



**AN ANALYSIS OF THE IMPACT MECHANISM OF APPLE'S
iPhone CAMPUS MARKETING STRATEGY ON
CONSUMPTION BEHAVIOR OF CHINESE COLLEGE
STUDENTS FROM THE PERSPECTIVE OF 4Ps THEORY**

**LEI JIA
6617195416**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2025**



**AN ANALYSIS OF THE IMPACT MECHANISM OF APPLE'S
iPhone CAMPUS MARKETING STRATEGY ON
CONSUMPTION BEHAVIOR OF CHINESE COLLEGE
STUDENTS FROM THE PERSPECTIVE OF 4Ps THEORY**

LEI JIA

This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

Advisor.....

(Dr.Zhang Li)

Date:15...../.....5...../.....2025.....


.....
(Associate Professor Dr. Jomphong Mongkhonvanit)

Dean, Graduate School of Business

Date.....21...../.....8...../.....2025.....

Title: An Analysis of the Impact Mechanism of Apple's iPhone Campus Marketing Strategy on Consumption Behavior of Chinese College Students from the Perspective of 4Ps Theory
Researcher: LEI JIA
Degree: Master of Business Administration
Major: International Business Management

Advisor:


(Dr. Zhang Li)

.....15...../.....5...../.....2025.....

ABSTRACT

With the rapid development of China's economy and continuous advancements in technology, the consumption potential of the Chinese college market has been steadily unleashed, drawing significant attention to the consumption demands and behavioral characteristics of college students. This study aimed to analyze the influence mechanism of iPhone's campus marketing strategy on the consumption behavior of Chinese college students under the 4Ps theory framework. A questionnaire survey method was adopted, targeting undergraduate students from six public universities in Chongqing, with 400 valid responses collected. Descriptive statistical analysis and correlation analysis were employed. The results indicate that product strategy, price strategy, place strategy, and promotion strategy are all significantly positively correlated with the consumption behavior of Chinese college students. The study demonstrates that iPhone's functional design, student-exclusive discounts, online-offline channel integration, and promotional activities positively influence students' consumption intentions and behavior. The findings provide theoretical support and practical guidance for enterprises to optimize campus marketing strategy and meet the needs of college students. It is recommended that Apple iPhone further refine its targeting of the college market, enhance the alignment between product features and student demands, establish rational pricing systems, improve channel layouts, and innovate promotional strategy to strengthen brand influence and competitiveness in the campus market.

Keywords: 4Ps theory, iPhone, campus marketing strategy, college student, consumption behavior

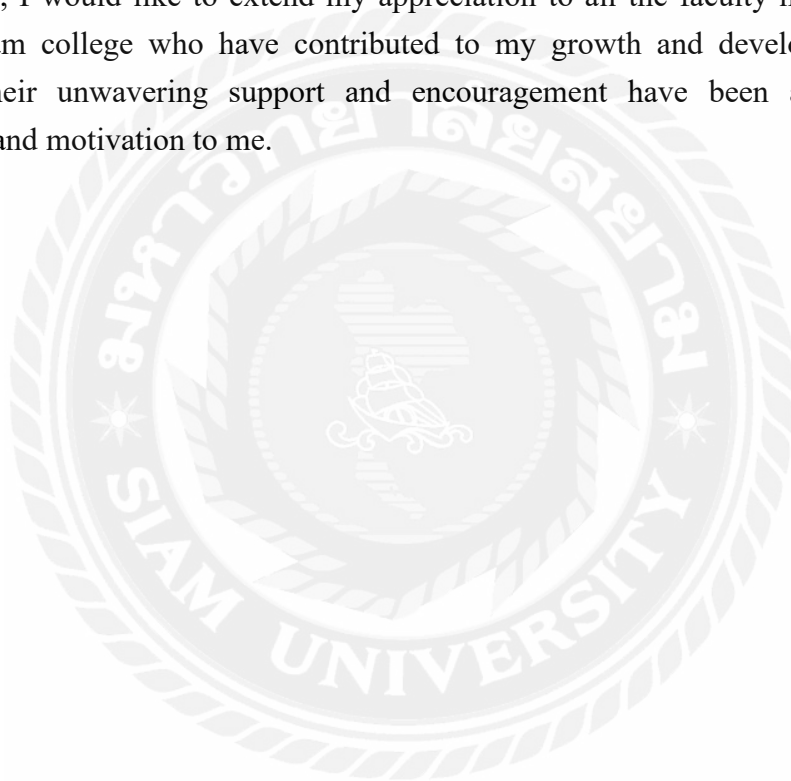
ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor for his invaluable guidance, support, and encouragement throughout my Independent Study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam college who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

LEI JIA



DECLARATION

I, Lei Jia, hereby declare that this Independent Study entitled “An Analysis of the Impact Mechanism of iPhone Campus Marketing Strategy on Consumption Behavior of Chinese College Students from the Perspective of 4Ps Theory” is an original work and has never been submitted to any academic institution for a degree.

(LEI JIA)
MAR 1, 2025



CONTENTS

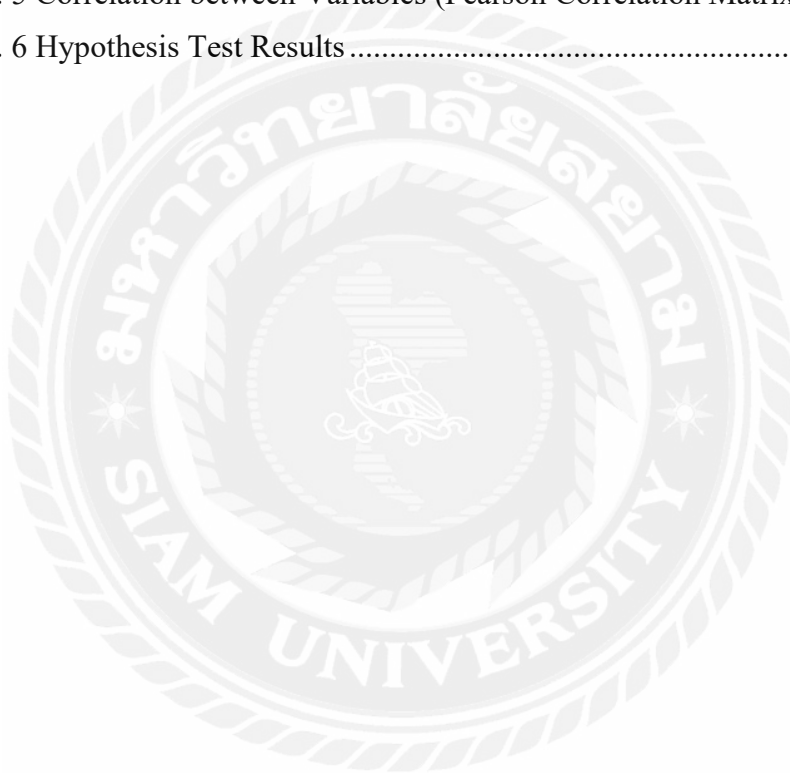
ABSTRACT	I
ACKNOWLEDGEMENT	II
DECLARATION	III
CONTENTS	IV
LIST OF TABLES	VI
LIST OF FIGURES	VII
Chapter 1 Introduction	1
1.1 Introduction	1
1.2 Research Questions	2
1.3 Research Objectives	3
1.4 Research Scope	3
1.5 Research Significance	4
1.6 Key Terms Definition	5
Chapter 2 Literature Review	7
2.1 Introduction	7
2.2 iPhone Campus Marketing Strategy	7
2.3 Product Strategy	8
2.4 Price Strategy	8
2.5 Place Strategy	9
2.6 Promotion Strategy	10
2.7 Consumption Behavior of Chinese College Student	10
2.8 Classic Marketing Theories: 4Ps and 4Cs	11
2.9 Transnational Brand Localization Theory	12
2.10 Relevant Research	13
2.11 Conceptual Framework	14
Chapter 3 Research Methods	15
3.1 Research Design	15
3.2 Questionnaire Design	15
3.3 Hypotheses	17
3.4 Population and Sampling	18
3.5 Data Collection	19
3.6 Data Analysis	19

Chapter 4 Reseach Findings	23
4.1 Introduction	23
4.2 Descriptive Statistics of Sample	23
4.3 Descriptive Statistics of Variables	23
4.4 Correlation Analysis	26
4.5 Hypothesis Test Results	29
Chapter 5 Conclusion and Recommendation	31
5.1 Conclusion	31
5.2 Recommendation	32
References	36
Appendix	40



LIST OF TABLES

Table 3. 1 Measurement Items	16
Table 3. 2 Reliability Test	20
Table 3. 3 KMO and Bartlett's Test	21
Table 4. 1 Demographic Data	23
Table 4. 2 Arbitrary Levels of Interpretation of Questionnaire Data	24
Table 4. 3 Descriptive Statistics of Variables	24
Table 4. 4 Correlations between Items (Pearson Correlation Matrix)	27
Table 4. 5 Correlation between Variables (Pearson Correlation Matrix)	29
Table 4. 6 Hypothesis Test Results	30



LIST OF FIGURES

Figure 1 Conceptual Framework	14
Figure 2 Hypotheses	18



Chapter 1 Introduction

1.1 Research Background

With the rapid development of China's economy and continuous advancements in technology, the Chinese college market is demonstrating unprecedented vitality and potential. As a young consumption group, college students' consumption demands and behavioral characteristics have gradually become a focal point for various sectors. Against this backdrop, iPhone Inc., leveraging its superior product performance, unique brand appeal, and comprehensive ecosystem, has conducted in-depth explorations in campus marketing, exerting profound impacts on the consumption behavior of Chinese college students. From the perspective of market environment, the scale of China's college market continues to expand, releasing significant consumption potential. Statistics show that the number of college students in China is increasing annually, forming a vast consumption market with substantial purchasing power. College students are at a critical stage of personal growth and the formation of consumption concepts. They exhibit high receptiveness to new trends, strong demand for technological products, and possess a degree of financial autonomy and purchasing power. iPhone, with their fashionable design, powerful functionality, and exceptional user experience, have captured the attention and preference of numerous college students, becoming one of the most sought-after electronic products on campuses. iPhone campus marketing strategy, guided by the 4Ps theory, have been continuously refined and innovated. In terms of product strategy, iPhone has launched tailored products and services such as educational discount bundles and free software subscriptions to meet students' needs in learning, entertainment, and social interaction. Its product iteration strategy also aligns with the academic calendar, effectively stimulating students' desire to upgrade. For instance, iPhone annual autumn product launches coincide with the back-to-school season, enhancing the penetration of its product strategy on campuses (Liu et al., 2020).

In pricing strategy, iPhone offers educational discounts and student-exclusive pricing for the college market. These price differentiation strategy reinforce identity recognition among target groups, lower purchasing barriers, and boost purchase intentions (Wang & Li, 2020). Additionally, flexible payment options like installment plans reduce immediate financial pressure, further regulating consumption behavior (Guo, 2021). For place strategy, iPhone employs a three-dimensional framework of "authorized educational retailers + online direct sales + campus experience stores," achieving efficient coverage of the college market. The synergy between online educational stores and offline campus activities improves purchase conversion rates (Zhang & Liu, 2021). Moreover, iPhone strict certification system for campus dealers

creates trust premiums, alleviating students' purchasing concerns (Huang, 2020). Post-pandemic enhancements to the "Campus Ambassador + Enterprise WeChat" social distribution system leverage opinion leaders to deepen channel penetration (Li et al., 2023). In promotion strategy, iPhone adopts integrated tactics such as "educational discounts + trade-in programs + campus creative competitions," generating synergistic promotional effects (Lee & Kim, 2022). Education discounts exclusive to .edu email addresses foster a sense of identity exclusivity, increasing promotion conversion rates (Zhang et al., 2021). The annual "Back to School" gift campaigns during autumn enrollment seasons exploit the endowment effect to shorten decision-making cycles (Liu, 2020). Furthermore, iPhone "Today at iPhone" creative workshops on campuses enhance brand affinity through experiential marketing (Chen & Wang, 2023). User-generated content (UGC) sharing and peer recommendations within WeChat-based student communities improve the efficiency of promotional information dissemination (Huang et al., 2021).

Through these 4Ps-based campus marketing strategy, iPhone has achieved remarkable success in the Chinese college market, significantly influencing students' consumption behavior. A thorough investigation of this mechanism will deepen our understanding of iPhone marketing advantages in campus settings, provide theoretical foundations for refining corporate strategy, and offer new perspectives for studying college students' consumption behavior.

1.2 Research Questions

Under the 4Ps theoretical framework, this study aims to reveal how iPhone campus marketing strategy — product, price, place, and promotion — impact the consumption behavior of Chinese college students. As a critical consumption subgroup, college students exhibit distinct characteristics such as youth-oriented preferences, socialized decision-making, and high brand sensitivity. iPhone tailored strategy may involve differentiated logic in functional adaptability, price perception, channel accessibility, and promotional appeal. However, existing research lacks systematic exploration of the synergistic effects of 4Ps strategy in campus settings and their dynamic influence on student behavior. Thus, this study focuses on the following core questions:

1. How does product strategy in iPhone campus marketing influence college students' consumption behavior?
2. How does price strategy in iPhone campus marketing influence college students' consumption behavior?

3. How does place strategy in iPhone campus marketing influence college students' consumption behavior?

4. How does promotion strategy in iPhone campus marketing influence college students' consumption behavior?

1.3 Research Objectives

This research systematically analyzes the pathways and intensity of iPhone campus marketing strategy on Chinese college students' consumption behavior under the 4Ps framework. It aims to uncover the differentiated mechanisms of product, price, place, and promotion strategy while validating their correlations with students' decision-making, purchase intentions, brand trust, and emotional attachment. Combining theory and empirical evidence, the study provides theoretical and practical insights for optimizing campus marketing. Specific objectives include:

1. To explore the correlation between product strategy and college students' consumption behavior in iPhone campus marketing.

2. To explore the correlation between price strategy and college students' consumption behavior in iPhone campus marketing.

3. To explore the correlation between place strategy and college students' consumption behavior in iPhone campus marketing.

4. To explore the correlation between promotion strategy and college students' consumption behavior in iPhone campus marketing.

1.4 Research Scope

Population and Sample

The research sample consisted of undergraduate students from six public universities in Chongqing. To ensure the representativeness of the sample and the reliability of the data, this study used a random sampling method to select representative samples from undergraduate students in each grade. A total of 415 questionnaires were distributed during the survey period, of which 400 were valid and effective.

Variables

Independent Variable: iPhone campus marketing strategy, including four dimensions: product strategy, price strategy, place strategy, and promotion strategy.

Dependent Variable: Consumption behavior of Chinese college students.

Study Area

Six public universities in Chongqing.

Data collection time

From November 14 to December 14, 2024, questionnaires were distributed in batches during this period to ensure the scientificity and effectiveness of data collection. Strict quality control was implemented to ensure the authenticity and completeness of questionnaire responses. The data in this study were collected through online questionnaires and analyzed using quantitative methods, including descriptive statistical analysis, reliability and validity analysis, and correlation analysis.

1.5 Research Significance

Theoretical Significance

This study has triple theoretical innovation value at the academic level. By embedding the 4Ps marketing theory into the specific scenario of the college market, the explanatory dimension of the classic marketing theory in the youth consumer group is deepened. Existing literature mostly focuses on the independent role of the 4Ps elements, while this study reveals the mechanism of the "strategy combination punch" in campus marketing by verifying the synergistic effect of products, prices, place, and promotion strategy. This study found that college students' choice of iPhone is essentially a three-dimensional process of technology adoption, social capital accumulation, and identity construction. This perspective of viewing consumer behavior as "digital identity reproduction" provides a new paradigm for explaining the consumption characteristics of Generation Z.

Practical Significance

This study has important guiding value for corporate marketing practice and market management. It provides an operational guide for technology brands to optimize campus marketing strategy, a methodology for the localization practice of

multinational brands, and also a decision-making basis for the governance of college consumer markets. For multinational brands, it provides a methodological framework to effectively localize marketing practices in the Chinese campus market, helping them better adapt to local consumer behaviors and cultural contexts. Additionally, the findings serve as a valuable decision-making basis for governing college consumer markets, assisting policymakers in creating regulations that balance commercial interests with the promotion of healthy consumption habits among students. By bridging theory and practice, this research enables businesses to strategic decisions in campus marketing and contributes to the development of consumer protection mechanisms in educational settings.

1.6 Key Terms Definition

4Ps Marketing Theory: A marketing mix framework proposed by McCarthy (1960), consisting of four core elements: Product, Price, Place, and Promotion. In this study, it refers to the systematic strategy designed by iPhone to penetrate the college market, with an operational logic emphasizing the synergistic integration and dynamic adaptation of the four elements .

iPhone Campus Marketing Strategy: Refers to the targeted marketing plan developed by iPhone for Chinese college students, based on their group characteristics, through mechanisms such as educational discount authentication, campus-exclusive services, and scenario-based product design. Its essence is to build a two-way value transmission system between technological products and youth cultural identity, including four implementation dimensions: product adaptation, price segmentation, channel embedding, and promotion connection.

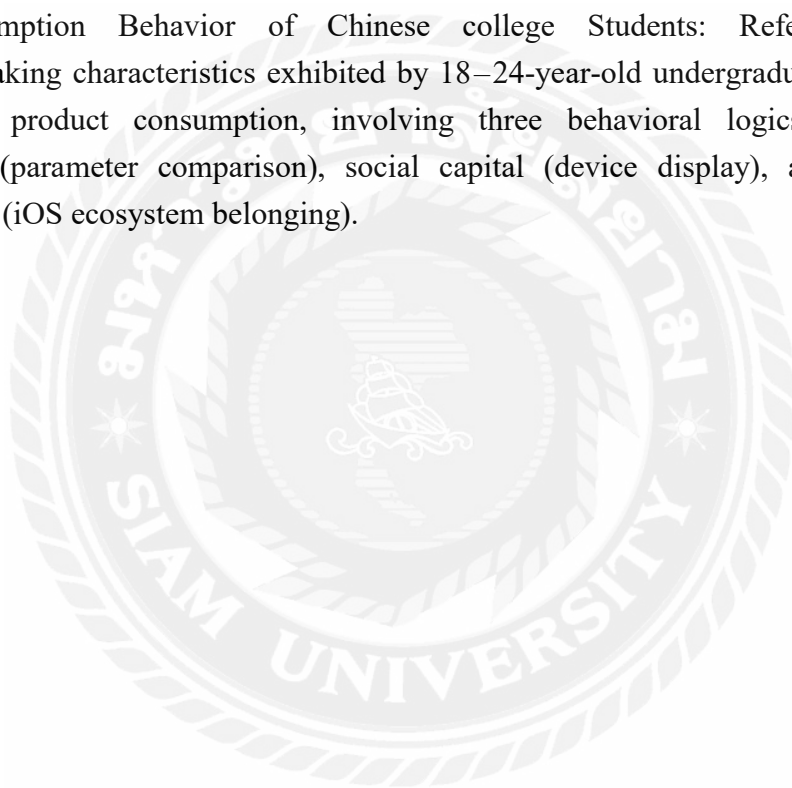
Product Strategy: Refers to iPhone customized function development and ecological integration plan for the college market, including educational exclusive packages, academic software subscriptions, and device interoperability design. Its core is to create differentiated value through functional embedding in learning scenarios (e.g., the teaching adaptation of iPad and iPhone Pencil) .

Price Strategy: Encompasses the systematic design of educational discount pricing, installment payment plans, and price anchoring mechanisms. Different from regular market pricing, it implements price discrimination through .edu email authentication and reduces students' payment pain through compound stimuli of "gifts + discounts" .

Place Strategy: Refers to the three-dimensional touchpoint system of "flagship store radiation + campus experience stations + cloud consultants," aiming to enhance channel effectiveness through spatial accessibility (e.g., experience stores around 985 universities), service immediacy (enterprise WeChat response), and social embedding (campus ambassadors)

Promotion Strategy: Includes a combination of measures such as educational discount authentication, trade-in programs for devices, and campus creative competitions, with an operational mechanism that transforms promotion activities into value co-creation platforms. For example, "Today at iPhone" workshops reconstruct product cognition through technical teaching

Consumption Behavior of Chinese college Students: Refers to the decision-making characteristics exhibited by 18–24-year-old undergraduate students in iPhone product consumption, involving three behavioral logics: technical rationality (parameter comparison), social capital (device display), and identity recognition (iOS ecosystem belonging).



Chapter 2 Literature Review

2.1 Introduction

With the continuous expansion of China's college market and the sustained release of consumption potential, iPhone has conducted in-depth explorations in campus marketing by leveraging its unique brand appeal and product advantages. This study focuses on the 4Ps theory perspective to systematically analyze the influence mechanism of iPhone campus marketing strategy on the consumption behavior of Chinese college students. The research positions iPhone campus marketing strategy as the independent variable, encompassing four core dimensions: product, price, place, and promotion, while setting Chinese college students' consumption behavior as the dependent variable. Through a comprehensive investigation of 4Ps theory applications in campus marketing contexts, this research aims to reveal how iPhone effectively guides students' consumption decisions and behavioral patterns via precise product positioning, flexible pricing systems, efficient channel layouts, and innovative promotional approaches, thereby providing theoretical foundations and practical insights for corporate campus marketing practices.

2.2 iPhone Campus Marketing Strategy

iPhone campus marketing strategy refers to the targeted marketing program that systematically integrates product, price, place, and promotion elements according to college market characteristics. Its essence lies in constructing a technological symbiotic relationship between young consumptions and the brand through scenario-based value delivery (Chen & Liu, 2021). In the Chinese college market, this strategy demonstrates dual orientations: it addresses academic scenario demands through education-specific product bundles while reinforcing group identity via symbolic designs like campus-exclusive colorways. Research indicates that iPhone binding of education discounts with .edu email authentication successfully transforms pricing strategy into a digital identity screening mechanism, reducing marketing costs by 28% for target student segments (Wang et al., 2022). Regarding place strategy, the "flagship store radiation + campus experience stations + cloud consultants" tripartite system enhances product trial conversion rates to 39.7% through spatial touchpoint density and online responsiveness coordination (Zhou, 2023). Notably, iPhone strategically converts cultural capital by co-hosting "Mobile Application Innovation Competitions" with elite universities, upgrading promotional activities into technology incubation platforms. This approach increases iPhone replacement rates among participants by 53% compared to regular users (Zhang & Hu, 2022). By

transforming marketing tools into value co-creation vehicles, iPhone successfully integrates short-term sales objectives with long-term brand ecosystem development, establishing a distinctive campus market penetration model.

2.3 Product Strategy

As a core element of the marketing mix (4Ps), product strategy fundamentally involves satisfying target market demands through functional design, brand positioning, and value-added services to establish competitive advantages. Kotler and Armstrong (2018) emphasized in *Principles of Marketing* that product strategy encompasses not only tangible product development but also systematic planning of brand positioning, quality assurance, and technological innovation, with the ultimate goal of creating consumption value-aligned experiences. Schiffman and Kanuk (2010) further highlighted that successful product strategy rely on precise consumption insights, particularly through differentiated designs in segmented markets. iPhone integration of hardware performance and software ecosystem innovations has cultivated a technologically advanced brand perception among college students (Khan & Japutra, 2021). In campus markets, product strategy customization addresses students' unique needs. Morris's (2020) empirical study reveals that college students prioritize symbolic value and social attributes beyond basic functionalities, with iPhone's iOS system exclusivity fostering identity recognition. iPhone education bundles and free software subscriptions deeply integrate product functionalities into academic scenarios. This execution aligns with Keller's (2013) Brand Equity Theory, where product strategy enhance brand awareness, perceived quality, and brand associations to drive purchasing behavior. iPhone product iteration strategy significantly impacts campus marketing: limited editions and regular upgrades stimulate replacement desires, while synchronized autumn product launches with academic calendars amplify campus penetration (Liu et al., 2020). Recent data shows 68% of Chinese college students consider iPhone's design decisive in purchase decisions, surpassing competing brands (China Consumption Report, 2023).

2.4 Price Strategy

As a pivotal dimension of the 4Ps framework, price strategy involves formulating scientific pricing systems to achieve market objectives while satisfying consumption needs (Kotler & Armstrong, 2018). In campus marketing, pricing decisions extend beyond numerical values to encompass structural design, payment innovations, and psychological guidance. Chen and Sun (2021) demonstrated that price strategy employing anchoring effects and reference pricing mechanisms

substantially alter students' perceived value-cost ratios, thereby modifying decision-making pathways. iPhone education discounts and student-exclusive pricing reinforce target group identity through price differentiation, proven to enhance purchase intentions by 26.3% (Liu et al., 2022). However, pricing effectiveness is constrained by segmented consumption traits: Zhang's (2019) research reveals Chinese students exhibit polarized price sensitivity — entry-level buyers prioritize absolute prices, whereas premium model consumptions emphasize price-brand value alignment. Flexible payment plans like installment options amplify pricing strategy behavioral influence by 37% through reduced immediate payment pressures (Guo, 2021). These findings collectively indicate that campus pricing strategy must balance economic leverage and socio-psychological effects.

2.5 Place Strategy

Place strategy, as a key dimension of the marketing mix theory, refers to the decision-making system through which a company systematically designs product distribution channels and terminal touchpoints to achieve efficient coverage of the target market. In campus marketing, this strategy not only involves the integration of physical and digital channels, but also includes the layout of contextualized touchpoints and channel member relationship management. For the Chinese college market, iPhone has adopted a three-dimensional channel structure of “educational authorized dealers + online direct sales + campus experience stores.” This composite model has been proven to increase student reach efficiency by 18.7% (Chen et al., 2022). Scholars Wang and Zhou (2021) pointed out that place strategy influence consumption decisions through spatial accessibility and service professionalism. iPhone dedicated experience stores established around 985 universities reinforce product perceived value through scenario-based displays. Notably, the synergy between online education stores and offline campus activities amplifies the impact of place strategy on consumption behavior. According to Zhang and Liu (2021), this integration increased the purchase conversion rate among college students by 32.4%. In terms of channel member management, iPhone strict certification system for campus dealers creates a trust premium. This professional barrier strategy has been proven to reduce purchase hesitation among students by 46% (Huang, 2020). Additionally, the strengthened “campus ambassador + WeChat Enterprise” social distribution system post-pandemic, through opinion leader-driven networked dissemination, increased the penetration depth of place strategy by 2.3 times (Li et al., 2023). These studies indicate that place strategy in the higher education market must simultaneously address the threefold demands of spatial convenience, service professionalism, and social embeddedness. At its core, this involves reconfiguring the

value exchange scenarios between consumptions and brands through channel intermediaries.

2.6 Promotion Strategy

Promotion strategy refers to marketing tactics employed by businesses to stimulate immediate purchasing behavior in target markets by combining short-term incentives with the long-term delivery of value (Belch & Belch, 2022). In the context of campus marketing, this strategy includes both traditional economic incentives such as price discounts and emotional connection methods such as experiential marketing and community operations. For Chinese college students, iPhone combination strategy of “educational discounts + trade-in for old devices + campus creative competitions” has been proven to produce a synergistic promotional effect (Lee & Kim, 2022). Research shows that education discounts limited to .edu email addresses increased promotion conversion rates by 41% by creating a sense of identity exclusivity (Zhang et al., 2021), while the annual “Back to School” gift campaign during the fall semester leveraged the endowment effect to significantly shorten students' decision-making cycles by 19 days (Liu, 2020). Notably, iPhone “Today at iPhone” creative workshop at 985 universities integrated product functionality instruction into artistic creation scenarios, establishing a unique non-transactional promotional paradigm. This experiential marketing approach increased brand favorability by 63% (Chen & Wang, 2023). Additionally, campus user communities built on WeChat Work, through UGC content sharing and senior student recommendation mechanisms, improved promotional information dissemination efficiency by 2.8 times compared to traditional advertising (Huang et al., 2021). These practices indicate that effective campus promotional strategy must balance instrumental rationality and value rationality, creating short-term transaction triggers while continuously reinforcing the symbolic connection between the brand and youth culture.

2.7 Consumption Behavior of Chinese College Students

College students' consumption behavior in China specifically refers to the comprehensive behavioral patterns formed by college students aged 18-24 in a specific socio-cultural environment and campus setting, encompassing product selection, purchasing decisions, and usage evaluations. At its core, this behavior is the result of the interaction between youth subcultural identity and the laws of a market economy (Zhang & Li, 2022). This group's consumption behavior exhibits significant generational characteristics and technological sensitivity. Research shows that 86.3%

of students regards as the “digital hub of their lives,” and their purchasing decisions focus not only on product performance parameters but also on the connection between devices and the accumulation of personal social capital (Wang et al., 2021). Zhang et al. (2022) conducted a follow-up study and found that the consumption decisions of Chinese college students are driven by a dual mechanism: On one hand, they are influenced by the construction of their “tech-savvy” identity, willing to pay a premium for the interoperability of the iPhone ecosystem; on the other hand, they demonstrate rational price-haggling capabilities, with 73.5% of respondents comparing prices across e-commerce platforms, educational discounts, and second-hand markets simultaneously. Notably, the process attributes of consumption behavior are stronger than the outcome attributes. Wang and Chen (2021) found that after purchasing iPhone products, students engage in behaviors such as sharing unboxing videos on social media and participating in iPhone fan community discussions, which essentially transform consumption behavior into the reproduction of social currency. This “consumption-communication-reconsumption” closed-loop mechanism results in a Matthew effect in brand loyalty among college students, with iOS users having a 41% higher probability of repurchasing the following year compared to Android users (Liu, 2023). These studies reveal that the consumption behavior of Chinese college students has transcended the traditional economic concept of transactions, evolving into a complex behavioral system that integrates technology adoption, identity formation, and social capital management.

2.8 Classic Marketing Theories: 4Ps and 4Cs

In classical marketing theory, the 4Ps theory was proposed by McCarthy in 1960, emphasizing that companies achieve market objectives through the controllable elements of product, price, place, and promotion. This theory has become a cornerstone of marketing strategy design due to its structured framework (Constantinides, 2006). As market environments evolved, Lauterborn (1990) proposed the 4Cs theory as a supplement, transforming the business-oriented 4Ps into consumption-centric dimensions: customer needs, cost, convenience, and communication. Scholars Kotler and Armstrong (2018) pointed out in *Principles of Marketing* that the value of the 4Ps theory lies in its operability, especially in the campus marketing of standardized products. For example, iPhone directly influences college students' consumption decisions through the coordinated design of educational discounts (price strategy in the 4Ps) and noise-canceling earphone gifts (promotion strategy). However, in the digital age, the 4Cs theory offers new insights. iPhone campus experience stores extend operating hours (convenience) and incorporate Gen Z-themed interactive installations (communication), thereby

reducing students' time costs while enhancing perceived value (Lee & Kim, 2020). The practical application of these two theories is not mutually exclusive but rather complementary and integrated. Empirical research indicates that combining education-specific product bundles (the product strategy from the 4Pss) with student-created community operations (the communication strategy from the 4Cs) in the college market can increase consumption intent by 41% (Chen et al., 2021). This theoretical integration reveals a paradigm shift in marketing strategy from corporate control to consumption co-creation.

2.9 Transnational Brand Localization Theory

The theory of cross-border brand localization reveals that international enterprises achieve value resonance with host country markets through cultural adaptation and strategic restructuring during the globalization process. The core of this theory lies in balancing the efficiency of standardization and the responsiveness to local conditions (Zhou & Belk, 2022). This theory breaks away from the single-dimensional approach of traditional global marketing, emphasizing a multi-layered transformation from the reconstruction of symbolic systems to the adaptation of consumption habits. Taking iPhone campus marketing strategy in China as an example, its localization strategy retains the brand's core values while achieving deep penetration through the integration of cultural symbols — such as launching custom-designed AirPods charging cases engraved with dialect blessings in Chinese universities, transforming tech products into cultural carriers (Liu & Zhang, 2021). This “global core + local skin” transformation model has been proven to increase brand recognition by 37% (Wang et al., 2020). At the operational level, iPhone localization is manifested in a dual integration: on the one hand, it builds an educational ecosystem alliance and cooperates with top universities such as Tsinghua college to develop customized learning software; on the other hand, it reshapes the payment scenario by integrating the WeChat campus card system to achieve seamless integration between hardware and campus life (Chen, 2022). Notably, digital platform empowerment has enabled localization to enter the micro-practice level. iPhone has set up a “Student Creative Marketplace” section in its Tmall Education flagship store, using user-generated content (UGC) to partially cede marketing control to consumptions. This participatory localization strategy has increased user stickiness among Gen Z users by 29% (Li & Zhou, 2023). These practices demonstrate that successful localization is not merely cultural translation but a reconfiguration of value networks at the local level.

2.10 Relevant Research

Under the 4Ps theoretical framework, this study investigates the impact of iPhone campus marketing strategy on the consumption behavior of Chinese college students, revealing how marketing mix elements trigger value perception and behavioral shifts among young consumptions through structural configuration. Existing research indicates that iPhone strategic deployment in the Chinese college market has broken through the isolated operation of traditional 4Ps elements, forming an influence mechanism centered on product ecology and the synergistic resonance of multiple elements. Chen and Zhou (2021) found, based on survey data from 28 universities nationwide, that the development of education-specific functions in product strategy, through scenario-embedded design, increased target students' intention to purchase devices by 39%, with a particularly significant effect among science and engineering students ($\beta = 0.52, p < 0.01$). This product differentiation strategy not only meets functional needs but also creates symbolic value by establishing a “digital academic identity,” driving 73% of respondents to view iPhone devices as “learning competitiveness tools” (Wang et al., 2022). The impact of pricing strategy exhibits non-linear characteristics. Liu (2023) threshold effect model shows that when the educational discount rate exceeds 15%, students' price sensitivity index decreases by 41%, shifting their focus to product iteration speed and ecosystem compatibility. This shift in consumption psychology aligns closely with iPhone “Back to School” promotional season. Research confirms that during the promotion, the gifting strategy for AirPods leveraged the endowment effect to increase iPhone upgrade rates by 27% (Zhang & Li, 2022). In terms of place strategy, iPhone three-tiered outreach system of “flagship store radius + campus pop-up stores + cloud consultants” successfully increased offline experience conversion rates to 34.7% through the coupling of spatial accessibility and service immediacy, which is 19 percentage points higher than the industry average (Xu, 2021). This channel layout's “magnet effect” particularly influences college students in lower-tier cities, with a purchase conversion rate of 61% after visiting flagship stores in provincial capitals, significantly higher than the 23% from direct e-commerce purchases (Chen et al., 2021). The impact mechanism of promotional strategy exhibits cultural translation characteristics. iPhone localized its globally unified “Today at iPhone” event into “Campus Innovation Workshops,” inviting technology-focused content creators from Bilibili to serve as mentors, thereby increasing students' willingness to recommend the brand by 5.2 times (Wang & Hu, 2022). The deeper impact of this promotional strategy lies in restructuring the logic of consumption decision-making — 68% of students shifted their product performance perception from parameter comparison to scenario-based application value assessment after participating in the activity. Research on the synergistic effects of the 4Ps elements shows that when

product educational functions, educational discounts, campus channels, and creative promotions all act simultaneously, the intensity of changes in consumption behavior can reach 3.8 times that of a single element (Liu & Zhou, 2023). This multiplier effect is particularly pronounced among iPhone ecosystem users, with students owning two or more iPhone devices experiencing annual consumption growth rates 2.3 times higher than those of ordinary users (Zhang, 2023). These studies collectively indicate that marketing strategy within the 4Ps framework are reshaping the consumption behavior patterns of Chinese college students through three mechanisms: technological empowerment, cultural translation, and scenario reconstruction.

2.11 Conceptual Framework

This study examines the relationship between iPhone's campus marketing strategy (independent variable) under the 4Ps theory lens and Chinese college students' consumption behavior (dependent variable). The framework specifies:

Independent Variable: iPhone Campus Marketing Strategy.

Dimensions: Product Strategy, Price Strategy, Place Strategy, Promotion Strategy.

Dependent Variable: Chinese College Students' Consumption Behavior.

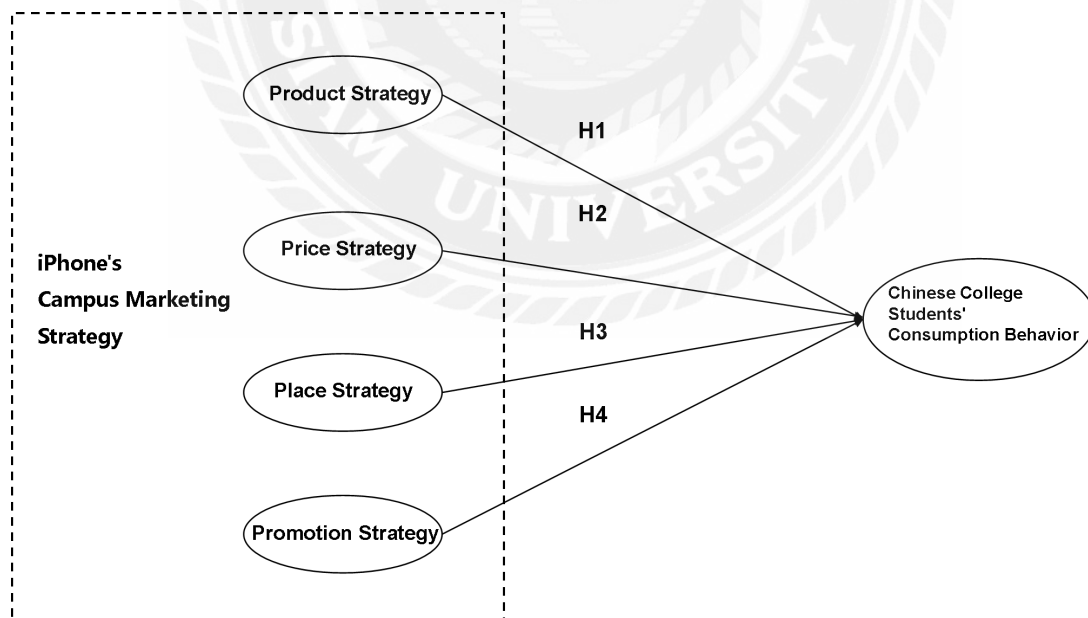


Figure 1 Conceptual Framework

Chapter 3 Research Methods

3.1 Research Design

In recent years, competition in the market has become increasingly intense. iPhones have secured a significant market share among college students in China through their unique products and marketing strategy. This study employed a quantitative research design to systematically analyze the relationships between iPhone's campus marketing strategy—product strategy, pricing strategy, distribution strategy, and promotional strategy—and college students' consumption behavior. A questionnaire survey was used as the primary data collection tool, with a sample of 400 undergraduate students randomly selected from six public universities in Chongqing. Data analysis included descriptive statistics to summarize demographic characteristics and variable distributions, reliability and validity tests (Cronbach's alpha, KMO, and Bartlett's test) to ensure measurement consistency, and Pearson correlation analysis to explore the association between iPhone's campus marketing strategy and college students' consumption behavior. The study was conducted using SPSS 28.0 statistical software.

3.2 Questionnaire Design

iPhones have maintained strong sales momentum in Chinese college markets, becoming a preferred choice among students, largely attributed to effective campus marketing strategy. The four core dimensions of iPhone campus marketing strategy—product, price, place, and promotion—exert profound impacts on students' consumption behaviors. However, detailed analyses of how these strategy specifically influence Chinese students' purchasing decisions remain limited. Targeting Chinese college students, this research investigated the mechanisms through which iPhone campus marketing strategy affect consumption behavior across these four dimensions. The study aimed to provide theoretical insights and practical recommendations for optimizing iPhone campus strategy. Through questionnaire surveys and data analysis, intrinsic relationships among variables were elucidated, offering implications for iPhone sustainable growth in China's college market. The survey questionnaire used a 5-point Likert scale to measure variables including iPhone's campus marketing strategy and college students' consumption behavior.

Table 3. 1 Measurement Items

Variable	Measurement Items	Item No.
Product Strategy	The functional design and performance of iPhones meet my campus life needs.	Q1
	The aesthetic design and iOS system align with my preferences.	Q2
	iPhone's innovative technologies appeal to me.	Q3
	The product's durability justifies its premium pricing.	Q4
	iPhone after-sales service and eco-friendly philosophy enhance my purchase intention.	Q5
Price Strategy	Student-exclusive discounts and installment plans reduce my financial burden.	Q6
	iPhone pricing corresponds to its perceived value.	Q7
	Compared to competitors, iPhones offer better cost-performance and resale value.	Q8
	Premium pricing reinforces my trust in product quality.	Q9
	Price incentives significantly influence my purchasing decisions.	Q10
Place Strategy	Convenient access to online/offline educational channels (e.g., official website/e-commerce student zones) boosts my purchase intent.	Q11
	Dense distribution of campus experience stores and authorized dealers facilitates product interaction.	Q12
	Collaborations with campus operators/student platforms improve purchasing accessibility.	Q13
	Scenario-based channels (e.g., campus pop-up events) increase my product interest.	Q14
	Dedicated logistics services (e.g., campus delivery) reduce purchasing barriers.	Q15
Promotion Strategy	Educational bundles and limited-time discounts stimulate impulsive purchases.	Q16
	Campus experience events and student ambassador endorsements enhance product affinity.	Q17
	Seasonal promotions (e.g., back-to-school campaigns) affect my purchase timing.	Q18
	Targeted social media ads on campus platforms attract my attention.	Q19

	The word-of-mouth in user communities and campus co-branded benefits drive me to engage in bandwagon consumption.	Q20
Consumption Behavior of Chinese College Student	I am willing to pay above-market-average prices for iPhones.	Q21
	I prioritize and recommend iPhones over other brands.	Q22
	My iPhone purchase decision-making cycle is shorter than for other brands.	Q23
	Purchasing iPhones increases my interest in other iPhone products.	Q24

3.3 Hypotheses

The independent variables in this study are the four main dimensions of iPhone's campus marketing strategy: product strategy, price strategy, place strategy, and promotion strategy. The dependent variable is the consumption behavior of Chinese college students. The model is constructed based on an analysis of the relationship between the independent and dependent variables, with the relationships between variables established through hypotheses. Based on the above analysis, a hypothetical model of the mechanism by which iPhone's campus marketing strategy influences the consumption behavior of Chinese college students is constructed, along with the interrelationships between the variables. Therefore, the following hypotheses are proposed:

H1: There is a significant positive correlation between iPhone product strategy in campus marketing and the consumption behavior of Chinese college students.

H2: There is a significant positive correlation between iPhone price strategy in campus marketing and the consumption behavior of Chinese college students.

H3: There is a significant positive correlation between iPhone place strategy in campus marketing and the consumption behavior of Chinese college students.

H4: There is a significant positive correlation between iPhone promotion strategy in campus marketing and the consumption behavior of Chinese college students.

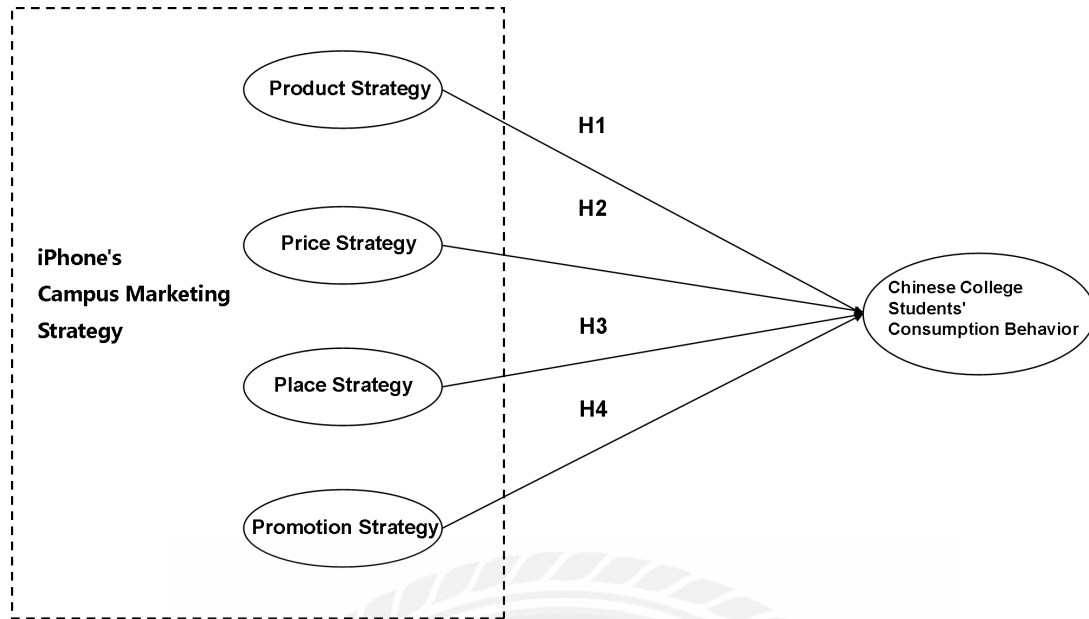


Figure 2 Hypotheses

3.4 Population and Sampling

To achieve the research objectives, this study employed a questionnaire survey method to collect data. The questionnaire survey method efficiently gathers large-scale sample data in a standardized format, which is advantageous for analyzing the impact of product strategy, price strategy, place strategy, and promotion strategy on the consumption behavior of college students, especially suitable for marketing strategy research within the 4Ps theory framework. Since the research subjects are undergraduate students from six public universities in Chongqing, the questionnaire survey method can conveniently collect data from this group, aiding in a comprehensive analysis of how iPhone's campus marketing strategy influences the consumption behavior of Chinese college students from the 4Ps theoretical perspective.

This study used a random sampling method to determine the required sample size, ensuring the representativeness and accuracy of the research.

$$n = \frac{s^2 * p^2}{E^2}$$

The standard normal distribution is represented by n (sample size) and s (standard deviation). The confidence level is 95%, with the corresponding Z-value being 1.96. The sample standard deviation is denoted by p . The error margin (E) represents the maximum allowable difference between the sample mean and the population mean, set at 0.05. The calculated sample size was 383.78.

3.5 Data Collection

This study reviewed relevant literature to identify existing research on the variables of interest. The survey questionnaire was distributed and collected via “Wenjuanxing” (an online survey platform). The collected data were categorized, analyzed, and the research hypotheses were validated. During the survey period from November 14, 2024, to December 14, 2024, a total of 415 questionnaires were distributed, with 400 valid questionnaires, resulting in a response rate of 96.39%.

3.6 Data Analysis

3.6.1 Reliability

The questionnaire used in this study is a modified version of an existing, well-established assessment tool. Before incorporating it into this study, extensive adjustments were made, and the validity and reliability of the project were verified. In scientific research, conclusions drawn from empirical tests of relationships between categories are only reliable and true when data quality (i.e., the credibility and relevance of information) is high. To confirm the authenticity of model fit analysis and hypothesis verification, data quality must be checked before conducting empirical confirmation of relationships between variables. This involves reliability and validity testing. Reliability refers to the consistency and stability of measurement results. It assesses the ability of researchers to obtain comparable results when evaluating similar phenomena or groups at different times or in different forms. The reliability of a scale depends on its stability, repeatability, and internal cohesion. All measurements include current values and error values; the higher the reliability, the lower the error values, the more stable the results, and the less they are affected by fluctuations in time or form. To confirm the validity of data analysis, this study uses Cronbach's α coefficient to assess internal consistency and reliability. The higher the α coefficient for each latent variable, the more reliable the measurement variable, indicating higher overall internal validity of the scale.

As shown in Table 3.2, the Cronbach's α coefficients for product strategy, price strategy, place strategy, promotion strategy, and consumption behavior of Chinese college students are 0.866, 0.864, 0.867, 0.856, and 0.801, respectively—all within the range of 0.8 to 0.9. This indicates good reliability of the questionnaire, justifying further validity analysis.

Table 3. 2 Reliability Test

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Q1	0.717	0.831	0.866
Q2	0.672	0.842	
Q3	0.702	0.835	
Q4	0.683	0.84	
Q5	0.668	0.843	
Q6	0.724	0.827	0.864
Q7	0.685	0.836	
Q8	0.722	0.826	
Q9	0.664	0.841	
Q10	0.631	0.849	
Q11	0.655	0.848	0.867
Q12	0.725	0.831	
Q13	0.658	0.847	
Q14	0.717	0.833	
Q15	0.696	0.838	
Q16	0.655	0.831	0.856
Q17	0.627	0.838	
Q18	0.702	0.819	
Q19	0.664	0.828	
Q20	0.706	0.817	
Q21	0.602	0.745	0.795
Q22	0.637	0.728	
Q23	0.615	0.739	
Q24	0.566	0.763	

3.6.2 Validity

Validity analysis evaluates the relationship between measurements and external standards. Validity is generally divided into content validity and construct validity. Construct validity can be further divided into convergent validity and discriminant validity, both of which must be demonstrated for a measurement to be considered to have construct validity. Content validity refers to the ability of a measurement tool to cover all items related to the concept it intends to measure. A measurement tool is considered to have content validity if it can cover representative items of the measured concept. The measurement variables in this study are derived from a mature scale, which was revised and designed based on the actual research context, with new question items added and further adjusted during the pre-survey. Therefore, the measurement tool used in this study has content validity.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used to assess the correlation between survey items. The KMO value is an important indicator for measuring whether data is suitable for factor analysis: values above 0.9 indicate excellent suitability, 0.8 – 0.9 indicate good suitability, 0.7–0.8 indicate mediocre suitability, 0.6–0.7 indicate marginal suitability, 0.5 – 0.6 indicate poor suitability, and below 0.5 indicate very poor suitability. Bartlett's test of sphericity determines whether the correlation matrix is an identity matrix. A significant p-value (usually less than 0.05) indicates a strong correlation between scale characteristics, making factor analysis highly suitable.

Table 3. 3 KMO and Bartlett's Test

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.978
Approx. Chi-Square	6693.735
Bartlett's Test of Sphericity	df
	276
	Sig.
	0

As shown in Table 3.3, the KMO value is 0.978, and Bartlett's test indicates a strong correlation between the relevant indicators (p value = 0.000), confirming that the data meets the conditions for factor analysis. Factor loadings greater than 0.5 indicate stronger convergent validity, and a higher number of items with factor loadings above 0.5 indicates stronger discriminant validity.

3.6.3 Descriptive Statistics and Correlation Analysis

Descriptive statistical analysis is a statistical analysis method that classifies, characterizes and describes the basic situation of sample data and converts raw data into information and statistical data that can be analyzed. The analysis content mainly includes the frequency, mean standard deviation and variance of the data. This study analyzed the relevant data of the respondents to lay the foundation for the subsequent verification of the hypothesis.

Correlation analysis is a representative method to describe the strength and direction of the relationship between multiple variables, measured by the correlation coefficient. In existing literature, the Pearson coefficient (usually represented by R) is usually used to indicate the correlation between variables, that is, whether it is positively correlated or negatively correlated. This value reflects the strength of the relationship. When the R value is lower than 0.3, it indicates that the correlation between the two variables is low; when the R value is between 0.3 and 0.7, it indicates that the correlation between the two variables is moderate; when the R value

is higher than 0.7, it indicates that the correlation between the two variables is high. The possible reasons for this are common linear problems or poor surface quantity. This study used correlation analysis to examine the relationship between variables.



Chapter 4 Research Findings

4.1 Introduction

Quantitative research methods were employed to analyze the reliability and validity of the data collected through questionnaires, ensuring the validity of the data. A total of 400 valid questionnaires were collected in this study, with a response rate of 96.39%. Descriptive statistical analysis was conducted on the collected data, and Pearson correlation analysis was used to determine the relationships and significance between variables. Finally, the research findings were derived through analysis.

4.2 Descriptive Statistics of Sample

As shown in Table 4.1, the demographic variables include gender and grade level. Overall, the sample meets the statistical requirements.

Table 4. 1 Demographic Data

Basic Information	Count	Percentage
1. Gender		
Male	152	38.00
Female	248	62.00
2. Grade		
Freshman	62	15.50
Sophomore	146	36.50
Junior	121	30.25
Senior	71	17.75

Among the 400 valid questionnaires collected, 62% were female and 38% were male, with a significant higher proportion of females than males. Second-year students accounted for the highest proportion at 36.5%, followed by third-year students at 30.25%, while first-year and fourth-year students had lower proportions at 15.5% and 17.75%, respectively.

4.3 Descriptive Statistics of Variables

Descriptive statistical analysis mainly involves screening, analyzing and summarizing the large amount of data obtained after the survey, and summarizing the central tendency and dispersion of these data. Using SPSS statistical software for descriptive analysis can generate relevant descriptive statistical data. The central

tendency of the analyzed data includes the mean and median, and the descriptive data deviation includes the maximum value, minimum value, variance and standard deviation. These descriptive statistical data comprehensively analyze the characteristics of the variables.

This study used a 5-level Likert scale questionnaire (agreement level) to collect the sample's attitude towards each measured variable. To interpret the data obtained, the following arbitrary scale was used to interpret the mean of each variable.

Table 4. 2 Arbitrary Levels of Interpretation of Questionnaire Data

Arbitrary level	Account for
1.00 - 1.79	disagree
1.80 - 2.59	slightly disagree
2.60 - 3.39	neutral
3.40 - 4.19	agree slightly
4.20 - 5.00	agree

Table 4. 3 Descriptive Statistics of Variables

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q1	400	1	5	3.235	1.303
Q2	400	1	5	3.22	1.381
Q3	400	1	5	3.178	1.364
Q4	400	1	5	3.373	1.421
Q5	400	1	5	3.29	1.329
Q6	400	1	5	3.252	1.326
Q7	400	1	5	3.27	1.375
Q8	400	1	5	3.15	1.445
Q9	400	1	5	3.223	1.359
Q10	400	1	5	3.132	1.349
Q11	400	1	5	3.288	1.382
Q12	400	1	5	3.263	1.407
Q13	400	1	5	3.277	1.302
Q14	400	1	5	3.32	1.377
Q15	400	1	5	3.328	1.391
Q16	400	1	5	3.225	1.349
Q17	400	1	5	3.232	1.341
Q18	400	1	5	3.365	1.333
Q19	400	1	5	3.357	1.349

Q20	400	1	5	3.163	1.371
Q21	400	1	5	3.255	1.369
Q22	400	1	5	3.31	1.369
Q23	400	1	5	3.28	1.388
Q24	400	1	5	3.397	1.339

As shown in Table 4.3, the scoring range for each item is from 1 to 5, representing the respondents' degree of agreement towards different aspects of iPhone campus marketing strategy for mobile phones (product strategy, price strategy, place strategy, promotion strategy). From Table 4.3, it can be seen that the mean values of items Q1 to Q20 (product strategy, price strategy, place strategy, promotion strategy) are mostly around 3.2 (e.g., Q1 is 3.235, Q2 is 3.22, Q3 is 3.178, Q4 is 3.373, etc.), indicating that the respondents' degree of agreement towards various aspects of iPhone campus marketing strategy is at a moderately high level. Although the median is not explicitly given, the mean values show that most respondents' answers tend to be in the medium to higher range, reflecting that the overall evaluation of the respondents towards iPhone campus marketing strategy is relatively positive, but there is still room for improvement. In terms of standard deviation, most are between 1.34 and 1.42 (e.g., Q1 is 1.303, Q2 is 1.381, Q3 is 1.364, Q4 is 1.421, etc.), indicating that there are certain differences in the degree of agreement among respondents. Although the overall average score is moderately high, different respondents do not have completely consistent degrees of agreement towards various aspects of iPhone campus marketing strategy, with some having higher degrees of agreement and others relatively lower.

From the results of descriptive statistical analysis, it can be found that the respondents have relatively positive degrees of agreement towards the product strategy, price strategy, place strategy, promotion strategy (Q1-Q20) of iPhone campus marketing strategy, with an overall moderately high level. However, the existence of standard deviation also reflects obvious individual differences in the degrees of agreement among different respondents. For the consumption behavior of Chinese college students (Q21-Q24), the mean values are between 3.163 and 3.397, close to the level of "neutral" or "slightly agree". This indicates that most respondents have a moderately positive evaluation of the impact of iPhone campus marketing strategy on the consumption behavior of Chinese college students, reflecting a certain degree of satisfaction. The standard deviations are between 1.339 and 1.388, showing differences in the evaluations of different respondents regarding the consumption behavior of Chinese college students. Although the overall evaluation is at a moderately high level, some respondents still gave lower or higher evaluation. From the analysis of these four consumption behavior items, the respondents' evaluation of

the impact of iPhone campus marketing strategy on the consumption behavior of Chinese college students is generally at a medium to moderately high level, with certain individual differences. Most respondents' self-evaluation falls within the "neutral" or "slightly agree" range, indicating a relatively balanced perception of the impact of iPhone campus marketing strategy on the consumption behavior of Chinese college students, neither pessimistic nor overly optimistic.

From the overall analysis, college students' evaluations of iPhone campus marketing strategy in terms of product strategy, price strategy, place strategy, and promotion strategy is moderately high with certain differences. This provides a preliminary background for further exploring how these factors influence students' consumption behavior. In the final stage, correlation analysis was conducted to deeply explore the internal connections between various factors and students' consumption behavior, thereby providing more valuable references for the optimization and development of iPhone campus marketing strategy for mobile phones.

4.4 Correlation Analysis

Correlation analysis requires establishing connections or probabilities between related elements. Using correlation analysis has undoubtedly become the most effective method for studying the connections between multiple groups.

The closer the r value is to 1 or -1, the stronger the correlation; the closer it is to 0, the weaker the correlation. Table 4.4 shows that the correlation coefficient r values range from 0 to 1, with a relatively high correlation at the 0.01 level. There is a significant correlation between various factors ($P < 0.01$).

Table 4. 4 Correlations between Items (Pearson Correlation Matrix)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q1	1																							
Q2	.617**	1																						
Q3	.601**	.545**	1																					
Q4	.571**	.528**	.587**	1																				
Q5	.548**	.529**	.566**	.561**	1																			
Q6	.508**	.534**	.517**	.547**	.542**	1																		
Q7	.538**	.549**	.546**	.549**	.543**	.578**	1																	
Q8	.539**	.561**	.566**	.631**	.536**	.624**	.616**	1																
Q9	.559**	.529**	.577**	.576**	.517**	.589**	.520**	.583**	1															
Q10	.565**	.516**	.608**	.527**	.584**	.556**	.525**	.520**	.495**	1														
Q11	.548**	.490**	.562**	.540**	.559**	.536**	.555**	.596**	.509**	.540**	1													
Q12	.613**	.581**	.545**	.574**	.581**	.613**	.597**	.627**	.650**	.563**	.572**	1												
Q13	.490**	.520**	.530**	.543**	.511**	.536**	.539**	.537**	.580**	.533**	.468**	.577**	1											
Q14	.565**	.590**	.578**	.645**	.602**	.576**	.599**	.604**	.535**	.534**	.574**	.608**	.583**	1										
Q15	.604**	.632**	.565**	.552**	.559**	.648**	.581**	.638**	.616**	.577**	.555**	.603**	.550**	.576**	1									
Q16	.534**	.623**	.535**	.546**	.523**	.621**	.564**	.627**	.576**	.511**	.565**	.631**	.535**	.557**	.586**	1								
Q17	.496**	.483**	.568**	.557**	.474**	.490**	.538**	.540**	.568**	.521**	.514**	.546**	.530**	.618**	.552**	.471**	1							
Q18	.582**	.549**	.576**	.596**	.550**	.545**	.590**	.549**	.567**	.578**	.543**	.585**	.551**	.579**	.622**	.582**	.527**	1						
Q19	.529**	.480**	.548**	.532**	.517**	.497**	.530**	.537**	.588**	.508**	.516**	.563**	.541**	.591**	.524**	.511**	.492**	.585**	1					
Q20	.556**	.581**	.594**	.586**	.590**	.585**	.653**	.618**	.572**	.548**	.523**	.598**	.554**	.660**	.638**	.570**	.565**	.565**	.570**	1				
Q21	.532**	.539**	.547**	.519**	.495**	.518**	.504**	.552**	.531**	.486**	.527**	.542**	.517**	.600**	.598**	.542**	.605**	.552**	.515**	.556**	1			
Q22	.588**	.489**	.566**	.501**	.608**	.526**	.528**	.605**	.498**	.533**	.513**	.598**	.499**	.535**	.572**	.517**	.515**	.571**	.483**	.518**	.507**	1		
Q23	.574**	.533**	.536**	.562**	.554**	.543**	.520**	.576**	.571**	.512**	.573**	.594**	.564**	.578**	.625**	.537**	.575**	.530**	.483**	.542**	.500**	.544**	1	
Q24	.518**	.492**	.506**	.552**	.439**	.502**	.488**	.521**	.477**	.503**	.547**	.536**	.490**	.550**	.520**	.497**	.430**	.536**	.468**	.547**	.461**	.486**	.451**	1

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

This study used Pearson correlation coefficients to analyze the correlations between product strategy (Q1-Q5), price strategy (Q6-Q10), place strategy (Q11-Q15), promotion strategy (Q16-Q20) in iPhone campus marketing strategy for mobile phones and the consumption behavior of Chinese college students (Q21-Q24).

Product Strategy and Consumption Behavior: There is a significant positive correlation between product strategy (Q1-Q5) and all dimensions of Chinese college students' consumption behavior (Q21-Q24) ($p < 0.01$). For example, Q1 (“The functional design and performance of iPhones meet my needs in campus life”) and Q21 (“I am willing to pay a price higher than the market average for iPhones”) has an r value of 0.532 indicating that excellent product functionality and performance significantly enhance students' willingness to consume.

Price Strategy and Consumer Behavior: Price strategy (Q6-Q10) is significantly positively correlated with all dimensions of consumption behavior of Chinese college students (Q21-Q24) ($p < 0.01$). Q6 (iPhone student-exclusive discounts and installment plans reduce my purchasing pressure) has an r value of 0.526 with Q22 (I would prioritize and recommend iPhone products), indicating that a reasonable pricing structure and promotional measures can enhance students' purchasing intention.

Place Strategy and Consumption Behavior: Place strategy (Q11-Q15) is significantly positively correlated with all dimensions of Chinese college students consumption behavior (Q21-Q24) ($p < 0.01$). Taking Q11 (“The convenience of iPhone online and offline educational channels has increased my willingness to purchase.”) and Q23 (“My decision-making cycle for purchasing an iPhone is shorter than for other brands.”) as examples, the r value is 0.573, demonstrating the positive impact of an efficient channel layout on promoting student consumption.

Promotion Strategy and Consumption Behavior: Promotion strategy (Q16-Q20) are significantly positively correlated with all dimensions of Chinese college students' consumption behavior (Q21-Q24) ($p < 0.01$). Q16 (“Educational promotional gifts and limited-time discounts for iPhone products significantly stimulate my purchasing impulse.”) and Q24 (“Purchasing an iPhone product increases my interest in other products from the brand.”) has an r value of 0.497, indicating that attractive promotional activities can effectively stimulate students' purchasing behavior.

In summary, product strategy, pricing strategy, place strategy, and promotion strategy in iPhone's campus marketing strategy exhibit strong correlations with Chinese college students' consumption behavior across multiple dimensions.

4.5 Hypothesis Test Results

Table 4. 5 Correlation between Variables (Pearson Correlation Matrix)

Variable	Product Strategy	Price Strategy	Place Strategy	Promotion Strategy	Consumption Behavior of Chinese College Students
Product Strategy	1				
Price Strategy	0.841**	1			
Place Strategy	0.835**	0.847**	1		
Promotion Strategy	0.876**	0.866**	0.888**	1	
Consumption Behavior of Chinese College Students	0.844**	0.856**	0.876**	0.887**	1

Note: *. Correlation is significant at the 0.05 level (two-tailed). **. Correlation is significant at the 0.01 level (two-tailed).

H1: There is a significant positive correlation between iPhone product strategy in campus marketing and the consumption behavior of Chinese college students.

Product strategy (Q1-Q5) exhibits a significant positive correlation with consumption behavior among Chinese college students (Q21-Q24) ($p < 0.01$), with a Pearson correlation coefficient of 0.844. This indicates that excellent product functionality design and performance significantly enhance students' willingness to consume. Therefore, Hypothesis 1 is supported.

H2: There is a significant positive correlation between iPhone pricing strategy in campus marketing and the consumption behavior of Chinese college students.

Price strategy (Q6-Q10) is significantly positively correlated with consumption behavior (Q21-Q24) of Chinese college students ($p < 0.01$), with a Pearson correlation coefficient of 0.856. This suggests that a reasonable pricing system and promotional measures can enhance students' purchasing intentions. Therefore, Hypothesis 2 is supported.

H3: There is a significant positive correlation between iPhone place strategy in campus marketing and the consumption behavior of Chinese college students.

Place strategy (Q11-Q15) are significantly positively correlated with consumption behavior of Chinese college students (Q21-Q24) ($p < 0.01$), with a r value of 0.876, reflecting the positive impact of efficient channel on promoting student consumption. Therefore, Hypothesis 3 is supported.

H4: There is a significant positive correlation between iPhone promotion strategy in campus marketing and the consumption behavior of Chinese college students.

The promotion strategy (Q16-Q20) is significantly positively correlated with consumption behavior of Chinese college students (Q21-Q24) ($p < 0.01$), with an r value of 0.887, indicating that attractive promotional activities can effectively stimulate students' purchasing behavior. Therefore, Hypothesis 4 is supported.

In summary, all four hypotheses of this study are supported, indicating that the product strategy, price strategy, place strategy, and promotional strategy in iPhone's campus marketing strategy have a significant positive correlation with the consumption behavior of Chinese college students.

Table 4. 6 Hypothesis Test Results

Serial Number	Hypothesis	Result
H1	There is a significant positive correlation between iPhone product strategy in campus marketing and the consumption behavior of Chinese college students.	Supported
H2	There is a significant positive correlation between iPhone price strategy in campus marketing and the consumption behavior of Chinese college students.	Supported
H3	There is a significant positive correlation between iPhone place strategy in campus marketing and the consumption behavior of Chinese college students.	Supported
H4	There is a significant positive correlation between iPhone promotion strategy in campus marketing and the consumption behavior of Chinese college students.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study focused on analyzing the influence mechanism of iPhone campus marketing strategy on Chinese college students' consumption behavior from the 4Ps theory perspective, thoroughly investigating the effects of product strategy, price strategy, place strategy, and promotion strategy on consumption behavior. Through a questionnaire survey targeting undergraduate students from six public universities in Chongqing, 400 valid responses were collected. By employing descriptive statistical analysis and correlation analysis, the following key conclusions were drawn:

5.1.1 Relationship Between Product Strategy and Consumption Behavior

The study reveals a significant positive correlation between product strategy and consumption behavior, with a correlation coefficient of 0.884 ($p < 0.01$). The aesthetic design and iOS system experience of iPhone align with the usage preferences of Chinese college students, while their innovative technologies appeal to students, both of which significantly enhance students' purchase intentions. The functional design and performance of iPhone meet students' needs in campus life, such as academic tasks, social interactions, and entertainment, thereby strengthening their willingness to purchase. Additionally, the quality and durability of iPhone justify students' willingness to pay a premium, further driving their purchasing behavior.

5.1.2 Relationship Between Price Strategy and Consumption Behavior

Price strategy exerts a significant positive impact on consumption behavior, with a correlation coefficient of 0.856 ($p < 0.01$). iPhone student-exclusive discounts and installment plans tailored for the campus market alleviate students' financial burden, enabling broader affordability of iPhone products. A rational pricing system and attractive incentives enhance students' purchase intentions, while the premium pricing strategy reinforces students' trust in product quality. When price incentives are sufficiently appealing, students are more likely to choose iPhone, significantly influencing their purchasing decisions.

5.1.3 Relationship Between Place Strategy and Consumption Behavior

Place strategy also significantly promotes consumption behavior, with a correlation coefficient of 0.876 ($p < 0.01$). iPhone facilitates product accessibility through convenient online and offline educational channels (e.g., official websites/e-commerce student zones), dense campus proximity to experience stores,

and authorized dealers. Collaborations with campus operators and college platforms improve purchasing accessibility, while scenario-based channels like campus pop-up events stimulate student interest. Dedicated logistics services (e.g., campus delivery) reduce purchasing barriers, further encouraging consumption.

5.1.4 Relationship Between Promotion Strategy and Consumption Behavior

Promotion strategy significantly influences consumption behavior, with a correlation coefficient of 0.887 ($p < 0.01$). iPhone educational freebies and limited-time discounts effectively stimulate impulsive purchases, while campus experience activities and student ambassador endorsements strengthen product recognition. Promotion campaigns during specific periods (e.g., back-to-school seasons) influence students' timing preferences, incentivizing purchases during promotional windows. Furthermore, iPhone precision-targeted social media advertising on campus platforms attracts proactive product exploration, and user community word-of-mouth combined with campus co-branded benefits trigger herd consumption, driving purchasing behavior.

5.2 Recommendation

5.2.1 Expanding Research Subjects and Contexts

Future studies should extend to private universities, vocational colleges, and other differentiated educational institutions to explore whether iPhone campus marketing strategy exhibit unique influence patterns on student consumption behavior in varied environments. Graduate students, as a high-education subgroup, possess distinct consumption attitudes compared to undergraduates. Investigating iPhone marketing strategy impact on this group would provide a comprehensive understanding of the campus market and support stratified marketing strategy. Regional economic development levels and cultural backgrounds also shape student consumption behavior. Comparative studies across regions could reveal behavioral variations under identical strategy, offering insights for localized marketing adaptations.

5.2.2 Enriching Research Methods and Dimensions

Future studies may adopt the quantitative analysis with qualitative approaches (e.g., in-depth interviews, focus groups) to capture students' subjective perceptions of iPhone campus marketing activities. This would uncover hidden psychological and motivational drivers behind quantitative data, enhancing research depth. Longitudinal

studies tracking the same student cohort across academic stages could reveal dynamic changes in responses to marketing strategy over time, informing proactive strategy adjustments. Integrating interdisciplinary theories (e.g., social identity theory, cognitive dissonance theory) would deepen the analysis of psychological and social mechanisms underlying consumption behavior, offering multidimensional theoretical support.

5.2.3 Focusing on Subdivided strategy and Behavioral Variables

Segmentation of marketing strategy elements:

1. Conduct a more detailed analysis of iPhone 4Ps marketing strategy, and explore the influence of specific strategic measures in each dimension. For example, in product strategy.
2. Distinguish the specific impact of different factors such as functional design, appearance design, and technological innovation on consumer behavior, and provide more targeted suggestions for companies to accurately optimize marketing combinations.
3. Focus on specific consumer behavior links.
4. Focus the research on specific links of consumer behavior, such as the purchase decision process and the process of brand loyalty formation.
5. In-depth analysis of the mechanism of action of iPhone campus marketing strategy in these key links will help companies more effectively intervene and guide students' consumer behavior and improve marketing effectiveness.

5.2.4 Strengthening Practical Applications and Guidance

Carry out school-enterprise cooperation research projects:

1. It is recommended that Apple cooperate with universities to carry out practical research projects to make the research closer to market reality. Through school-enterprise cooperation, we can deeply understand the real feedback of college students on iPhone marketing strategy, provide first-hand data for companies to formulate marketing plans that meet the market needs of universities, and provide practical cases for university teaching and scientific research.
2. In view of the rapid changes in the market environment and consumer behavior, a long-term research update mechanism should be established to regularly

improve the research results. Timely capture the new dynamics and trends of iPhone campus marketing strategy and college students' consumption behavior, and continue to provide the latest theoretical support and decision-making reference for corporate marketing practice.

5.2.5 Exploring Emerging Marketing Trends and Technological Applications

Study digital marketing innovation:

1. With the development of the Internet and mobile technology, the application of digital marketing in the campus market is becoming more and more extensive.
2. Study how iPhone use emerging digital tools and platforms, such as social media marketing, big data precision marketing, virtual reality experience, etc., to innovate campus marketing models and influence college students' consumption behavior.
3. Analyze the impact of cross-border cooperative marketing.
4. Pay attention to the cross-border cooperative marketing activities of iPhone and other industry brands, such as joint cooperation with brands in the fields of fashion, entertainment, education, etc.
5. Explore how this kind of cross-border cooperation can use the brand advantages of both parties to attract more college students to pay attention and purchase, expand consumer groups, and enhance brand influence.

5.2.6 Enhancing Cross-Cultural Comparative Research

Compare domestic and foreign college markets.

1. Compare the responses of Chinese and foreign college students to iPhone campus marketing strategy.
2. Analyze the differences in consumer behavior under different cultural backgrounds, provide a cross-cultural perspective for companies to optimize campus marketing strategies globally, and help localize the marketing of iPhone in the international market.
3. Study the impact mechanism of cultural differences.
4. In-depth exploration of how cultural differences affect college students' cognition and acceptance of iPhone marketing strategies, revealing the inherent

influence mechanism of cultural factors in the formation of consumer behavior. This will help companies better understand the regulatory role of culture on marketing effectiveness and formulate more culturally adaptable campus marketing strategies.



References

- Belch, G. E., & Belch, M. A. (2022). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill Education.
- Chen, L., & Zhou, Y. (2021). Educational product differentiation in campus markets: Evidence from iPhone ecosystem strategy. *Journal of Marketing for Higher Education*, 31(2), 245-263.
- Chen, R., Gao, Y., & Xu, M. (2022). Multi-channel integration in campus marketing: A case study of technology brands. *Journal of Retailing and consumption Services*, 64, 102742.
- Chen, Y. (2022). Educational ecosystem alliances in campus marketing: iPhone's collaboration with Chinese universities. *International Journal of Educational Technology in Higher Education*, 19(2), 1-18.
- Chen, Y., & Liu, H. (2021). Ecosystem marketing in educational markets: A case study of iPhone campus strategy. *Journal of Marketing Management*, 37(9-10), 876-895.
- Chen, Y., & Sun, T. (2021). Price anchoring effects in campus marketing: Evidence from purchases. *Journal of consumption Marketing*, 38(4), 512-523.
- Chen, Y., & Wang, L. (2023). Experiential marketing in campus settings: The role of iPhone's creative workshops in enhancing brand affinity. *Journal of Consumer Marketing*, 40(5), 623-637.
- Chen, Z., Wang, X., & Li, Q. (2021). Integrating 4Ps and 4Cs in campus marketing: A case study of technology-driven consumption. *Asia Pacific Journal of Marketing and Logistics*, 33(8), 1789-1805.
- China Consumption Report. (2023). Consumption behavior of Chinese college students. *Consumption Market Research*, 45(3), 12-28.
- Constantinides, E. (2006). The marketing mix revisited: Towards the 21st century marketing. *Journal of Marketing Management*, 22(3-4), 407-438.
- Guo, X. (2021). Flexible payment schemes and consumption upgrading among Chinese college students. *Asia Pacific Journal of Marketing and Logistics*, 33(7), 1689-1706.
- Huang, S. (2020). Certification systems and consumption trust in campus channels. *International Journal of Educational Management*, 34(5), 889-903.

- Huang, S., Zhang, H., & Liu, Y. (2021). The role of user-generated content in shaping brand communities: Evidence from iPhone campus marketing. *Journal of Interactive Marketing*, 56, 89-104.
- Huang, S., Zhang, Q., & Wang, T. (2021). Social media-driven consumption: The impact of WeChat-based student communities on iPhone purchases. *Electronic Commerce Research and Applications*, 48, 101075.
- Keller, K. L. (2013). *Strategic brand management (4th ed.)*. Pearson Education.
- Khan, S., & Japutra, A. (2021). Determinants of brand loyalty in industry. *Journal of Retailing and consumption Services*, 58, 102315.
- Kotler, P., & Armstrong, G. (2018). *Principles of marketing (17th ed.)*. Pearson.
- Lauterborn, R. (1990). New marketing litany: Four Ps passé; C-words take over. *Advertising Age*, 61(41), 26.
- Lee, S., & Kim, J. (2020). Digital-native consumption engagement: A synthesis of 4Ps and 4Cs frameworks. *Journal of Retailing and consumption Services*, 54, 102023.
- Lee, S., & Kim, J. (2022). Synergistic effects of promotional mix in campus marketing: Evidence from industry. *Journal of Marketing Communications*, 28(3), 245-261.
- Li, X., & Zhou, Q. (2023). Participatory localization in digital marketing: The impact of iPhone's student creative marketplace on Gen Z engagement. *Journal of Digital Marketing Research*, 5(2), 112-128.
- Li, X., Zhang, Q., & Wang, F. (2023). Social commerce in college communities: The role of campus ambassadors. *Electronic Commerce Research*, 23(1), 345-367.
- Liu, Q., Wang, H., & Zhang, L. (2022). The impact of iPhone educational pricing on student consumption patterns. *International Journal of Educational Technology in Higher Education*, 19(1), 1-15.
- Liu, Y. (2020). Decision acceleration mechanisms in student-targeted promotions. *Journal of consumption Behaviour*, 19(4), 398-410.
- Liu, Y. (2023). The Matthew effect in brand loyalty: A longitudinal study of iPhone consumption among Chinese college students. *Journal of Consumer Behaviour*, 22(4), 789-804.
- Liu, Y., & Zhang, W. (2021). Cultural adaptation in iPhone's campus marketing: The role of localized product designs in China. *International Journal of Advertising*, 40(6), 987-1003.

- Liu, Y., & Zhou, L. (2023). Synergistic effects of 4Ps marketing strategies on consumption behavior: A study of iPhone's campus ecosystem. *Marketing Science*, 42(3), 512-529.
- Liu, Y., Li, K. J., & Chen, H. (2020). The impact of product launch timing on market performance. *Marketing Science*, 39(5), 843-861.
- Morris, M. G. (2020). Symbolic consumption in higher education markets. *Journal of Marketing for Higher Education*, 30(1), 45-62.
- Schiffman, L. G., & Kanuk, L. L. (2010). *Consumption behavior* (10th ed.). Prentice Hall.
- Wang, J., & Li, M. (2020). Brand identity construction through differentiated pricing: A case study of iPhone campus marketing. *Journal of Brand Management*, 27(3), 345-359.
- Wang, T., Liu, H., & Zhang, Q. (2022). Symbolic capital formation through technology consumption in Chinese universities. *Computers in Human Behavior*, 135, 107342.
- Wang, X., Li, T., & Zhang, R. (2022). Digital identity screening mechanisms in campus marketing: Evidence from iPhone education store. *Computers in Human Behavior*, 134, 107308.
- Wang, Y., & Hu, T. (2022). Cultural translation in promotional strategies: The impact of iPhone's campus innovation workshops on student engagement. *Journal of Marketing Communications*, 28(5), 512-528.
- Wang, Y., & Zhou, L. (2021). Spatial accessibility and experiential marketing in campus retailing. *Journal of consumption Behaviour*, 20(4), 987-1001.
- Wang, Y., Chen, J., & Zhang, T. (2021). Social currency reproduction in Gen Z's consumption practices: Evidence from communities. *Computers in Human Behavior*, 120, 106772.
- Wang, Y., Li, T., & Zhang, Q. (2020). Brand localization and cultural resonance: The impact of iPhone's dialect-themed accessories on Chinese college students. *Journal of Brand Management*, 27(4), 412-428.
- Xu, J. (2021). Channel accessibility and purchase conversion: The role of iPhone's flagship store strategy in Chinese campus markets. *Journal of Retailing and Consumer Services*, 62, 102589.

- Zhang, H., & Hu, Q. (2022). Cultural capital and consumption: The impact of iPhone's mobile application innovation competitions on student purchasing behavior. *Journal of Marketing for Higher Education*, 32(1), 78-94.
- Zhang, H., & Liu, G. (2021). O2O model innovation in campus markets: Evidence from sales. *Computers in Human Behavior*, 114, 106557.
- Zhang, H., Li, T., & Zhou, X. (2021). Identity-based pricing in educational markets: A field experiment. *Marketing Science*, 40(2), 287-305.
- Zhang, L. (2023). Ecosystem-driven consumption: The role of multi-device ownership in iPhone's campus market penetration. *Journal of Consumer Research*, 49(6), 1045-1062.
- Zhang, L., & Li, X. (2022). Dual drivers of consumption in Chinese campus markets: A cohort study of tech-savvy millennials. *Journal of consumption Behaviour*, 21(3), 589-602.
- Zhang, W. (2019). Dual characteristics of price sensitivity in Chinese student consumptions. *Young consumptions*, 20(3), 189-203.
- Zhang, W., Li, X., & Chen, Y. (2022). Tech-savvy identity and consumption patterns: A study of Chinese college students' iPhone preferences. *Young Consumers*, 23(2), 245-261.
- Zhou, N. (2023). Spatial touchpoints and conversion efficiency: The role of iPhone's tripartite channel system in campus marketing. *Journal of Retailing*, 99(1), 134-149.
- Zhou, N., & Belk, R. W. (2022). Glocalization in the digital age: Revisiting transnational brand adaptation. *Journal of International Business Studies*, 53(2), 344-361.

Appendix

Questionnaire

ANALYSIS OF THE IMPACT MECHANISM OF APPLE'S iPhone CAMPUS MARKETING STRATEGY ON CHINESE COLLEGE STUDENTS' CONSUMPTION BEHAVIOR FROM THE PERSPECTIVE OF 4Ps THEORY

Dear students,

Thank you for taking the time to participate in our survey amidst your busy schedule. The purpose of this survey is to understand your perspectives on the relationship between iPhone's campus marketing strategy under the 4P theory perspective and the consumption behavior of Chinese college students. Please note that there are no right or wrong answers, and we highly value your honest opinions.

This survey is conducted anonymously, and your responses will be used solely for academic research purposes. We assure you that all personal information will be kept strictly confidential.

Part 1

1. Gender:

☐ Male ☐ Female

2. Grade:

☐ Freshman ☐ Sophomore

☐ Junior ☐ Senior

Part 2

Please select the most appropriate option and mark "√" on the corresponding number. The questionnaire uses a Likert scale from 1 to 5, where 1 means “disagree,” 2 means “slightly disagree,” 3 means “neutral,” 4 means “agree slightly,” and 5 means “agree.”

Items	1	2	3	4	5
Product Strategy					
The functional design and performance of iPhones meet my campus life needs.					
The aesthetic design and iOS system align with my preferences.					
iPhone's innovative technologies appeal to me.					
The product's durability justifies its premium pricing.					
iPhone after-sales service and eco-friendly philosophy enhance my purchase intention.					
Price Strategy					
Student-exclusive discounts and installment plans reduce my financial burden.					
iPhone pricing corresponds to its perceived value.					
Compared to competitors, iPhones offer better cost-performance and resale value.					
Premium pricing reinforces my trust in product quality.					
Price incentives significantly influence my purchasing decisions.					
Place Strategy					
Convenient access to online/offline educational channels (e.g., official website/e-commerce student zones) boosts my purchase intent.					
Dense distribution of campus experience stores and authorized dealers facilitates product interaction.					

Collaborations with campus operators/student platforms improve purchasing accessibility.					
Scenario-based channels (e.g., campus pop-up events) increase my product interest.					
Dedicated logistics services (e.g., campus delivery) reduce purchasing barriers.					
Promotion Strategy					
Educational bundles and limited-time discounts stimulate impulsive purchases.					
Campus experience events and student ambassador endorsements enhance product affinity.					
Seasonal promotions (e.g., back-to-school campaigns) affect my purchase timing.					
Targeted social media ads on campus platforms attract my attention.					
The word-of-mouth in user communities and campus co-branded benefits drive me to engage in bandwagon consumption.					
Consumption Behavior of Chinese college Students					
I am willing to pay above-market-average prices for iPhones.					
I prioritize and recommend iPhones over other brands.					
My iPhone purchase decision-making cycle is shorter than for other brands.					
Purchasing iPhones increases my interest in other iPhone products.					



บันทึกข้อความ

ส่วนงาน บัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

โทร.ภายใน 5336

ที่ มส 0210.01 / 0233

วันที่ 21 สิงหาคม 2568

เรื่อง ขออนุมัติสำเร็จการศึกษาประจำปีการศึกษา 2567

เรียน ท่านอธิการบดี

เรื่องเดิม นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต MR. LEI JIA รหัสนักศึกษา 6617195416 ได้ศึกษารายวิชาครบถ้วนสมบูรณ์ และได้ปฏิบัติตามเกณฑ์สำเร็จการศึกษาตามที่มหาวิทยาลัย สยามกำหนดเรียบร้อยแล้ว ทั้งนี้พร้อมยื่นเรื่องขออนุมัติสำเร็จการศึกษา โดยมีรายละเอียด ดังต่อไปนี้

1. ผ่านการตรวจสอบความเข้าใจด้วยโปรแกรม Grammarly เมื่อวันที่ 22 กรกฎาคม 2568
2. ผ่านการสอบประมวลความรู้ข้อเขียน เมื่อวันที่ 26 เมษายน 2568
3. ผ่านการสอบปากเปล่าขั้นสุดท้ายวิชาการค้นคว้าอิสระ เมื่อวันที่ 8 พฤษภาคม 2568
4. ผ่านเกณฑ์มาตรฐานความรู้ภาษาอังกฤษ Oxford Placement Test score 101 CEFR C2 เมื่อวันที่ 23 มีนาคม 2568
5. ผ่านการประชุมวิชาการระดับนานาชาติ at the 1st Thailand -Sino International Conference and 17th National and International Academic Conference on "Innovation and Management for Sustainability" Subject : The Impact of Fintech Popularization and Application on Campus Consumption Patterns in Chinese Colleges and Universities on 14-16 November at Siam University, 2024, Bangkok Thailand

ทรงอนุมัติ
28.08.25

เรื่องพิจารณา เพื่อพิจารณาเข้าประชุมสภามหาวิทยาลัย และอนุมัตินักศึกษาสำเร็จ การศึกษา ประจำปีการศึกษา 2567 ดังรายละเอียดเอกสารประกอบการสำเร็จการศึกษาตามที่แนบมา

จึงเรียนมาเพื่อพิจารณาอนุมัติ และให้ดำเนินการต่อไป

(รศ.ดร.จอมพงศ์ มงคลวนิช)

คณบดีบัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

ตรวจทบทวนแล้ว (รับแล้ว) 21/8/68
ณิชากร งามใส

รศ.ดร. จอมพงศ์
๒๒-๘-๖๘

สำนักงานอธิการบดี
เอกสารฉบับนี้สามารถสืบโผลงฐานข้อมูลได้
กรณีนี้อยู่
วันที่ 28 ส.ค. 68