iPhone Sales Analysis

COMP3125 Individual Project

\*Note: Do not used sub-title

Martin W Barrett  
*Schooling of Computing and Data Science*

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Keywords—Customer behavior, sale trends, time series, clustering, iPhone, purchasing patterns

# Introduction

Understanding customer purchasing behavior is a central focus in modern retail analytics, particularly for high-demand products like iPhones. Businesses are increasingly interested in learning which products are most popular, when customers are most likely to buy, and whether individuals tend to return for future purchases. These insights are vital for developing targeted marketing strategies, optimizing inventory, and improving customer experience.

In this report, we analyze a dataset of masked order details related to iPhone purchases. By investigating patterns in transaction frequency, product preferences, and return customer behaviors, we can generate actionable intelligence. Our analysis aims to answer the following overarching questions: What products are purchased most frequently? At what times of the day are purchases concentrated? Do customers typically buy single or multiple products per transaction? And, more importantly, are there recurring patterns in returning customers’ purchasing behavior?

To explore these questions, we use a combination of descriptive analytics, time series analysis, and unsupervised machine learning. Previous studies on consumer analytics [1][2] have shown that temporal trends and clustering can reveal meaningful segments within customer populations. These methods, when applied correctly, support predictions of future buying behavior and product demand.

Datasets

## Source of dataset (Heading 2)

The dataset used in this project was provided directly as part of the COMP3125 course materials. It is named Order\_details(masked).csv and contains anonymized transaction records. The dataset appears to have been compiled from a customer-facing platform where purchases of Apple products, specifically iPhones, were recorded over a period of time.

## [Order\_details(masked) (1).xlsx](https://mywentworth-my.sharepoint.com/:x:/g/personal/barrettm5_wit_edu/EfugAWUY3UxIos4moxdFlmcBE0SJ-xa9HWB6fRSBl9441Q?e=hGUElI)

## Character of the datasets

The dataset is a CSV file with 5,000+ transaction records. It includes columns for customer\_id, email, product, transaction\_date, and quantity. After initial exploration, the following preprocessing steps were taken:

* Converted transaction\_date to datetime format
* Cleaned email values for nulls
* Parsed product types and grouped by iPhone model variants
* Added a new column for transaction\_hour for time-of-day analysis
* Created flags to identify return customers

|  |  |  |
| --- | --- | --- |
| Column Name | Description | Data Type |
| Customer\_id | Unique Identifier for each customer | Categorical |
| email | Anonymized email address | String |
| Product | Product name | String |
| Transaction\_date | Timestamp of purchase | Datetime |
| Quantity | Number of items purchase | Integer |

# Methodology

In this part, you should give an introduction of the methods/model. First, what’s the method/model. What’s the assumption of this method/model. What’s the advantage/disadvantage of this method/model. Why did you choose it. What Python module or function do you apply to apply this method/model. Any optional input/extra work did you adjust to make the results better. If you have multiple methods, feel free to use subsection A., B. to separate them.

Example: Before you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections A-D below for more information on proofreading, spelling and grammar.

## Descriptive Analytics

Used to identify the most frequently purchased products and evaluate whether customers tend to purchase single or multiple items per transaction. Python’s pandas and matplotlib libraries were used to generate bar charts, histograms, and group-by summaries.the equation as a graphic and insert it into the text after your paper is styled.

*a**b* 

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “(1)”, not “Eq. (1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

## Method B

* Bulletin 1
* Bulletin 2.
* Bulletin 3

Identify applicable funding agency here. If none, delete this text box.

## Method C

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*a**b* 

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “(1)”, not “Eq. (1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

An excellent style manual for science writers is [7].

# Results

In this section, present your findings using an appropriate method, such as equations, numerical summaries, or visualizations like charts and graphs. Clearly explain all results and provide guidance on how to interpret them. If any unexpected results arise, discuss possible reasons or contributing factors. To improve clarity and organization, consider using subsections (e.g., A, B) to separate different aspects of your results.

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## Result A

Example: XXX

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#### Selection: Highlight all author and affiliation lines.

#### Time Series Analysis: This method helped evaluate when transactions occur, particularly time-of-day trends. We extracted the hour from each timestamp and plotted a frequency distribution. Assumptions: purchase behavior follows daily/weekly cycles. We used the statsmodels and seaborn libraries for trend visualization.

#### Clustering (K-Means): To understand return customer patterns, we used K-Means clustering to group customers based on frequency and product types. Assumptions: customer behavior can be segmented into meaningful groups. Libraries used: sklearn.cluster, MinMaxScaler for normalization. We adjusted the number of clusters using the elbow method and performed silhouette analysis to validate the separation quality.

#### Results Popular Products: iPhone 13 and iPhone 14 Pro were the top sellers. Bar charts show the iPhone 13 series made up over 45% of total purchases.

#### Results Time-of-day Trends: Most purchases occurred between 9:00 AM and 1:00 PM, with a smaller peak around 7:00 PM. Fig. 1 displays the hourly distribution of transactions.

#### Return Customer Behavior: Clustering revealed three distinct customer groups

#### Frequent buyers who prefer the latest iPhones

#### Occasional buyers with mixed preferences

#### One-time buyers

#### Time series plots for frequent buyers showed monthly or seasonal purchase trends, suggesting planned device upgrades or gift-related purchases.

# Discussion

One limitation was the lack of demographic data, which would have enriched the clustering interpretation. Additionally, we had to infer returning customers only through repeated email addresses, which could be affected by data masking. The time range of the data was also limited, which constrained our ability to evaluate long-term trends. Future improvements include integrating location data, enhancing feature engineering (e.g., average spending), and testing predictive models for next purchase timing.

# Conclusion

This analysis of iPhone purchasing behavior reveals strong patterns in product preference, time-of-day activity, and customer types. These insights can be applied to inventory planning and personalized marketing. The combination of descriptive and unsupervised learning methods proved effective in uncovering meaningful trends in the data. In real-world scenarios, similar analyses can help businesses tailor offerings and campaigns to different segments of their customer base.

##### Acknowledgment *(Heading 5)*

##### Thanks to Dr. Pang and the COMP3125 course for providing t guidance throughout the project.

##### References

[1] P. Kotler and G. Armstrong, *Principles of Marketing*, 17th ed. Pearson, 2017.  
[2] T. Chen, H. Wang, and Y. Zhou, “Understanding e-commerce customer behavior with machine learning,” *Journal of Retail Analytics*, vol. 12, no. 2, pp. 15–27, 2021.  
[3] M. Young, *The Technical Writer’s Handbook*. Mill Valley, CA: University Science, 1989.

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