



An Analysis of Coffee Consumer Behavior among Doctoral Students: Marketing Linkages Based on Academic Factors, Self-Management, and Product Availability

Rissa Hanny ^{1*}, Usep Suhud ², Setyo Ferry Wibowo ³

¹Department of Management, University of Pamulang, Tangerang Selatan, Indonesia

^{2,3}Department of Management Science, Jakarta State University, Jakarta, Indonesia

* Corresponding Author: Rissa Hanny

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Abstract

Coffee has become an inseparable part of the academic lifestyle at various levels of higher education, especially at the postgraduate and doctoral levels. Not just a drink, coffee in this context has become a symbol of productivity, intellect, and a social medium that strengthens academic identity. This study aims to analyze Coffee consumer behavior among Doctoral Students: marketing linkages based on academic factors, self-management, and product availability. A descriptive survey research design was used for this study. The population in this study was 96 doctoral students from various study programs who were actively involved in academic activities and had the status of coffee consumers, with saturation sampling methods. Data analysis used descriptive statistics and correlation analysis. The model shows a very good fit in explaining consumé behavior, with Academic factors (X_1), Self-Management (X_2), and Product Availability (X_3) each having very high R-Scores, viz. 0.963, 0.931, and 0.959. This shows that the three variables have a very strong linkage in influencing consumé behavior. Thus, future research is very important to schedule research replication studies and even research model development studies.

Keywords: Academic Factors, Self-Management, Product Availability, Consumer Behavior

Introduction

Coffee has become an inseparable part of the academic lifestyle at various levels of higher education, especially at the postgraduate and doctoral levels. Not just a drink, coffee in this context has become a symbol of productivity, intellect, and a social medium that strengthens academic identity. Amidst increasing academic pressures such as scientific publications, dissertation writing, and research involvement, coffee consumption among doctoral students has increased significantly as a form of adaptation to intellectual demands and self-management (Kennedy dan Wightman 2022) ^[15]. The International Coffee Organization (ICO) reports that globally, coffee consumption is estimated at around 170 million bags per year, where 1 bag = 60 kg (2022, 7). On average, this is equivalent to around 2.25 billion cups per day (depending on the standard per cup and the type of consumption: roasted vs soluble) (Lee, *et al.* 2019) ^[19]. This number is often used by the ICO and is referenced by many secondary publications such as the National Coffee Association (NCA) USA and Statista.

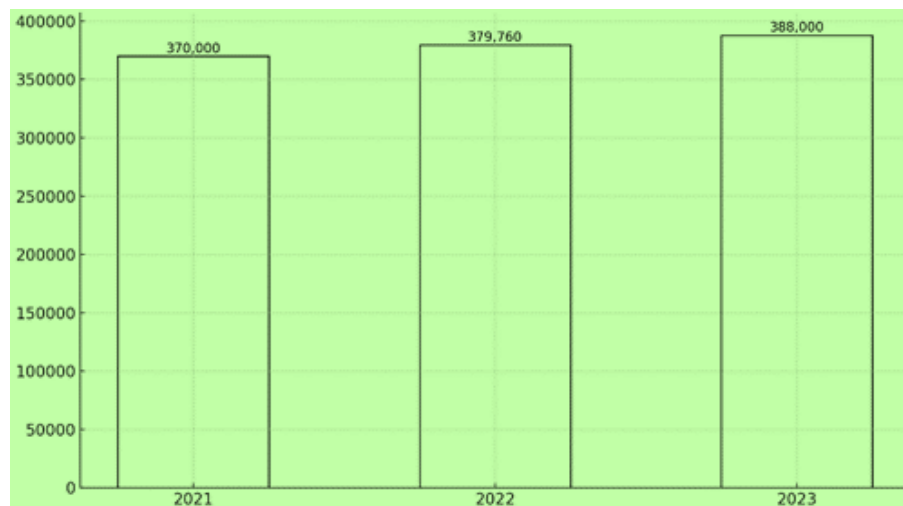


Fig 1: Coffee Consumption Growth Chart in Indonesia

The growth of domestic coffee production and consumption in Indonesia has shown a consistent upward trend in recent years. Official data from the Central Statistics Agency (BPS, in Indonesia) indicates that domestic coffee consumption reached around 370,000 tons in 2021 and increased to 388,000 tons in 2023. This increase represents an annual growth rate of around 4.8%, reflecting the increasing interest and dependence of the community on coffee as part of their daily lifestyle (ICO 2023). This trend is also in line with reports from the Ministry of Agriculture of the Republic of Indonesia and the Indonesian Coffee Exporters Association (AEKI), which noted that coffee consumption in Indonesia is not only driven by the increasing number of consumer population, but also by the increasingly widespread penetration of coffee in various social segments, including academics, students, and young professionals. This increase in consumption reinforces coffee's position as a strategic commodity in the domestic economy, as well as a symbol of a productive lifestyle in the modern era.

The change in coffee consumption patterns in Indonesia is also closely related to the transformation of values and social meanings attached to the drink, especially among the younger generation and academics. Coffee is no longer seen merely as a drink to relieve drowsiness, but has been transformed into a symbol of a productive and modern lifestyle (Nisa, Widhiasti dan Dewi 2022) ^[22]. For students and young intellectuals, drinking coffee is part of a daily ritual that is synonymous with work enthusiasm, creativity and social existence. This phenomenon shows that coffee consumption behavior in academic environments cannot be separated from psychosocial and cultural aspects, which in turn creates strategic opportunities in developing product marketing based on academic segmentation.

Doctoral students are a group with high levels of stress and workload. A study by Levecque *et al.* (2017) ^[19], and followed by Alkhaldi *et al.* (2023) ^[3], which confirmed that more than 50% of doctoral students experience psychological disorders due to academic pressure, such as anxiety, insomnia, and mental fatigue. In this context, coffee is a practical alternative to increase alertness and reduce fatigue. The caffeine content in coffee has been shown to improve cognitive performance, prolong focus, and reduce drowsiness (Pandi-Perumal, Santaji, Desai, Sunil, & Chattu, 2021; Adan, Ojwang, Muge, Mwanza, & Nyaboga, 2020) ^[1] (Pandi-

Perumal *et al.*, 2021; Adan *et al.*, 2020) ^[24]. As many as 51% of Ph.D. students experience psychological disorders, especially depression and anxiety, due to academic pressure (Levecque, *et al.* 2017).

In a stressful academic environment, coffee consumption becomes a response to high cognitive demands. Doctoral students are often required to manage time, energy, and cognitive load at the same time. Therefore, they tend to form consumption habits that are in line with their work and study patterns. A study by Harahap and Absah (2021) ^[10] stated that strategic coffee consumption helps students manage academic activities more efficiently. Self-management is an individual's ability to control behavior, emotions, and time to achieve predetermined goals. Zimmerman (2002) ^[43] states that self-management is an important indicator of postgraduate study success because it reflects an individual's discipline, perseverance, and efficiency in managing daily activities.

In the context of coffee consumption, self-management affects how much an individual is able to control the frequency, amount, and time of coffee consumption. Students who have high levels of self-management tend to consume coffee in a scheduled and functional manner, such as when working on assignments or reading scientific literature, not as a form of escape from academic pressure alone (Harahap dan Absah 2021) ^[10]. Conversely, those with low self-management are more prone to excessive consumption, which can have negative health impacts such as sleep disturbances, caffeine dependence, and mood swings (Alkhaldi, *et al.* 2023) ^[3]. A study by Anggraini and Siregar (2024) showed that there is a positive correlation between self-management skills and wiser and more controlled coffee consumption among doctoral students. This opens up space for further study on how coffee consumption behavior can be a secondary indicator of the quality of student self-management. This study aims to analyze Coffee consumer behavior among Doctoral Students: marketing linkages based on academic factors, self-management, and product availability.

Consumer Behavior

Consumer behavior is a multidisciplinary field of study that focuses on the process by which individuals, groups, or organizations select, purchase, use, and evaluate goods and

services to satisfy their needs and wants (Kotler dan Keller 2021) ^[16]. The study of consumer behavior is not limited to the act of purchasing alone, but includes psychological, sociological, and economic aspects that influence the decision-making process. Solomon (2020) ^[33] defines consumer behavior as a dynamic process that includes an understanding of the internal and external factors that shape consumer decisions.

Psychological factors play a dominant role in shaping consumption decisions. One of the main elements is motivation, which is an internal drive that directs individuals to act. According to Maslow's hierarchy of needs, cited by Schiffman and Wisenblit (2019) ^[30], consumption behavior can be associated with the fulfillment of basic needs to self-actualization. For example, coffee consumption can be motivated by physiological needs (eliminating drowsiness) or social needs (interaction in an academic environment).

Social factors such as reference groups, social roles, and social status influence how consumers choose products. According to Kotler and Keller (2021) ^[16], reference groups have a direct or indirect influence on consumer behavior. Coffee consumption among students, for example, can be part of social conformity in an academic environment. Cultural and subcultural factors also shape consumption preferences. Culture determines the values and norms that guide consumer behavior, while subcultures (e.g. student communities or coffee lover communities) reinforce certain habits and identities that are reflected in product choices.

The S-O-R (Stimulus-Organism-Response) model developed by Jacoby (2002) ^[14] explains that external stimuli (such as advertising, packaging, and promotions) will affect organisms (i.e., consumers), who then respond in the form of buying or not buying. Meanwhile, the Theory of Planned Behavior developed by Ajzen (1991) ^[2] emphasizes that consumer intentions to act are influenced by attitudes toward action, subjective norms, and perceptions of self-control. Other consumer behavior models, such as the Black Box Model, view consumers as closed systems that respond to external stimuli without explaining the internal process in depth. This model emphasizes the importance of marketing factors as triggers for purchasing reactions.

Since the beginning of the 20th century, internet media with the world wide web (www) platform has developed very rapidly (Saragih dan Husain 2012) ^[29], which has changed the way and patterns of people's consumption. Recent research shows that emotions have a significant influence on consumer behavior. Verduyn *et al.* (2021) ^[38] stated that positive emotions can increase the likelihood of impulsive purchases, while negative emotions such as stress or anxiety can encourage compensatory consumption. In the context of postgraduate students, coffee consumption is often associated with emotional needs to cope with academic pressure.

The concept of symbolic consumption emphasizes that products are not only chosen based on their utilitarian function, but also because of the symbolic meaning attached to them. According to Belk (1988) ^[7], consumers use products as an extension of their identity. In this case, coffee consumption among doctoral students can be a symbol of productivity, intellectuality, and academic lifestyle.

Digitalization has significantly transformed consumer behavior. Pantano *et al.* (2020) ^[28] identified that consumers are now more active in the information search process and more selective in choosing products. Access to online

reviews, social media, and e-commerce platforms allows consumers to make more critical evaluations before making purchasing decisions (Husain, *et al.* 2020) ^[11]. Therefore, marketers need to understand these digital behavior patterns to improve the effectiveness of their campaigns and communication strategies.

Consumer loyalty is the result of repeated positive experiences with a product or brand. Oliver (2014) ^[23] states that loyalty is formed when consumers consistently get satisfaction from the products used, so that they are motivated to make repeat purchases and are able to understand customer needs in their service to consumers with modern and complex behavior (Nasution dan Nasution 2023) ^[20]. In the context of coffee marketing, loyalty can be increased through product quality, consistency of taste, service, and emotional involvement between brands and consumers.

Coffee consumer behavior includes the entire process of individual decisions in choosing, buying, and consuming coffee, which is influenced by psychological, social, and environmental factors. Coffee consumption is now not only based on functional needs such as eliminating drowsiness, but is also related to lifestyle, social identity, and consumption atmosphere that supports productivity.

Coffee consumer behavior includes the entire process of individual decisions in choosing, purchasing, and consuming coffee, which is influenced by psychological, social, and environmental factors. Coffee consumption is now not only based on functional needs such as eliminating drowsiness, but also related to lifestyle, social identity, and consumption atmosphere that supports productivity. Their consumption behavior is influenced by factors of efficiency, convenience, and accessibility. In addition, doctoral students also adopt modern technology-based coffee consumption patterns, such as online ordering services and ready-to-drink coffee, as a form of adaptation to the dynamic rhythm of academic life. Thus, coffee consumer behavior in doctoral students reflects a combination of functional needs, self-management, and responses to complex academic pressures.

Academic Factors

Academic factors refer to everything related to demands, activities, and experiences that come from formal educational environments, especially universities. In the context of postgraduate students, including doctoral students, academic factors not only involve academic assignments and academic pressure, but also concern the quality of interactions with lecturers, the learning environment, the curriculum system, and academic expectations (Baker, *et al.* 2020) ^[5]. These factors have a significant influence on students' behavior, lifestyle, self-management, and consumption patterns. In consumer behavior studies, academic factors are often an important background in explaining purchasing decisions, product preferences, and consumer loyalty, especially among students. High academic burdens, time constraints, and the need for efficiency often influence the types of products or services consumed by students, including coffee consumption, study support tools, and digital services.

In the context of student behavior, academic factors are closely related to lifestyle, stress levels, and cognitive needs. Students who face high academic burdens tend to seek quick solutions to improve concentration and reduce fatigue, including consuming caffeine, instant foods, and technology-based services (Yeo dan Lee 2021) ^[39]. This makes academic

factors one of the important determinants in shaping student consumption behavior. Coffee consumption, for example, is widely associated with nighttime study activities, the desire to stay awake, and efforts to increase focus when working on assignments or research. A study by Alkhalidi *et al.* (2023) ^[3] showed that doctoral students who experience high academic pressure tend to rely on coffee as a form of self-regulation against mental fatigue.

Doctoral students (S3) are the group with the highest academic demands. They must be able to conduct independent research, write a dissertation, and meet scientific publication standards. A study by Levecque *et al.* (2017) ^[19], and supported by Pappa *et al.* (2021) ^[26] is stated that more than 50% of doctoral students experience psychological stress due to academic burden, including stress, anxiety, and insomnia. In this situation, doctoral students tend to seek non-academic support, including consuming caffeinated drinks, using study aids (notetaking apps), and finding conducive study spaces such as coffee shops or coworking spaces (Younes, *et al.* 2023) ^[40].

Understanding academic factors is also important in designing marketing strategies that target the student segment, especially postgraduate students. Products that are able to answer academic needs both functionally (for example: helping focus, increasing energy) and emotionally (providing comfort while studying) tend to get a positive response from students (Brackett dan Katulak 2013) ^[8]. Coffee, for example, is not only consumed as a regular drink, but as part of an academic ritual. Brands that are able to associate their products with academic values or learning productivity have a greater chance of reaching the student market.

Self Management

Self-management is defined as an individual's ability to control themselves in various aspects such as time, emotions, motivation, and daily activities (Zimmerman 2002) ^[43]. In Bandura's (1986) theoretical framework, self-management is part of self-regulation, which consists of three phases: self-monitoring, self-evaluation, and self-reinforcement. In the realm of higher education, and consumer behavior, self-management plays an important role in determining consumption patterns, academic priorities, and responses to stress. Therefore, understanding the dimensions and theories of self-management is crucial to assessing its implications for student behavior, especially in the use of coffee as a tool in managing academic demands (Stan 2021).

Doctoral students have high academic demands, including scientific publications, seminars, dissertation assignments, and productivity expectations from the institution. A study by Alkhalidi *et al.* (2023) ^[3], showed that postgraduate students who have good self-management skills tend to have higher academic achievement and lower stress levels. In the context of consumption behavior, self-management affects how individuals make decisions, including in choosing products such as coffee. Students who have high self-control tend to be more selective in choosing products that support their academic performance.

In practice, coffee consumption by doctoral students is often associated with the need to improve learning performance and overcome fatigue. According to research by Adan *et al.* (2020), caffeine in coffee has a significant effect on improving focus and delaying mental fatigue. Students with good self-management tend to use coffee as a strategic aid,

not just a social habit. This is also confirmed by a study by Setiawan *et al.* (2020) ^[32], which stated that 67% of postgraduate students consume coffee to help concentrate when completing academic assignments. Thus, coffee consumption is not only a form of consumption behavior, but also part of a self-management strategy.

Product Available

Product availability in the context of marketing refers to the extent to which a product or service can be accessed by consumers when needed. According to Kotler and Keller (Kotler dan Keller 2021) ^[16], product availability is a component of the place strategy in the marketing mix (4P) which determines whether consumers can find the product at the right time and place. Good product availability will minimize switching intention and increase consumé loyalty. In a study by Chung and Karampela (2021), it was stated that consumers tend to show preference for brands whose products are easier to find at various points of sale. In the context of coffee, this can include availability in coffee shops, modern shops, retail stores, minimarkets, and online platforms.

In Indonesia, the availability of coffee has increased significantly along with the development of the national coffee industry and increasing consumer interest. According to data from the Association of Indonesian Coffee Exporters and Industries (AEKI) and the Indonesian Ministry of Agriculture (2023), domestic coffee consumption growth has averaged 4.8% per year in the last three years, driven by increased distribution and product diversification.

The availability of coffee products is also greatly influenced by the development of digital technology and e-commerce. Online platforms such as Tokopedia, Shopee, and GoFood allow consumers to order various coffee variants easily without having to go to a physical store. A study by Zheng *et al.* (2020), showed that 71% of young coffee consumers in Southeast Asia prefer to buy coffee online, mainly due to convenience and product availability. Among students, this phenomenon is increasingly relevant because busy academic activities demand time efficiency. With the existence of online ordering applications, students can access coffee anytime according to their needs, either to support learning productivity, complete assignments, or simply socialize.

Availability also includes product variety. According to a study by Sudibyo and Rachmawati (2023), young consumers show a preference for brands that offer a variety of flavors, packaging, and prices. Students, including those at the doctoral level, need coffee in various forms—instant coffee for convenience, specialty coffee for the taste experience, or unsweetened coffee for health reasons. This also has an impact on the perceived value of coffee products. The availability of various variants increases the likelihood that consumers will feel that the product suits their specific needs. In the perceived value model, product diversity and availability support the creation of functional value and hedonic value that strengthen consumé loyalty (Sweeney dan Soutar 2001).

Research Methods

A descriptive survey research design was used for this study. According to Nazir (1988), the descriptive method is a method for examining the current status of a group of people, a set of conditions, a system of thought, an object, or a class

of events. The population in this study was 96 doctoral students from various study programs who were actively involved in academic activities and had the status of coffee consumers. Referring to the condition of the relatively small population and still within the limits that can be reached as a whole, this study used the saturation sampling method, which is a sample selection technique when all members of the population are sampled (Sugiyono 2023).

The instruments in this study consist of: (1) Consumer behavior (Y) as a dynamic process that includes an understanding of the internal and external factors that shape consumer decisions. These factors include motivation, perception, learning, attitudes, and social and cultural influences (Solomon 2020) ^[33]. (2) Academic factors (X₁) encompass several key dimensions that impact students' daily lives, including academic workload, academic stress, academic goal orientation, and academic support (Zheng, Jiang dan Dou 2020). (3) Self-management (X₂), includes the following dimensions, viz. time management, goal setting, emotional regulation, and motivation control (Raeburn 2025). (4) Product availability (X₃) is a component of the place strategy in the marketing mix (4P) (Kotler dan Keller

2021) ^[16].

The Likert scale is used as a measuring tool in the questionnaire to obtain quantitative data from respondents (Sani, *et al.*, 2019). Field research was conducted in April-May 2025 using a questionnaire method compiled based on an 'Ordinal' scale.

Data analysis in this study used descriptive statistics and correlation analysis to determine the closeness of the relationship between coffee consumer behavior among doctoral students, on academic factors, self-management, and product availability. This study uses the SPSS IBM V25 application to process data further.

Results

Descriptive Statistics

The initial results of the study present a comprehensive analysis of the survey findings of 96 respondents who were sampled from doctoral students from various study programs who are actively involved in academic activities and have the status of coffee consumers to analyze coffee consumer behavior and marketing relationships based on academic factors, self-management, and product availability.

Table 1: Descriptive of Respondents

Items	Minimum Score	Maximum Score	Mean Score	Std. Deviation	Items	Minimum Score	Maximum Score	Mean Score	Std. Deviation
X1.1	2	5	3.55	0.950	X3.1	2	5	3.55	0.950
X1.2	1	5	3.85	0.882	X3.2	1	5	3.85	0.882
X1.3	2	5	3.92	0.735	X3.3	2	5	3.92	0.735
X1.4	2	5	3.89	0.752	X3.4	2	5	3.89	0.752
X1.5	3	5	4.05	0.550	X3.5	3	5	4.05	0.550
X1.6	2	5	3.97	0.703	X3.6	3	5	4.05	0.550
X1.7	2	5	3.82	0.883	X3.7	2	5	3.97	0.703
X1.8	2	5	3.43	0.971	X3.8	2	5	3.82	0.883
X1.9	2	5	3.55	0.950	X3.9	2	5	3.43	0.971
X1.10	1	5	3.85	0.882	X3.10	2	5	3.55	0.950
Academic Factors	26	50	37.89	5.716	Product Availability	27	50	38.08	5.428
X2.1	2	5	3.92	0.735	Y.1	1	5	3.84	0.886
X2.2	2	5	3.88	0.757	Y.2	2	5	3.91	0.741
X2.3	3	5	4.05	0.550	Y.3	2	5	3.86	0.749
X2.4	1	5	3.85	0.882	Y.4	3	5	4.05	0.550
X2.5	2	5	3.89	0.738	Y.5	3	5	4.00	0.562
X2.6	2	5	3.85	0.754	Y.6	2	5	3.95	0.701
X2.7	3	5	4.02	0.562	Y.7	2	5	3.80	0.878
X2.8	2	5	3.94	0.708	Y.8	2	5	3.40	0.946
X2.9	2	5	3.78	0.885	Y.9	2	5	3.54	0.939
X2.10	2	5	3.40	0.957	Y.10	1	5	3.82	0.871
Self Management	27	50	38.57	5.140	Consumer Behavior	26	50	38.18	5.097

Table 1 views the results of the description of respondents' answers for the *Academic Factor* variable, especially in the highest average column is X_{1.5}, where coffee helps me stay awake during online lectures or doing assignments at night, and X_{1.8} (the lowest), where coffee consumption is part of my daily academic routine. The total average is 37.89 with a deviation of 5.716, meaning that less than 30 between the deviation and the average value has a small difference.

The *Self-Management* variable, especially in the highest average column, is X_{2.3}, where I schedule coffee time to support productivity, and X_{2.7} (the lowest), where I feel my self-control is better when I consume coffee regularly and in a planned manner. The total average is 38.57 with a deviation of 5.140, meaning that less than 30 percent of the comparisons between the deviation and the average value

have a small difference.

The *Product Availability* variable, especially in the highest average column is X_{3.5}, where my coffee consumption has increased because it is available everywhere, including seminars and I buy coffee from practical places such as cafes or stalls near the place of study, and X_{3.9} (the lowest), where I feel the availability of coffee in the study environment affects my consumption habits. The total average is 38.08 with a deviation of 5.428, meaning that less than 30 percent of the comparisons between the deviation and the average value have a small difference.

The *Consumer Behavior* variable, especially in the highest average column, is Y.4, where I follow coffee trends or coffee drinking styles on social media, and Y.8 (the lowest), where I feel uncomfortable if I haven't had coffee in a day. The total

average is 38.18 with a deviation of 5.097, meaning that less than 30 percent of the comparisons between the deviation and the average value have a small difference.

Correlation Analysis

The following are the yields of the correlation coefficient (R) output:

Table 2: Correlations Score

Variable	R-Score
Academic Factors (X_1)	0.963
Self-Management (X_2)	0.931
Product Availability (X_3)	0.959

Source: From output programs, 2025

The R-Score for *Academic Factors* (X_1) of 0.963 indicates that approximately 96.3 percent of the variance in Consumer Behavior can be explained by the independent variables included in the model. This suggests a good fit for the model, indicating that the selected variables have a very strong linkage in explaining Consumer Behavior. This is reinforced by the respondents' perceptions of the academic workload indicators in the descriptive analysis, where consuming coffee is considered by consumers to be able to maintain online lectures or do night assignments with the mean score. Academic load refers to the number and complexity of academic tasks that students must complete within a certain time, high academic load can affect students' work-life balance and increase the need for time management strategies and consumption of products that can increase productivity (Kwon, *et al.* 2013).

The R-Score for *Self-Management* (X_2) of 0.931 indicates that approximately 93.1 percent of the variance in Consumer Behavior can be explained by the independent variables included in the model. This suggests a good fit for the model, indicating that the selected variables have a very strong linkage in explaining Consumer Behavior. This is reinforced by the respondents' perceptions of the time management indicators in the descriptive analysis, where scheduling coffee time is considered by consumers to support productivity with the highest mean value. Time management is one of the basic frameworks for doctoral students in dealing with the complexity of academic tasks and psychological pressure, so the ability to manage time is needed to complete tasks efficiently (Raeburn 2025).

The R-Score for *Product Availability* (X_3) of 0.959 indicates that approximately 95.9 percent of the variance in Consumer Behavior can be explained by the independent variables included in the model. This suggests a good fit for the model, indicating that the selected variables have a very strong linkage in explaining Consumer Behavior. This is reinforced by the respondents' perceptions of the place of marketing mix indicators in the descriptive analysis, increased coffee consumption due to its availability, and purchases can be made practically such as in cafes and stalls near the place of study. Product availability is one of the important components of the place strategy in the marketing mix (4P) which determines whether consumers can find the product at the right time and place (Kotler dan Keller 2021)^[16]. Good product availability will minimize switching intention and increase consumer loyalty.

Conclusion

This study aims to analyze Coffee consumer behavior among Doctoral Students: marketing linkages based on academic

factors, self-management, and product availability, with this inferred that the analysis model. The model shows a very good fit in explaining consumer behavior, with Academic factors (X_1), Self-Management (X_2), and Product Availability (X_3) each having very high R-Scores, viz. 0.963, 0.931, and 0.959. This shows that the three variables have a very strong linkage in influencing consumer behavior.

The study has limitations, which only present a description of the average and correlation analysis, without further hypothesis testing in empirical studies or case studies on specific research subjects, so that the results of the study cannot be generalized to doctoral students in Indonesia. Thus, future research is very important to schedule research replication studies and even research model development studies.

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