Socialization Factors Influencing on the Impulsive Buying Behavior of Mathematics E-Book for Disability Student

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Abstract: The purpose of this study is to study the effects of family influences, financial influences, and education influences on the impulsive buying behavior of Mathematics E-Book for disability student. Nowadays, even though student is yet to have their own income, their buying behavior suggests that they impulsively indulge in purchasing. The objective of this study is to understand how family influence, financial influence and education influence the disability students to indulge in such practices. This research will utilize quantitative method particularly the questionnairre using statistical tool Pearson correlation analysis and multiple regression method (MRA). The targeted population will be the disability students aged between 6-19 years old. The questionnairre will be distributed to parents of the students in Sekolah Sekolah Pendidikan Khas Kinta Utara. This study will benefit both disability students and other related agencies. In this research, result shows that the independent variables which are Family Influences, Financial Influences and Education Influences have significant positively relationship with The Impulsive of Buying Behavior of Mathematics E-Book for Disability Student. Education Influences has the strongest impact among all variables. This research provides a clearer overview that Education Influences are important so that parents of disability student will understand more about what actually influence their children and this in turn will help to cull their impulsive buying behavior of Mathematics E-Book. Besides that, it will benefit government or other agencies because they will obtain more information on buying Mathematics E-Book. Plus the government will completely understanding of student buying behavior is needed for the government to control their expenditure for the better good of the nation economy, in relation with Rancangan Malaysia Ke-11. For example, during recession the government could manipulate the media to influence Gen Y to shop impulsively online, which in turn will support the economy.

Keywords: disability student, mathematics e-book, behaviour, socialization factors

1. Introduction

Socialization factors are what influence us and how it develops our way of interacting with others in the future. In other words, socialization is how an individual learn to adopt the norms, values and general rule of the related society. Examples of socialization factors are our own family, financial, education background and others. This research will study in depth on how socialization affects disability student when it comes to impulsive buying behavior on Mathematics E-book.

In October 2017, there are about 443,541 disabled persons (OKU) registered with Social Welfare Department (Bernama, 2017). Howbeit, the total persons with disability registered are only 10% to 15% from the total estimated population based on the World Health Organization. Malaysian society however is having a lot of misconceptions about disability. Based on survey ‘How Malaysians Understand Disability’, about 58.4% of Malaysians are not familiar with disability. Whilst some people believe that every individual with disability deserved to get equal chances just like a normal person. Until today, the government has launched a lot of events to help them including providing job opportunity and coaching through Disability Equality Training. Just like giving out chances in career, the government also paying attention to provide the equal educations to the children with disabilities.

The population of people has reached 31 million as of 2017 and keeps increasing each year. But a number of people from the population are not familiar with E-Book since it requires knowledge in technology to purchase E-Book. According to Fuller, E-books sold in 2017 are 266 millions all over countries and Malaysia has gained revenue in total of US$ 6.7 million in 2017. There is a lot of major book retailer offers online readers or e-readers an application for phone, tablets, desktop and devices, where E-book can be run on these platforms. The existence of online bookstores today sells countless number of paperless versions of book or we called as E-Book. But to begin the reading with E-Book, some materials are free while some requires amount of money to pay. This might be one of the reasons why people hesitate to purchase E-Book including worrying whether the context are equivalent to the investment made in buying such books.
According to Shiratuddin, Landoni, Gibb, & Hassan (2003), E-book is defined as the device in form of hardware that enables readers to view and read the content online. There are about 60.7% who have not read an E-Book before and it is surprising because most of them are Internet users whom rated themselves as pros in Internet applications. Most of them are only accessing to the Internet for social media and other entertainment sources.

This study is going to explain in details on how people react on buying E-Book as additional sources especially in core subjects such as Mathematics. With additional information from other sources, this study will positively explain the outcomes which will also help the students with disability to learn better in their school, especially in Mathematics.

2. Methodology

Research design that is used for this study is quantitative approach. Quantitative approach can be defined as research in business that calculate and explain each research objective that involves mathematical measurement and analysis approach through empirical assessments (Zikmund, Babin, Carr, & Griffin, 2010). It is an approach for testing objective hypothesis and theory by examining the relationship among variables. Quantitative research make use of questionnaires, surveys and experiments to gather data that is revised in numbers, a structured way of analyzing data collected from different sources. It explains phenomena regarding of numerical data which are going to be analyzed by means mathematically-based methods, including statistics (Yilmaz, 2013). A full set of quantitative study usually ends the hypothesis tested with confirmation or disconfirmation. Most quantitative research starts with testing the theory (Phillips & Burbules, 2000). The approach primarily follows the confirmatory scientific method since it is focusing on theory and hypothesis testing (Antwi & Kasim, 2015). By means, it is important for researchers to state one’s hypotheses and tests those hypotheses with empirical data and overview if they are supported. This research is could be help in time consuming and less cost since it uses a representative sample to represent the interest and overall population (Chi, Chee, Cheng, & Von, 2014).

Descriptive research is used to explain the characteristics of people, organizations or environment (Zikmund, Babin, Carr, & Griffin, 2010). Therefore the findings of descriptive research are helpful to seeks the answers of who, what, when, where and how questions. Descriptive design was chosen for this study, this design is giving the benefit to provide numerical data that in the ends will help to identify the characteristics and relationship between the variables. This research design needs to collect quantitative data among the large representative sample. For this, an amount of questionnaires are distributed to targeted population for collecting the data.

For primary data, data collection is the collection of information from the respondents. The questionnaires are distributed to our targeted respondents which are parents that are special schools especially those in SK PengkalanPegoh, SMK Sultan Yussof, SK Pinji, SMK Jalan Pasir Puteh, SK Pendidikan Khas Ipoh and they are within disability students group. Primary data is the main and importance source for our data collection. Primary data refers to the data that were collected for the first time and for the specific study on hand (Burns & Bush, 2010). Sources for primary data are on interviews, surveys, and statistical data including those first-hands and consider authoritative (Streefkerk, 2019). This study is using primary data because the primary data that original and related to this research, at the end the result will be more reliable and relevant. For secondary data, is the data that were extracting from the journal and articles. The sources for secondary data are literature reviews, documentaries and books, or any sources analyze, evaluate, and interpret primary information (Streefkerk, 2019). It is for searching the data through the past research and also from the internet sources as well to make as guidelines while conducting this research. The data that is getting from internet is used to support primary data. Other online sources such as Science Direct, Google Scholar and Emerald Insight are basically the sources of the data extract for this research.

In this study, individuals who have been chosen as population are going to be generalized. From population, selected samples are created. Ways to choose a sample either random or selective and ways to choose the participants are going to be described in this subchapter.

The target population of this research is the parents of disability students within the age group that is 6 to 19 years old and which mostly consists of students from special classes. The students come from different background and we are able to know what the responses are even though they are not from the same background.

Based on Kementerian Pendidikan Malaysia, in year 2017 there are about 5583 disabilities students from Perak out of more than 75000 students in Malaysia. 3301 of the disabilities students from Perak are from primary schools and 2282 students in secondary school.
The targeted population is narrow down to Perak since it is too big to approach all of the students in total population since it might encounter additional problems. As mentioned by Jones, individuals have very high Internet usage rate daily (Taylor & Cosenza, 2002). They spend a lot of time searching and exploring the Internet. Student is influencing parents’ purchasing habits as well as spending family money (Chaudhary & Gupta, 2014). Therefore in this study, the parents are going to answer the questionnaire instead of their children since it would help a lot in understanding the children besides having communication with the disability students.

This study is using probability sampling. The sampling technique selected for this study is simple random sampling. A simple random sample is a subset of a population in which each member of the subset has an equal probability of being selected. Firstly, identify the targeted respondents by observing and viewing whether they meet the age range of student, then slowly approach them and ask for their age and other characteristics. If they are in the range of age of our study, then next question from this research is asking whether they know anything related to E-book or online purchasing. If the answers are yes for both questions then we will distribute the questionnaires to the respective respondents, which are their parents.

Sample size is the number of respondents that are selected among the population while conducting the study. Well conducted study may fail to detect important effects if the sample size is too small and will escalate a lot of total research cost if the size is too big (Singh & Masuku, 2014). As recommended, a census is more attractive for small population. Census eliminates error in sampling and obtains data from individuals in the population and it will be the same for 50 or 200 samples (Singh & Masuku, 2014).

In this case, the population is all 800 to 1200 students, and the sample is random because each student has an equal chance of being chosen. So the selected samples are among 260 to 291 respondents with 5.0% error and 95% confidence interval (The Research Advisor, 2006). As such, there 300 questionnaires distributed to our targeted respondents around Sekolah-Pendidikan Khas around Perak especially parents from selected division, Kinta Utara.

There are only 279 questionnaires collected from the total sample, which is the remaining 91 questionnaires are failed to collect since the person picking up students are not from their own families. Self-administered questionnaire were adopted for conducting primary data collection (Zikmund, Babin, Carr, & Griffin, 2010). One of self-administered ways in distributing questionnaires is through drop-off survey which will be explained in the next subtopic. Instruments used for this study is by distributing questionnaire. There are 25 questions all together with dual language format in English and Bahasa Malaysia are distributing to the respondents. It is in dual language to let parents having better understanding about the questions and language barrier is one of the factors related. Section A consists of 5 questions about solicits profile of the respondents. The demographic questions such as gender, age, religion, types of disabilities, and years sending child to school were asked in this section. The remaining questions are in sections B, divided equally into the variables which are Family Influences, Financial Influences and Education Influences for independent variables and Online Impulsive Buying Behavior of Mathematics E-book for Disability Students for dependent variables. Five questions for each variables are selected from literature review has going through validity from several experts. All items are measured in five-point Likert scale, which is ranging from 1 (strongly disagree) until 5 (strongly agree). The respondents must answer all the questions given.

This research is using drop-off survey as data collection method, one of the methods of self-administered survey. This kind of method is carried out by distributing the questionnaires to the respondents and they will complete the survey on his or her own without the monitoring of administer. Then, the administer return to collect the completed questionnaire at a later time or after they picking up their children. Several ways of drop-off survey were conducted. Firstly, as individually, is responsible to reach the respondents in academic block or classes, enter to classes before the class starts and distribute the survey forms to the parents of disability students. Then, I will collect the survey forms from them. Most of the time, parents send the children to the classes themselves in making sure the safety of their children.

The Statistical Packages for Social Science (SPSS) software version 19 is used in this study to evaluate, process, and conclude the data gathered from the questionnaires. The data is then going through stage of analysis to conclude and change the raw data into the explainable information (Zikmund, Business Research Methods, 2003). The results are interpreted to answer the research questions and to clarify the research objectives. There are a few proposed statistical analyses which are suited with the related studies.
Descriptive analysis is used to describe the huge amount of data that have been collected into numeral values. This study applied descriptive testing to illustrate the features of research variables. The analysis of data helps to transfer raw data into ways that researchers can understand and interpret (Zikmund, Babin, Carr, & Griffin, 2010). By using SPSS, it will determine the descriptive sets of data namely the scores of mean, median, mode, standard deviation and variance. Descriptive analysis also investigates the possible relationship among variables, whether there are differences between two or more groups. The demographics variables that receive attention are gender, age, race, hometown and field of study. Descriptive statistic in the form of frequencies and percentages, are subsequently presented graphically for each of the above mentioned variables based on the characteristic of the research sample. Section A of the questionnaire is using frequency analysis and percentage count to measure the data collected, whilst Section B is using mean test, ranking, range, standard deviation, variance analysis and skewness analysis. By using descriptive analysis, the researchers enable to interpret data into something valuable and meaningful, which also showing most simplest data (Shin, Qi, Chuen, & Teng, 2015).

In this study, scale measurement is used to determine the validity and reliability of the data collected. The validity test in this study is to determine whether the results obtained meet all of the requirements of the scientific research method. Whilst the reliability test is used to measure all the items in each variable of questionnaire are related or reliable to each other (Malhotra & Peterson, 2006).

Validity test concludes the whole experimental concept and establishes whether the results meet all of the requirements or need of the scientific research method. For example, there must have been randomization of the sample groups, appropriate care and diligence shown in the allocation of controls. Internal validity indicates on how an experimental design is structured and encompasses all of the steps of the scientific research method. External validity is the process of evaluating the results and questioning whether there are any other possible relationships. Content validity addresses the relationship between test questions and the content or subject area they are intended to assess (2018). This concept of match is sometimes similar to as alignment, while the content or subject area of the test may be referred to as a performance domain. Experts in a given performance domain generally judged content validity.

Reliability test is a measured designed by testing for both consistency and stability. In addition, reliability test evaluate the construct and can used to determine the effectiveness of measure (Cavana, Delahaye, & Sekran, 2001). Consistency indicates how well the items measuring a concept hang together as a set. In reading, the reliability is an assessment tool, producing consistent and stable results (Phelan & Wren, 2005). Moreover, the reliability analysis yields the reliability coefficient and its determining the each item within instrument. One approach is Cronbach’s Alpha test which use reliability coefficient indicates how well items in set are positively correlated each other. The closer is to 1, the more reliable its result. The Cronbach’s Alpha value is more than 0.6 for each of the variable (Malhotra, Marketing Research: An Applied Orientation, 2007). Value of 0.6 or less shows unsatisfactory internal consistency reliability.

In this study, inferential analysis is using statistic to generate conclusion about the characteristic of the entire population based on data collected. From the data collected, SPSS Version 19 is used to conduct the correlation analysis and multiple regression analysis.

Correlation analysis is to measure the relationship and the strength between dependent and independent variables. It is also called as correlation analysis, used to denote relationship between two or more quantitative variables (Gogtay & Thatte, 2017). It indicates the direction, strengths and significant of relationship among all variables that were measured at an interval or ratio level. In this study, we want to know whether the two variables are significantly correlated. There could be positive correlation (1.0) or negative correlation (-1.0). In addition, the closer the coefficient to either positive or negative numbers the stronger the correlation of the data it represents. Correlation is rarely used alone and is usually followed by regression analysis which will be discussed later in this chapter. The difference between both of correlation and regression is that analysis of correlation stops with the calculation for the coefficient while regression analysis goes beyond to express the relationship in a form of equation (Gogtay & Thatte, 2017).

Multiple Regression Analysis (MRA) is used as inferential analysis, to generate conclusion about the characteristics of the populations based what is stated in the samples (Burns & Bush, 2006). MRA is an extension of simple linear regression. It is used when we want to predict the value of a variable based on the value of two or more other variables. The variable we want to predict is called the dependent variable (or sometimes, the outcome, target or criterion variable). The variables we are using to predict the value of the dependent variable are called the independent variables. This study is using multiple regression to understand whether socialization factors influencing on buying behavior of Mathematics E-Book for disability students can
be predicted based on family influences, financial influences, and education influences. Multiple regressions also allow us to determine the overall fit (variance explained) of the model and the relative contribution of each of the predictors to the total variance explained.

The adjusted R square will be proved as the result of family influences, financial influences, education influences towards the impulsive buying behavior of Mathematics E-Books for Disability Student. It will be calculated by the following equation to measure the relationship between independent variable and dependent variable for this study.

The impulsive buying behavior of Mathematics E-Books for Disability Student = a + \beta_1 Family Influences + \beta_2 Financial Influences + \beta_3 Education Influences.

3. Result and Discussion

The reliability coefficient varies from 0 to 1 (Malhotra, 2007). The scale of the result is more reliable and consistent when it obtains the higher coefficient value. Based on the Table 3.5, alpha coefficient that is range above 0.8 to 0.9 is representing very good consistency reliability. In addition, a value from 0.7 to 0.8 indicated as good, while 0.6 to 0.7 represent moderate strong. However, a value of 0.6 or less represents poor or unsatisfactory consistency reliability.

Table 1. Summary of Reliability Test

<table>
<thead>
<tr>
<th>No</th>
<th>Construct</th>
<th>Cronbach’s Alpha</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Influences</td>
<td>0.711</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Financial Influences</td>
<td>0.774</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Education Influences</td>
<td>0.877</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The Impulsive Buying Behavior of Mathematics E-Book for Disability Students</td>
<td>0.653</td>
<td>5</td>
</tr>
</tbody>
</table>

According to the Table 1, the reliability test has resulted all of the variables are above 0.6. This result indicates that it is above satisfactory and acceptable. The highest internal consistency reliability is Education Influences with the alpha values of 0.877. The lowest reliability from all variables related is the dependent variable, which is The Impulsive Buying Behavior of Mathematics E-Book for Disability Student with 0.653. The reliability tests for all variables or construct mention above are reliable since the alpha value more than 0.6.

Inferential analysis is going to show the result for Pearson Correlation Analysis and Multiple Regression Analysis. Based on the Table 2, the correlation of each independent variable which are Family Influences, Financial Influences, and Education Influences is significant at the 0.01 level (2-tailed) towards the dependent variable, The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. The results showed that there is positive association among all the independent variables and dependent variable. According to the Table 4.7, Financial Influences (r= 0.600) has the strongest significant positive association with The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. Next, the result followed by Education Influences (r= 0.591) with The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. Meanwhile, the weakest significant association is Family Influences (r= 0.502) that correlated with The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.

Table 2. Pearson Correlation Analysis

<table>
<thead>
<tr>
<th></th>
<th>Family Influences</th>
<th>Financial Influences</th>
<th>Education Influences</th>
<th>The Impulsive Buying Behavior of Mathematics E-Book for Disability Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Influences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.544**</td>
<td>.447**</td>
<td>.502**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>279</td>
<td>279</td>
<td>279</td>
<td>279</td>
</tr>
<tr>
<td><strong>Financial Influences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.544**</td>
<td>1</td>
<td>.716**</td>
<td>.600*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>279</td>
<td>279</td>
<td>279</td>
<td>279</td>
</tr>
</tbody>
</table>
Socialization Factors Influencing on the Impulsive Buying Behavior of Mathematics E-Book for Disability Student

<table>
<thead>
<tr>
<th>Education Influences</th>
<th>Pearson Correlation</th>
<th>.447**</th>
<th>.716**</th>
<th>1</th>
<th>.591**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>279</td>
<td>279</td>
<td>279</td>
<td>279</td>
<td></td>
</tr>
</tbody>
</table>

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

Based on the Table 3, the correlation coefficient (R=0.670) stated there is a positive relationship between The Impulsive Buying Behavior of Mathematics E-Book for Disability Student towards the independent variables which are Family Influences, Financial Influences, and Education Influences. The coefficient of determination (R square) that is used to examine the regression model is equal to 0.449. This result shows that 44.9% of the total variation in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student is explained by the variables which are Family Influences, Financial Influences, and Education Influences. In the meantime, 55.1% of the variation in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student will be explained by other related factors. In conclusion, there might be other related variables other than Family Influences, Financial Influences, and Education Influences that will influence The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.

Table 3. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.670*</td>
<td>.449</td>
<td>.443</td>
<td>.38028</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Education Influences, Family Influences, Financial Influences
b. Dependent Variable: The Impulsive Buying Behavior of Mathematics E-Book for Disability Student

Based on the Table 3, the correlation coefficient (R=0.670) stated there is a positive relationship between The Impulsive Buying Behavior of Mathematics E-Book for Disability Student towards the independent variables which are Family Influences, Financial Influences, and Education Influences. The coefficient of determination (R square) that is used to examine the regression model is equal to 0.449. This result shows that 44.9% of the total variation in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student is explained by the variables which are Family Influences, Financial Influences, and Education Influences. In the meantime, 55.1% of the variation in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student will be explained by other related factors. In conclusion, there might be other related variables other than Family Influences, Financial Influences, and Education Influences that will influence The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.

Table 4. ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>3</td>
<td>10.803</td>
<td>74.701</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>275</td>
<td>.145</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>278</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Education Influences, Family Influences, Financial Influences
b. Dependent Variable: The Impulsive Buying Behavior of Mathematics E-Book for Disability Student

As shown in Table 4, the F value (74.701) is significant at p=0.000 and because of that, the fitness of the model is proved. Moreover, the overall regression model of variables which are Family Influences, Financial Influences, and Education Influences has shows variation in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.
### Table 5. Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.840</td>
<td>.216</td>
<td>3.885</td>
<td>.000</td>
</tr>
<tr>
<td>Family Influences</td>
<td>.225</td>
<td>.054</td>
<td>.224</td>
<td>4.188</td>
</tr>
<tr>
<td>Financial Influences</td>
<td>.257</td>
<td>.068</td>
<td>.261</td>
<td>3.804</td>
</tr>
<tr>
<td>Education Influences</td>
<td>.311</td>
<td>.066</td>
<td>.304</td>
<td>4.719</td>
</tr>
</tbody>
</table>

a. Dependent Variable: The Impulsive Buying Behavior of Mathematics E-Book for Disability Student

The following linear equation is formed.

The Impulsive Buying Behavior of Mathematics E-Book for Disability Student = 0.840 + 0.225 (Family Influences) + 0.257 (Financial Influences) + 0.311 (Education Influences)

Based on the equation formed, the regression coefficient of Family Influences is 0.225, which means that one unit increase in Family Influences will increase 0.225 units in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. Furthermore, regression coefficient of Financial Influences is 0.257, which means that one unit increase in Family Influences will increase 0.257 units in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. While regression coefficient of Education Influences is 0.225, which means that one unit increase in Family Influences will increase 0.311 units in The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.

The standardized coefficient (Beta) is showing which variable is the most or less influential to the dependent variable. Based on the Table 5.10, Education Influences has the strongest influence on The Impulsive Buying Behavior of Mathematics E-Book for Disability Student, which is 0.304. This result followed by Financial Influences with 0.261. Lastly, Family Influences has the least influential on The Impulsive Buying Behavior of Mathematics E-Book for Disability Student with the standard beta of 0.224.

- $H_0$: Family, financial and education influences will not have a significant impact on the impulsive buying behavior of Mathematics E-Book for disability students.
- $H_A$: Family, financial and education influences will have a significant impact on the impulsive buying behavior of Mathematics E-Book for disability students.

Reject $H_0$, if $p<0.01$

As shown in the previous Table 4.9, the significant value is 0.000. This value is lesser than the P value (0.05). Therefore, $H_0$ is rejected and $H_A$ is accepted. This shows that there is significant positive relationship between Family, Financial and Education with The Impulsive Buying Behavior of Mathematics E-Book for Disability Student.

**4. Conclusion**

As conclusion, this research has successfully answered the research objective which is to determine the relationship between Family Influences, Financial Influences, and Education Influences towards The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. All independent variables have significant relationship with the dependent variable. Independent variables are all supporting the dependent variable, The Impulsive Buying Behavior of Mathematics E-Book for Disability Student. To conclude, Education Influences has the strongest impact among all variables. It is the most influence factor among socialization factors that will influences the purchasing of Mathematics E-Book for disability students.

**References**

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