Prefer not to say (4)

Q4 How old are you?

- ☐ 18-22 (1)
- ☐ 23-27 (2)
- ☐ 28-32 (3)
- ☐ Other (4) _____
-

Q5 How long have you been living in the Netherlands?

- ☐ Less than a year (1)
- ☐ More than a year (2)
- ☐ More than two years (3)
- ☐ More than three years (4)
-

Q6 What social networking site do you use the most?

- ☐ Instagram (1)
- ☐ Facebook (2)
- ☐ Snapchat (3)
- ☐ Whats app (4)
- ☐ Twitter (5)
- ☐ Other (6) _____

End of Block: Block 2

Start of Block: Block 4

Q7 Enculturation

Enculturation is the process of acquiring, adopting, and adapting ideas and traditions associated with one's family or heritage over time.

Using the 7-point Likert scale to score items ranging from "strongly disagree" to "strongly agree", we want to measure your level of enculturation.

	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
I spend most of my time with the people from my heritage culture. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often ask for help/advice from students/colleagues coming from my heritage culture. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preference is to speak in the language of my heritage culture most of the time. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often listen to music from my heritage culture. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often watch movies in the language from my heritage culture. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently eat with students/colleagues from my heritage culture. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 4

Start of Block: Block 8

Q8 Acculturation

The term acculturation refers to how immigrants in a new country adapt to the new culture of that country or maintain their original cultural

heritage. Using the 7-point Likert scale to score items ranging from "strongly disagree" to "strongly agree", we want to measure your level of acculturation.

	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
I spend most of my time with Dutch people. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often ask for help/advice from Dutch students/colleagues. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preference is to speak in the Dutch language most of the time. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often listen to Dutch music. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often watch Dutch-language movies. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently eat with Dutch students/colleagues. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 8

Start of Block: Block 6

Q9 Social Media language preferences

We are interested in determining if International students prefer to interact on social media in their native language. We are also interested in finding out the impact of such a preference on acculturation and consumption choices, as well as whether they interact and communicate on social media primarily with people of their own cultural backgrounds. Therefore this will be measured by using the 7-point Likert scale to score items ranging from "strongly disagree" to "strongly agree". In the first part of this dimension, you will be asked

questions concerning the use of social media in your native language, while in the second part, you will be asked questions regarding social media usage in Dutch

	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
I like to read online news in my native language. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to post/read online blogs in my native language. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to post/use social networking sites in my native language. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to participate in online content communities in my native language. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to read online collaborative projects in my native language. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 As part of this second part, you will be asked questions about social media usage in Dutch.

	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
I like to read online news in Dutch. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to post/read online blogs in Dutch. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to post/use social networking sites in Dutch (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to participate in online content communities in Dutch. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to read online collaborative projects in Dutch. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 6

Start of Block: Block 7

Q11 Social media usage

The prevalence of heavy use of social media among college students has been confirmed by various studies. Using the 7-point Likert scale to score items ranging from "strongly disagree" to "strongly agree", we want to measure your social media usage.

	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
I often use social media as a source of entertainment. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use social media to watch videos. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use social media to interact with others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 7

Start of Block: Block 8

Q12 Accessibility of Information through Social Media

Social media refers to a wide range of online platforms for sharing information, such as social networking sites. As a result, social media plays a crucial role in influencing consumers' purchasing behavior in marketing and advertising. Therefore we want to measure the extent to which students have access to information by using social media, using the 5-point Likert scale to score items ranging from (Always=5, Often=4, Sometimes=3, Rarely=2 and Never=1).

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
I use social networking sites for reading news. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use social networking sites to share new ideas. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use social networking sites for getting studies related information. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 8

Start of Block: Block 9

Q13 Purchase intention

Purchase intention refers to a planned behavior that predictably leads to a subsequent action, the actual purchase. Purchase intention, also called customer or buyer' intent, is a measure of each shopper's propensity to buy a product or service. Using the 7-point Likert scale to score items ranging from "strongly disagree" to "strongly agree", your purchase intention will be measured. Be aware that product or service can refer to any type of product or service.

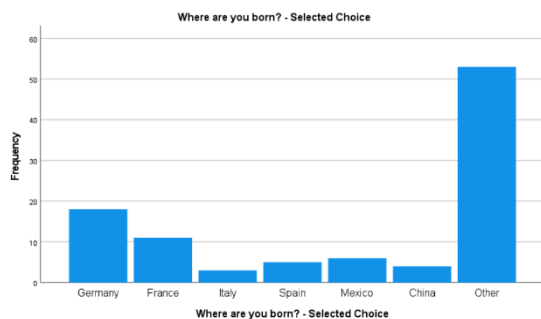
	I strongly disagree (1)	I disagree (2)	I somewhat disagree (3)	Neutral (4)	I Somewhat agree (5)	I agree (6)	I strongly agree (7)
It is very likely that I will buy the product/service. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will purchase the product/service next time I need the product/service. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will definitely try the product/service. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend the product/service to my friends. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 9

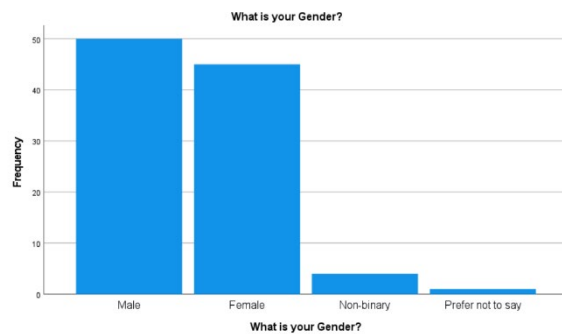
Appendix 2 : Demographic data about respondents

Appendix 2.1: Heritage country

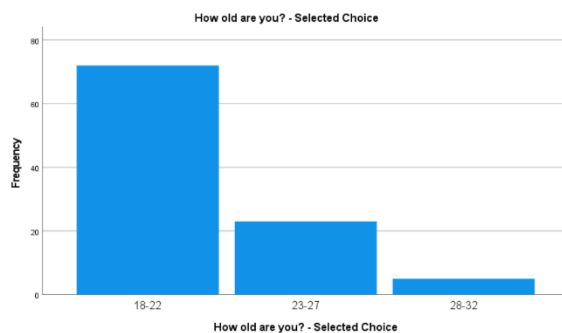
Bar Chart



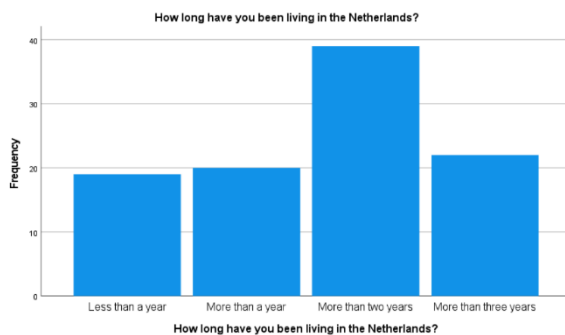
Appendix 2.2 : Gender



Appendix 2.3 : Age



Appendix 2.4 : Time in the Netherlands



Appendix 2.5: Countries not listed

Where are you born? - Other - Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	54.0	54.0	54.0
America	2	2.0	2.0	56.0
argentina	1	1.0	1.0	57.0
belgium	1	1.0	1.0	58.0
Belgium	3	3.0	3.0	61.0
Brazil	1	1.0	1.0	62.0
Bulgaria	5	5.0	5.0	67.0
Burkino faso	1	1.0	1.0	68.0
Egypt	1	1.0	1.0	69.0
El Salvador	1	1.0	1.0	70.0
England	1	1.0	1.0	71.0
Finland	3	3.0	3.0	74.0
Greece	1	1.0	1.0	75.0
Indonesia	4	4.0	4.0	79.0
Ireland	1	1.0	1.0	80.0
Lebanon	3	3.0	3.0	83.0
Lithuania	2	2.0	2.0	85.0
Norway	1	1.0	1.0	86.0
Poland	2	2.0	2.0	88.0
portugal	1	1.0	1.0	89.0
Portugal	1	1.0	1.0	90.0
Romania	4	4.0	4.0	94.0
Singapore	1	1.0	1.0	95.0
Spain	1	1.0	1.0	96.0
Sudan	1	1.0	1.0	97.0
Switzerland	1	1.0	1.0	98.0
turkey	1	1.0	1.0	99.0
Turkey	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Appendix 2.6: Most used social media

Frequency Table

What social networking site do you use the most? - Selected Choice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Instagram	68	68.0	68.0	68.0
Facebook	2	2.0	2.0	70.0
Snapchat	3	3.0	3.0	73.0
Whats app	17	17.0	17.0	90.0
Twitter	5	5.0	5.0	95.0
Other	5	5.0	5.0	100.0
Total	100	100.0	100.0	

What social networking site do you use the most? - Other - Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	95	95.0	95.0	95.0
LinkedIn	1	1.0	1.0	96.0
Telegram	1	1.0	1.0	97.0
Tiktok	1	1.0	1.0	98.0
Wechat	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Appendix 3: Exploratory factor analysis

Appendix 3.1 –Enculturation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.740
Bartlett's Test of Sphericity	Approx. Chi-Square		237.800
	df		15
	Sig.		.000

KMO before extraction of two items

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.781
Bartlett's Test of Sphericity	Approx. Chi-Square		195.252
	df		6
	Sig.		.000

KMO after extraction of the two items

Appendix 3.2 –of Acculturation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.752
Bartlett's Test of Sphericity	Approx. Chi-Square		226.809
	df		15
	Sig.		.000

Appendix 3.3– Social media language preference in the Native language

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.842
Bartlett's Test of Sphericity	Approx. Chi-Square		358.024
	df		10
	Sig.		.000

Appendix 3.4– Social media language preference in the Dutch language

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.813
Bartlett's Test of Sphericity	Approx. Chi-Square	403.022
	df	10
	Sig.	.000

Appendix 3.5– Social media usage

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.615
Bartlett's Test of Sphericity	Approx. Chi-Square	52.977
	df	3
	Sig.	.000

Appendix 3.6 – Accessibility of information

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.619
Bartlett's Test of Sphericity	Approx. Chi-Square	44.479
	df	3
	Sig.	.000

Appendix 3.7 –purchasing intention

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.792
Bartlett's Test of Sphericity	Approx. Chi-Square	137.975
	df	6
	Sig.	.000

Appendix 4: Reliability analysis

4.1 Cronbach's Alpha of Enculturation

Reliability Statistics

Cronbach's Alpha	N of Items
.847	4

4.2 Cronbach's Alpha of Acculturation

Reliability Statistics	
Cronbach's Alpha	N of Items
.803	6

4.3 Cronbach's Alpha of Language preferences

4.3.1 Native language used on social media

Reliability Statistics	
Cronbach's Alpha	N of Items
.914	5

4.3.2 Dutch language used on social media

Reliability Statistics	
Cronbach's Alpha	N of Items
.923	5

4.4 Cronbach's Alpha of Social media usage

Reliability Statistics	
Cronbach's Alpha	N of Items
.680	3

4.5 Cronbach's Alpha of Accessibility of information

Reliability Statistics	
Cronbach's Alpha	N of Items
.658	3

4.6 Cronbach's Alpha of Purchasing intention

Reliability Statistics	
Cronbach's Alpha	N of Items
.824	4

Appendix 5: Hypotheses results

Hypotheses	Outcome
H1: Social media usage has a positive effect on the acculturation process	Rejected
H2.1a: The use of the native language on social media has a	Rejected

<i>negative effect on acculturation on social media</i>	
<i>H2.1b: The use of the native language on social media has a positive effect on enculturation</i>	Accepted
<i>H2.2a: The use of Dutch language on social media has a positive effect on acculturation</i>	Accepted
<i>H2.2b: The use of Dutch on social media has a negative effect on enculturation</i>	Rejected
<i>H3: Social media usage positively increases information accessibility</i>	Accepted
<i>H4a : Acculturation has a positive effect on purchase intentions</i>	Accepted
<i>H4b: Enculturation has a positive effect on purchasing intention</i>	Accepted
<i>H5: Higher accessibility of information on social media has a positive implication on consumers' purchasing intention.</i>	Accepted