Online Shopping Decision Of Gen Z Students In Vietnam Part 2_Research Result

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ABTRACT

With study part 1 is to determine the Online shopping decision of Gen z students in Vietnam_Part 1: Literature review, this study presents part 2, which is building a model, testing and proposing implications for improving the Online shopping decision of Gen z students in Vietnam. Research sample information was collected by convenience sample selection and by online survey technique. Questionnaires will be distributed to 350 students of universities: Hutech University, Ho Chi Minh City Economics and Finance, Van Lang, Van Hien. Data were analyzed by Cronbach's Alpha, EFA, CFA and SEM in order to test hypotheses and build models of factors affecting the Online shopping decision of Generation Z students in Vietnam. The results of the study show that factors such as Usefulness, Ease of use, Trust, Awareness, Impact along with the Attitude of Gen Z students in Vietnam factor have a positive influence on the Online shopping decision of Gen Z students in Vietnam. Further studies apply this research model to measure the impact of factors on the Online shopping decision of Gen z students as well as propose some managerial implications to help businesses and retailers meet the needs of Gen Z students.

Keywords: Online shopping Decision, Gen Z Students, Vietnam, Research result.

1. INTRODUCTION

Recently, the Covid-19 epidemic has made customers limit going to stores and the trend of buying and selling goods through e-commerce is growing. Especially young people in general and Gen Z students in particular, with smart phones, they can easily make online shopping anywhere, anytime. As a result, they gradually become potential customers of online businesses and retailers. Therefore, online shopping companies must always strive to bring customers what they have committed. The question is whether the online sales activities that companies are applying to attract many customers? In which, how many customers are Gen Z students? How does each factor in online shopping affect customers' online shopping decisions? To achieve this, the online shopping company must recognize the factors influence on the Online shopping decision of Gen Z students in Vietnam as well as continue to promote the past and present achievements to create success for the brands of online businesses.

The objective of the study is to test the research model that affects the Online shopping decision of Gen Z students in Vietnam through the following steps:

- Measure the reliability of observed factors and variables by Cronbach's Alpha.

- Exploratory factor analysis (EFA).

- Test the model by CFA and using SEM model to test the hypotheses of the research model, identifying the effects of the Online shopping

decision of Gen Z students in Vietnam through an intermediary variable, which is the Attitude of Gen Z students factor. The higher the Attitude of Gen Z students, the higher the Online shopping decision of Gen Z students.

2. LITERATURE REVIEW

2.1. Determining Sample Size

For the topic using exploratory factor analysis (EFA), collect data at least 5 samples on 1 observed variable and preferably 10 or more (Hair et al., 1998). Hair et al. (2009) suggested that the sample size should be at least 50, preferably 100, and the observation/measurement ratio should be 5/1. In determining the sample size for EFA, the number of observations (sample size) must be at least 4 or 5 times the number of variables in the factor analysis (Hoang & Chu, 2008). For the topic using Multiple regression analysis method, then the formula will be $n \geq 8m + 50$, where "n" is the minimum sample size and "m" is the number of independent variables present in the model (Tabachnick & Fidell, 1996). Hoelter (1983) said that the minimum sample size should be 200. According to Bollen (1998), 5 samples are needed for a parameter to be estimated (quoted in Le, 2022).

2.2. Cronbach's Alpha

Cronbach's Alpha coefficient is used to evaluate whether it is appropriate to include certain observed variables in a latent variable. To check this, it is necessary to test the reliability of the scale based on two statistical indicators, Cronbach's Alpha coefficient and the corrected item-total correlation coefficient and Cronbach's Alpha if item deleted. The value of Cronbach's Alpha coefficient is: < 0.6: Factor scale is not suitable; 0.6 - 0.7: Acceptable with new studies; 0.7 - 0.8: Acceptable; 0.8 - 0.95: Good; 0.95: Acceptable but not good, researchers should consider observed variables that may have the phenomenon of coincidence. Test the reliability of the scale through Cronbach's Alpha coefficient

to exclude variables with the total variable correlation coefficient less than 0.3. Criteria for choosing a scale when it has Cronbach's Alpha reliability ≥ 0.7 (Hoang & Chu, 2008). The scale with reliability Cronbach's Alpha ≥ 0.6 was also chosen when it was first used (Nunnally & Burnstein, 1994). In theory, Cronbach's Alpha coefficient has a variable value in the range {0,1}, the higher the Cronbach's Alpha, the better (meaning the more reliable the scale) (quoted in Le, 2022).

2.3. Exploratory Factor Analysis (EFA)

EFA is the generic name of a group of procedures used primarily to shrink and summarize data. EFA is based on the correlation between variables and used to reduce a set of "k" observations into a set of "F" observations (F < k) of more significant factors. This means that a fairly large number of variables are collected and most of these variables are related and their number must be reduced to a usable quantity (Nguyen & Nguyen, 2011). The study used the method of Principal component coefficients with Varimax rotation at the breakpoint when extracting factors with Eigenvalue > 1. Scales with a total variance extracted from 50% or more are accepted (Gerbing & Anderson, 1988). At each concept has the difference of Factor loading and any must reach ≥ 0.3 (Jabnoun & AL-Tamini, 2003) (quoted in Le, 2022).

In EFA, the necessary requirement is that the KMO coefficient (Kaiser - Meyer - Olkin) must have a large value ($0.5 \leq KMO \leq 1$). This indicates EFA is appropriate. If the KMO coefficient is < 0.5 then factor analysis is likely to be inappropriate for the data. According to Kaiser (1974), it is suggested that: $KMO \geq 0.9$ is very good; $0.9 > KMO \geq 0.8$ is good; $0.8 > KMO \geq 0.7$ is fine; $0.7 > KMO \geq 0.6$ is temporary; $0.6 > KMO \geq 0.5$ is bad; $KMO < 0.5$ is unacceptable (Hoang & Chu, 2008).

2.4. Confirmatory Factor Analysist (CFA)

Confirm Factor Analysis (CFA) is to evaluate the model fit of the model. Simultaneously calculate the CR, AVE values, test the discriminant and convergent values of the factors, specifically, assessing the overall fit of the data based on the model's fit indexes such as Chi-square/df, CFI, TLI, GFI, RMSEA. CFA also evaluates the quality of observed variables, confirms the factor structures. The observed variables included in the CFA analysis are determined to belong to which factor, and the function of the CFA is now to assess whether the data of the observed variable in that scale are consistent with other variables in the same scale, and whether they fit the model or not (Group MBA HCM University of Technology, 2022).

According to Hu & Bentler (1999), Structural Equation Modeling indicators considered to evaluate Model Fit include: Chi-square /df: 3 is good, Chi-square /df: 5 is acceptable; CFI: 0.9 is good, CFI: 0.95 is very good, CFI: 0.8 is acceptable; GFI: 0.9 is good, GFI: 0.95 is very good; RMSEA: 0.06 is good, RMSEA: 0.08 is acceptable. Hair et al. (2010), the indicators considered to evaluate Model Fit include: Chi-square/df: 2 is good, Chi-square/df: 5 is acceptable; CFI: 0.9 is good, CFI: 0.95 is very good, CFI: 0.8 is acceptable; GFI: 0.9 is good, GFI: 0.95 is very good; RMSEA: 0.08 is good, RMSEA: 0.03 is very good. In addition, due to the limitation of sample size, the GFI value is difficult to reach the level of 0.9. Therefore, a minimum value of 0.8 is still accepted (Baumgartner & Homburg, 1995; Doll, Xia, & Torkzadeh, 1994).

2.5. Structural Equation Modeling (SEM)
SEM model is a model with the most complex and flexible techniques, it is used to analyze complex relationships in causal models. SEM model is an extension of the general linear model (GLM) that allows the researcher to test a set of regression equations at the same time. Unlike other statistical techniques that only allow estimation of the partial relationship of each pair of factors (elements) in the classical measurement model, SEM allows simultaneous estimation of the elements in the overall model; estimate the causal relationship between the latent concepts (Latent Constructs) through indicators that combine both measurement and structure of the theoretical model; measure stable recursive and nonrecursive relationships; measure direct as well as indirect effects, including measurement error and residual correlation. With the confirmatory factor analysis (CFA) technique, the SEM model allows the flexibility to find the most suitable model in the proposed models (Nguyen & Nguyen, 2011; Rex, 2011; Group MBA_HCM University of technology, 2016).

2.6. Bootstrap
In order to assess the reliability of the estimates, in quantitative research methods by sampling method, it is common to divide the sample into two subsamples. Half is used to estimate model parameters, and half is used for re-evaluation. Another way is to repeat the study with a different sample. The above two methods are often impractical because the structuring method often requires large samples, making this work expensive and time-consuming (Gerbing & Anderson, 1988). In such cases Bootstrap is the right alternative (Schumacker & Lomax, 2004). Bootstrap is an iterative sampling method with an alternative, where the initial sample acts as the crowd. This method aims to check the estimated reliability in the model after the theoretical model has been tested.

3. RESEARCH MODEL
In the content of the study part 1, the Proposed conceptual framework is the study model which based on the SEM model in which The higher the Attitude of Gen Z students, the higher the Online shopping decision of Gen Z students in Vietnam. The proposed model includes the following factors: Usefulness, Ease of use, Trust, Awareness, Impact, Attitude of Gen Z students in

Vietnam and Online shopping decision of Gen Z students in Vietnam. In this model there are 8 hypotheses and they have been proven, such as:

Hypothesis 1: Ease of use has a positive effect on the Attitude of Gen Z students in Vietnam.

Hypothesis 2: Usefulness has a positive effect on the Attitude of Gen Z students in Vietnam.

Hypothesis 3: Trust has a positive effect on the Attitude of Gen Z students in Vietnam.

Hypothesis 4: Awareness has a positive effect on the Attitude of Gen Z students in Vietnam.

Hypothesis 5: Impact has a positive effect on the Attitude of Gen Z students in Vietnam.

Hypothesis 6: Ease of use has a positive effect on the Online shopping decision of Gen Z students in Vietnam.

Hypothesis 7: Usefulness has a positive effect on the Online shopping decision of Gen Z students in Vietnam.

Hypothesis 8: Attitude of Gen Z students in Vietnam has a positive effect on the Online shopping decision of Gen Z students in Vietnam.
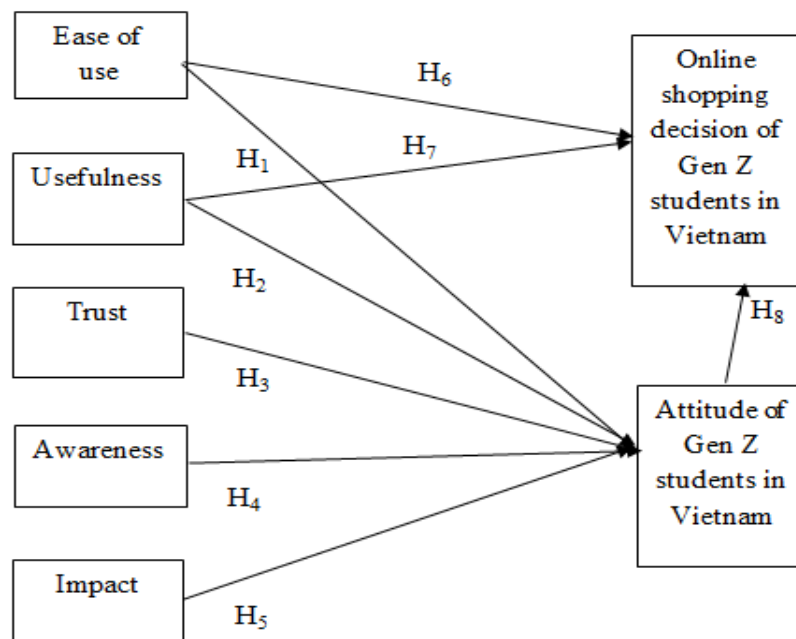

Figure 1: Proposed Conceptual Framework

4. RESEARCH METHODOLOGY

4.1. Operationnalization

Qualitative and quantitative methods are used in the process from qualitative research to quantitative research with the aim of constructing, testing models and hypotheses of the effect of the Online shopping decision of Gen Z students in Vietnam through measurement of Attitude of Gen Z students in Vietnam.

4.2. Qualitative research

Firstly, qualitative research method was conducted through the focus group discussion. Collecting the ideas of group discussions is crucial to do a test interview in order to adjust the scale. Based on researched documents from experts and survey studies on Online shopping decision of Gen Z students in Vietnam, the basic factors affecting Online shopping decision of Gen Z students in Vietnam are then finalized. This study adjusts and adds observation variables used to measure concepts in the research model. The result of qualitative research is that the scales

have been corrected accordingly and the official survey form is used for quantitative research. 350 students were surveyed for primary data.

The questionaire was designed with a 5-point Likert scale to assess Online shopping decision of Gen Z student in Vietnam. The official questionnaire consisted of 33 observation variables corresponding seven scales of the research model: (1) Usefulness, (2) Ease of use, (3) Trust, (4) Awarenes, (5) Impact, (6) Attitude of Gen Z student in Vietnam and (7) Online shopping decision of Gen Z students in Vietnam.

The concept of USEFULNESS is denoted by USEF and measured by five observed variables; the concept of EASE OF USE is denoted by EASE and measured by five observed variables; the TRUST is denoted by TRUST and measured by four observed variables; the concept of AWARENESS is denoted by AWARE and measured by five observed variables; the concept of IMPACT is denoted by IMPACT and measured by four observed variables; the concept of Attitude of Gen Z student in Vietnam is denoted by ATTI and measured by five observed variables; and the concept of Online shopping decision of Gen Z students in Vietnam is denoted by SHOPDE and measured by foure observed variables (see Table 1).

Table 1: Mesurements

USEF1	I save a lot of time when shopping online.
USEF2	I collect a lot of useful information while shopping online.
USEF3	I can find and reach the special offers of online stores quickly.
USEF4	I can shop online at any time.
USEF5	I can reach multiple product brands or stores at the same time.
EASE1	The interface of online shopping websites is easy to use and easy to operate.
EASE2	I easily find the products I want when shopping online.
EASE3	I easily compare prices, information about goods when shopping online.
EASE4	I understand the skills of online shopping on websites easily.
EASE5	I easily use a variety of mobile wallets to pay for my goods when shopping online.
TRUST1	I trust online shopping websites that have honest information.
TRUST2	I trust the products sold on the websites are of the same quality as described.
TRUST3	I trust online shopping websites to do exactly as they promised in terms of delivery time.
TRUST 4	Online shopping products are delivered on time.
TRUST5	I believe that my personal information is not leaked when shopping online.
AWARE1	I find that online shopping helps Gen Z students to experience more in electronic payments.
AWARE2	I find that online shopping is in line with the development trend of electronic payment systems.
AWARE3	I find that online shopping is in line with the development of society.
AWARE4	I find that online shopping is a completely right choice for Gen Z students.
AWARE5	I find that online shopping brings many benefits to Gen Z students (saving time, limiting cash payments, limiting face- to- face exposure ,…)
IMPACT1	The people around me (family, relatives, teachers, friends) think that I should do online shopping.

IMPACT2	People around (family, relatives, friends) bought online and encouraged me to do online shopping.
IMPACT3	The media advertise a lot about online shopping, so I do online shopping.
IMPACT4	Shops, supermarkets, retailers all use online services to connect with shoppers, so I do online shopping.
ATTI1	I am willing to shop online because society is gradually moving to cashless payment.
ATTI2	I do online shopping because it brings me many interesting things.
ATTI3	I do online shopping to renew myself to suit the current technological development era.
ATTI4	I do online shopping because it helps me define myself as a Gen Z students.
ATTI5	I do online shopping because I want to have more new technology experiences.
SHOPDE1	I will shop online when I have a need to buy goods.
SHOPDE2	I will shop online in the near future.
SHOPDE3	I will recommend to my family and friends about online shopping.
SHOPDE4	I feel happy when shopping online.

4.2. Quantitative Research

• Sampling Method

Research sample information was collected by convenience sample selection and online survey technique. The form of the survey is a questionnaire distributed to students of universities: Hutech University, Ho Chi Minh City Economics and Finance, Van Lang, Van Hien. The survey period is from July to September 2022. A total of 350 tables were collected and there were 316 valid tables.

• Research Process

The research process began with the elaboration of research objectives and the proposition of theoretical framework. The draff scale was then finalized by a focus group interview (n=30). The formal scale was finally arrived at and the

quantitative research method was employed to quantify the factors affecting the Online shopping decision of Gen Z students in Vietnam. Primary data was processed by software SPSS 20.0 to measure the impact of factors affecting the Online shopping decision of Gen Z students in Vietnam as follows: Cronbach's Alpha, Exploratory factor analysis, CFA and SEM analysis.

5. RESEARCH RESULT

5.1. Scale Reliability

In Table 2, seven Cronbach's alpha coefficients, which range from 0,772 to 0,919. They demonstrate high reliability measurement scales. USEF5, EASE2, TRUST5, AWARE4, ATTI4 variables were eliminated after two analyzes to increase the Cronbach's Alpha coefficient.

Table 2: Cronbach's alpha Factor Scale

Factor	Observed Variables	Cronbach's Alpha
Usefulness	USEF1, USEF2, USEF3, USEF4	α = 0,818
Ease of use	EASE1, EASE3, EASE4, EASE5	α = 0,919
Trust	TRUST1, TRUST2, TRUST3, TRUST4	α = 0,818
Awarenes	AWARE1, AWARE2, AWARE3, AWARE5	α = 0,872
Impact	IMPACT1, IMPACT2, IMPACT3, IMPACT4	α = 0,772

Attitude of Gen Z students in Vietnam	ATTI1, ATTI2, ATTI3, ATTI5	α = 0,859
Online shopping decision of Gen Z students in Vietnam	SHOPDE1, SHOPDE2, SHOPDE3, SHOPDE4	α = 0,830

5.2. Exploratory Factor Analysis (EFA)

28 observed variables of seven factors – (1) Usefulness, (2) Ease of use, (3) Trust, (4) Awarenes, (5) Impact, (6) Attitude of Gen Z student in Vietnam and (7) Online shopping decision of Gen Z students in Vietnam – are analyzed by the Principal Axis Factoring and Promax rotation. After 2 times for analyzing, 7 factors are extracted from the 27 observed variables (TRUST3 was eliminated in the second analyzing because of factor loading < 0,5).

Table 3: Result of last Exploratory Factor Analysis

Pattern Matrixª							
	Factor						
	1	2	3	4	5	6	7
EASE3	.981						
EASE1	.848						
EASE4	.774						
EASE5	.656						
AWARE2		.890					
AWARE3		.824					
AWARE1		.748					
AWARE5		.704					
ATTI2			.808				
ATTI1			.777				
ATTI3			.728				
ATTI5			.682				
USEF1				.756			
USEF2				.701			
USEF4				.686			
USEF3				.677			
SHOPDE1					.947		
SHOPDE3					.665		
SHOPDE2				.274	.628		
SHOPDE4					.589		
IMPACT2						.793	
IMPACT3						.703	
IMPACT1						.679	-.210
IMPACT4						.597	
TRUST2							.721
TRUST4							.702

TRUST1							.592

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.

From the results of EFA in Table 3, the adjusted formal theoretical research model includes seven factors influencing Online shopping decision of Gen Z students in Vietnam. Specifically, this model has seven component variables, including five independent variables (Usefulness, Ease of use, Trust, Awarenes, Impact), one intermediate variable (Attitude of Gen Z students in Vietnam) and a dependent variable (Online shopping decision of Gen Z students in Vietnam).

5.3. CFA Test

Table 4: Test the Model fit

	Chi-square/df	TLI	CFI	GFI	RMSEA
CFA 1	1,861	0,943	0,952	0,901	0,052
CFA 2	2,620	0,961	0,934	0,961	0,072
CFA 3	2,256	0,974	0,961	0,973	0,070

The result of table 4 shows that the indicators of Model fit are also suitable (Chi-square/df < 3; TLI, CFI, GFI > 0,9 and RMSEA < 0,08). The scale reaches the convergent value when the standardizied regression Weights of the scale are all high (> 0.5) and statistically significant (p < 0.05). The results show all CR values are > 1,977 and all P-values are < 0.05. From that, the correlation coefficient of each pair of distinct concepts is deduced from 1. From the above results, the concepts have discriminant value.
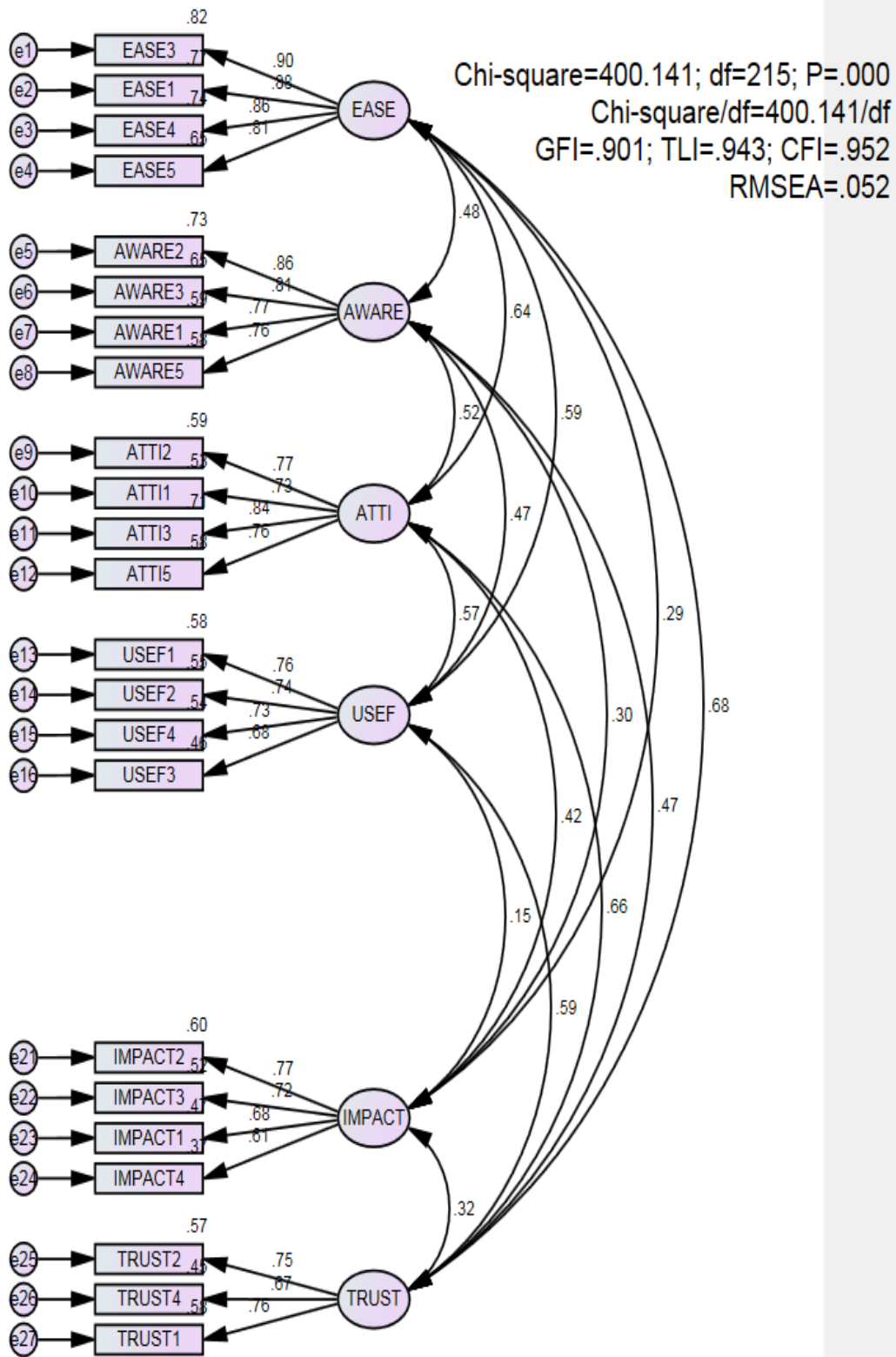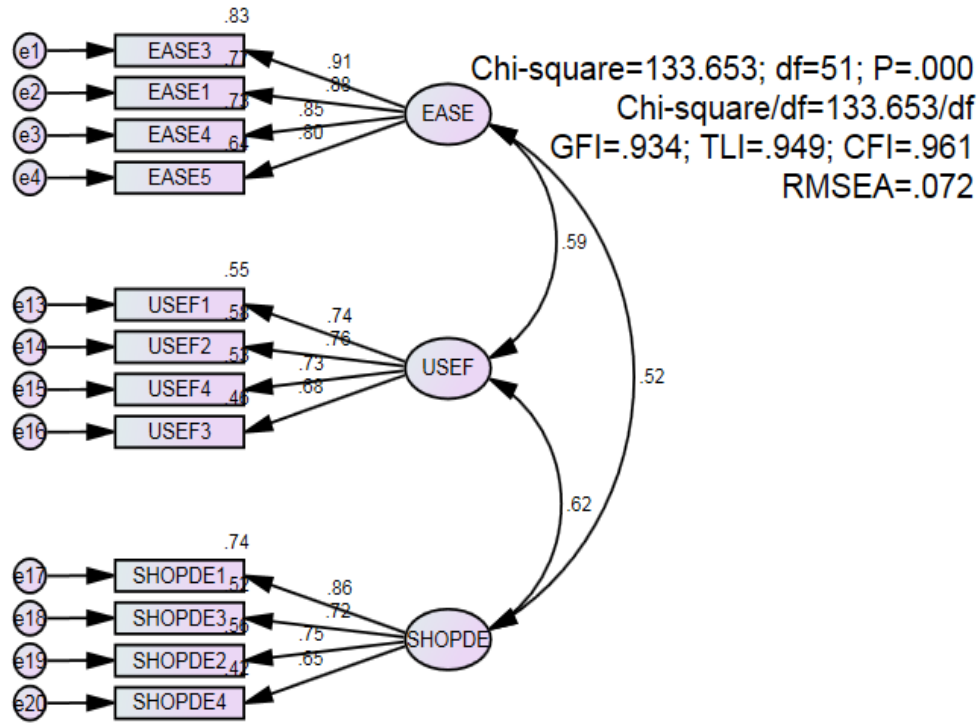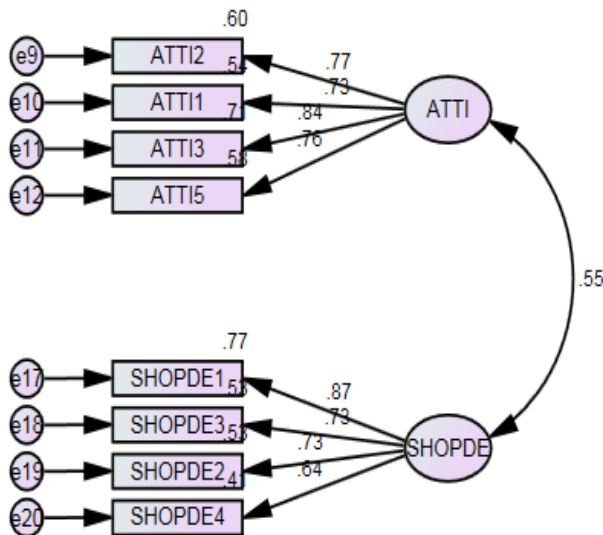
Figure 2: CFA 1

Figure 3: CFA 2

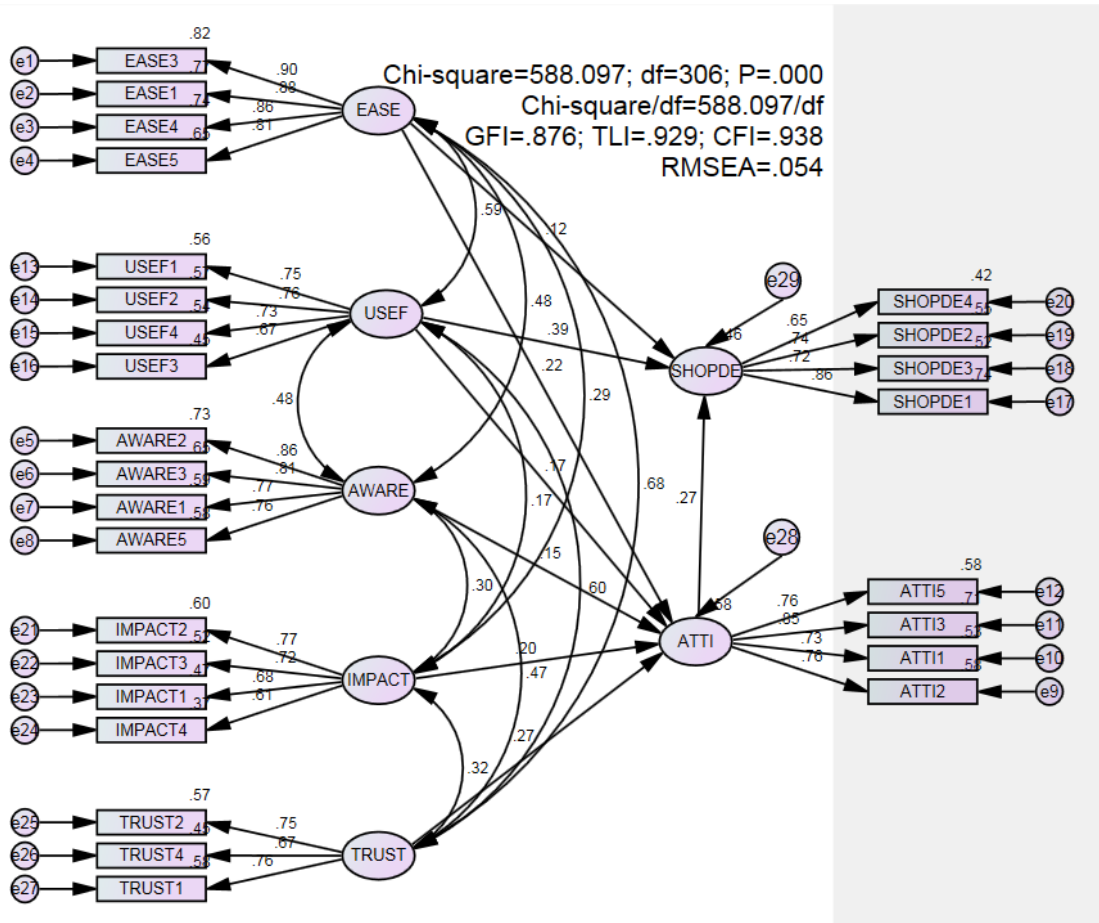**Figure 4:** CFA 3

5.4. SEM Test

Figure 5: The result of SEM model

The result in figure 5 shows that the data is suitable: Chi-square/df=1,922; GFI=0,876; TLI=0,929; CFI=0,938 and RMSEA=0,54. The table 5 also shows the P-values of the factors AWARE, IMPACT, TRUST, USEF and EASE are all <0.5 as well as the Estimates all have positive signs, so these factors all have a positive influence on the ATTI factor. The P-values of the factors USEF and EASE are all <0.5 as well as the Estimates all have positive signs, so these factors all have a positive influence on the SHOPDE factor. The P-values of the factor ATTI is <0.5 as well as the Standardized Regression Weights (estimates) has positive sign, so it has a positive influence on the SHOPDE factor.

Table 5: Regression Weights

			Estimate	S.E.	C.R.	P	Label
ATTI	<---	AWARE	.152	.060	2.522	.012	
ATTI	<---	IMPACT	.199	.056	3.571	***	
ATTI	<---	TRUST	.257	.083	3.105	.002	
ATTI	<---	USEF	.181	.080	2.261	.024	
ATTI	<---	EASE	.199	.069	2.877	.004	

			Estimate	S.E.	C.R.	P	Label
SHOPDE	<---	EASE	.120	.074	1.616	.046	
SHOPDE	<---	USEF	.453	.092	4.950	***	
SHOPDE	<---	ATTI	.284	.084	3.404	***	

The table 6 shows that estimates all have positive signs, so these factors all have a positive influence on the ATTI and SHOPDE factor. The factor TRUST has the strongest influence on ATTI factor because it has a standardized regression weight of 0,273, followed by EASE (0,219), IMPACT (0,203), USEF (0,167) and has the least influence on AWARE (0,153). The factor USEF has the strongest influence on SHOPDE factor because it has a standardized regression weight of 0,393, followed by ATTI (0,268) and EASE (0,124).

Table 6: Standardized Regression Weights

			Estimate
ATTI	<---	AWARE	.153
ATTI	<---	IMPACT	.203
ATTI	<---	TRUST	.273

			Estimate
ATTI	<---	USEF	.167
ATTI	<---	EASE	.219
SHOPDE	<---	EASE	.124
SHOPDE	<---	USEF	.393
SHOPDE	<---	ATTI	.268

5.6. Bootstrap Test

This topic survey has 316 samples. In Bootstrap, select another 700 templates by repeating, and with substitution. Each repeated sample can have the same number of observations as the initial number of 316 observations. Absolute value CR < 2, very small bias, not statistically significant with 95% confidence. Therefore, the estimates in the model can be trusted.

Table 7. Standardized Regression Weights_Bootstrap

Parameter			SE	SE-SE	Mean	Bias	SE-Bias	CR
ATTI	<---	AWARE	0.065	0.002	0.156	0.002	0.002	1
ATTI	<---	IMPACT	0.074	0.002	0.199	-0.004	0.003	-0.75
ATTI	<---	TRUST	0.097	0.003	0.285	0.011	0.004	0.363636
ATTI	<---	USEF	0.077	0.002	0.163	-0.004	0.003	-0.75
ATTI	<---	EASE	0.091	0.002	0.212	-0.007	0.003	-0.42857
SHOPDE	<---	EASE	0.083	0.002	0.12	-0.004	0.003	-0.75
SHOPDE	<---	USEF	0.112	0.003	0.393	0.01	0.004	0.4
SHOPDE	<---	ATTI	0.089	0.002	0.27	0.002	0.003	1.5

6. DISCUSSION

TRUST factor has 4 observation variables (TRUST1, TRUST2, TRUST3, TRUST4) and remained unchanged through Cronbach's alpha and EFA (Table 2, 3). In this research, Trust factor is still the top concern of Gen Z students

when they decide to shop online. This shows that of Gen Z students still have the faith in online businesses. This factor has the strongest influence (standardized β = 0,273 and Sig.value less than 0,05) on ATTI factor, so the hypothesis H3 is accepted. This demonstrates that Trust factor is

still the top concern of businesses in attracting Gen Z students to shop online.

EASE factor is composed of five observation variables (EASE1, EASE2, EASE3, EASE4, EASE5) with EASE2 variable was eliminated after two analyzes to increase the Cronbach's Alpha coefficient up to 0,919 (Table 2) and remained unchanged through EFA (Table 3). The result shows that it has the second large influence on ATTI (standardized β = 0,219 and Sig.value less than 0,05), the hypothesis H1 is accepted. This shows that Gen Z student are very interested in online shopping because of its ease of use. Thereby, it shows that the effectiveness of businesses increasingly having to improve and create easy conditions for Gen Z students to improve the online shopping decision is appropriate such as easily using and operating; finding the product; understanding the skills of online shopping on websites easily; easily using a variety of mobile wallets...

IMPACT factor is composed of four observation variables (IMPACT1, IMPACT2, IMPACT3, IMPACT4) and remained unchanged through Cronbach's alpha and EFA (Table 2, 3). The result shows that it has the third large influence on ATTI (standardized β = 0,203 and Sig.value less than 0,05), the hypothesis H5 is accepted. In order to improve Gen Z students ist advantages when online shopping, companies need to have business policies and strategies to promote their brands to a wide range of customers. Only then will the spread reach many people and these people are relatives and friends who directly and indirectly affect Gen Z students' online shopping behavior.

USEF factor is composed of five observation variables (USEF1, USEF2, USEF3, USEF4, USEF5) and with USEF5 variable was eliminated after two analyzes to increase the Cronbach's Alpha coefficient up to 0,818 (Table 2) and remained unchanged through EFA (Table 3). This factor has the fourth large influence on ATTI

(standardized β = 0,167 and Sig.value less than 0,05). The hypothesis H2 is accepted. Currently, companies that want to attract many customers must show Gen Z students many benefits when shopping online such as saving a lot of time, collecting a lot of useful information, finding and accessing special offers and can shop online at any time…

AWARE factor is composed of five observation variables (AWARE1, AWARE2, AWARE3, AWARE4, AWARE5) and with AWARE4 variable was eliminated after two analyzes to increase the Cronbach's Alpha coefficient up to 0,872 (Table 2) and remained unchanged through EFA (Table 3). This factor has the fourth large influence on ATTI (standardized β = 0,167 and Sig.value less than 0,05). The hypothesis H4 is accepted. Currently, companies that want to attract many customers must let Gen Z students be aware when shopping online such as helping Gen Z students to experience more in electronic payments; being in line with the development trend of electronic payment systems, with the development of society and completely right choice for Gen Z students…

ATTI is an intermediate factor in the SEM model to SHOPDE. The results show that the ATTI factor composed of five observed variables (ATTI1, ATTI2, ATTI3, ATTI4, ATTI5) and with ATTI4 variable was eliminated after two analyzes to increase the Cronbach's Alpha coefficient up to 0,859 (Table 2) and remained unchanged through EFA (Table 3). This factor has the influence on SHOPDE (standardized β = 0,268 and Sig.value less than 0,05). The hypothesis H6 is accepted. This shows that domestic tourists are completely assured, excited and they do online shopping to renew theirselves to suit the current technological development era, help them define theirselves as Gen Z students, want to have more new technology experiences...

The SHOPDE factor is dependent variable in the SEM model. It composed of four observed

variables (SHOPDE1, SHOPDE2, SHOPDE3, SHOPDE4) and remained unchanged through Cronbach's Alpha analysis and EFA (Table 2, 3). This shows that online shopping is now the first thing that Gen Z students think of when they have a need to buy goods. They will always choose to shop online and are willing to introduce reputable brands to family and friends when they have a need to shop online. The most important thing is that administrators must give Gen Z students a feeling of joy when shopping online at their businesses.

EASE and USEF factor is turn has an effect on SHOPDE (standardized β = 0,124 and 0,393; Sig.value less than 0,05), the hypothesises H6 and H7 ares accepted. Thus, 7 hypotheses were recognized. It is proved that the proposed research model has enough reliability to be included in the CFA – SEM – BOOTSTRAP.

The results show that Gen Z students have high trust in online shopping services. This proves that it is appropriate to use SEM to examine the Online shopping decision of Gen Z students in Vietnam in an enhanced model. Therefore, when deciding to buy goods, shopping online is still the first choice of Gen Z students. The more interested Gen Z students are, the better the online shopping develop.

6. IMPLICATIONS AND CONCLUSION

Most Gen Z students have online shopping. Companies not only fulfill all commitments to them at the beginning of the purchase and after using the goods, but also improve their attitude of the products, the customer care service before, during and after shopping online so that shopping online is the first choice when they have a need to shop for goods. Depending on the research result, the author proposes some recommendations for retailers and businesses operating in the field of online shopping.

6.1. Regarding Trust

This factor has the first largest influence on Online shopping decision of Gen Z students in Vietnam through Attitude of Gen Z students in Vietnam factor. In order to increase customer confidence, businesses need to design online shopping websites with honest information, products sold on websites have the same quality as described, and goods must be delivered on time. Online shopping with easy operations, simple, beautiful, attractive website, providing full product information have influenced consumer behavior, enhanced customer trust with the brand and product. In order to build trust with consumers, retailers selling through both traditional and online channels should provide full information about their traditional stores on their website, so that customers can directly go to the store to shop and experience. Because when customers trust traditional stores, they are more likely to trust the same businesses' online stores. Retailers that only distribute products through online channels, should clearly provide the company's or home address, phone number, email; clearly announce product quality, price, and delivery time ... This information will help customers trust more and it feels they are dealing in traditional shopping (Hahn & Kim, 2009). In addition, retailers need to build a convenient distribution system so that goods are delivered to customers on time as promised.

6.2. Regarding Ease of Use

This is the second largest influence on Online shopping decision of Gen Z students in Vietnam through Attitude of Gen Z students in Vietnam factor. As described above, online shopping saves a lot of time. Buyers not only understand clearly and specifically about the product through the presentation of information on the application, but also easily search for a variety of goods and can shop online at any place or anywhere. Businesses need to raise awareness of ease of use to help consumers better understand online shopping, as well as have advantages when

shopping, thereby creating excitement and online shopping habits for customers. In addition, businesses need to accept online payment and pay after receiving the goods so that buyers can check the goods first and then deliver the money later. This will reduce risks for consumers, thereby building trust with customers after each transaction. The fact that businesses maintain the form of buying and selling with customers through cash payment and home delivery (COD) needs to be done in parallel with other forms of online payment. To encourage customers to use online payments more and more, businesses should apply more discount policies when paying online so that customers gradually get used to and feel the benefits of this new form of payment. The majority of young customers in general and Gen Z students in particular use smartphones to shop online, so businesses should design a clear, easy-to-operate, and simple website so that customers can easily do it to buy goods. With a simple, no-frills mobile application design, good display, fast page loading speed is an important factor in improving the competitiveness of online businesses. In general, businesses need to design a website with a user-friendly interface so that finding products, ordering, paying, ... is easiest to do.

6.3. Regarding Impact

Businesses need to develop the quality of the interface and the speed of application operation in Web design. Because this is one of the important factors that have a significant impact on online shopping. An application designed with a user-friendly interface, simple graphics, easy access; the text is clear, easy to read, easy to understand, easily attracts the eyes of the user, will help customers to perform the necessary operations when shopping without anyone's help. Reality proves that consumers are also very focused on the introduction of online shopping by people around and the media. Gen Z students are also influenced by family, relatives, friends who have experience in online shopping and pass it on

to them. To increase the level of influence, online businesses need to have a marketing strategy to promote the promotion of consumers to introduce each other by promotional activities such as promotions, gifts, discounts... for customers. Online businesses need to have promotional activities such as promotions, gifts, discounts... to promote the encouragement of consumers to introduce each other information about their business' commercial website. Promote marketing through social media channels. These are effective marketing channels for e-commerce businesses, helping these businesses reach a large number of customers. Focus on customer care services. With good customer care, customers will introduce your business to many people around.

6.4. Regarding Usefullity

The factor has the greatest impact on Gen Z students' online shopping behavior. Their decisions to shop online increase when they are aware of the benefits that online shopping like saving a lot of time, collecting a lot of useful information, finding and accessing special offers and can shop online at any time… Therefore, to improve the usefullity for customers when shopping online, businesses need to set up the transaction process between buyers and sellers easily, safely and quickly. The process must be done right from the time the customer starts searching, evaluating information about the product until ordering, paying and receiving the goods. Set up the company's website which be design so that the time that customers go to the internet to load the website as well as wait for login and make transactions quickly to avoid wasting time waiting. The website must operate smoothly so that customers can access the website at any time when they have a need. The most important issue today is that businesses and retailers need to link to create an online business network to provide a variety of goods to customers to serve their needs. So customers can

easily find the type of goods they need on a wide range of products.

6.5. Regarding Awareness

Gen Z students' online shopping decisions increase as they become aware of the benefits of online shopping. Therefore, businesses need to apply automation technology to shorten payment and transaction time, helping to bring the best experience to customers in the context of the Covid 19 pandemic. Especially, with the explosion of e-commerce and online business, the "cashless" form of transaction is increasingly popular among users. Businesses need to create conditions for Gen Z students to experience more in electronic payments. Thereby, they find that online shopping is in line with the development trend of electronic payment systems as well as a completely right choice of Gen Z students. Businesses need to have more promotional campaigns on the mass media so that students can see that online shopping brings many benefits to themselves in daily life (saving time, limiting cash payments, limiting exposure, ...). The business sector also needs to pay attention to raising Gen Z students' awareness of electronic payments, so that they can see the convenience and safety in transactions as well as optimize the convenience in payment operations. Thus, they increasingly decide to use online shopping. In addition, businesses or retail stores should create promotions to promote and stimulate customers in general and Generation Z students in particular to decide to use electronic payments.

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