

A Study on The Influence of Parents' Purchase Intention of Online Learning Courses in Primary and Secondary Schools in Guizhou

Shunqi Leng

North Bangkok University, Bangkok 10220, Thailand.

Abstract: This study aims to conduct research from the perspective of customers' perceived value and objective situational factors. The online learning platform for middle school students has a unique situation of users (students) using and customers (parents) paying. When it studies the influencing factors of customers' (parents) willingness to pay, empirical research identifies the specific relationship between the variables of perceived value, parents' expectation, psychological distance, product quality information, word of mouth, and brand image. The three research objectives are; to analyze the influence of parents' purchase intention of online learning courses in primary and secondary schools in Guizhou; to explore the influencing factors in purchase intention, and to suggest the improvement of online student learning courses for parents' acceptance in Guizhou.

Keywords: Parents' Purchase Intention; Online Learning Courses; Primary and Second Schools

1. Introduction

With the rapid development of Internet technology, online learning has become popular and commercialized, and online payment has become more popular and convenient. At present, in addition to some free online learning courses, there are also many paid online learning courses. At the same time, users' awareness of knowledge copyright has gradually improved, and social consumption concepts have also changed. Payment for knowledge emerged in this environment, and charging an appropriate fee for patent copyrights for high-quality and practical courses is increasingly accepted by most people. More and more parents attach importance to their children's education and begin to choose online learning courses for their children. In the current Internet era, more and more parents attach importance to education and choose online learning courses for their children. However, online learning courses differ from traditional offline teaching and learning, mainly conducted through trial listening and purchasing systems. How to attract parents to increase their willingness to buy is worthy of in-depth study. To this end, this topic focuses on the Guizhou region. It explores the influence of the purchase intention of online learning courses for primary and secondary school parents in the area.

2. Theoretical Basis

2.1 Theoretical Significance and Value

Combining consumer behavior theory, perceived value theory, and other theories and methods, this paper focuses on consumers in the post-Guizhou area as a sampling area to discuss and analyze the influence of online learning courses for primary and secondary school parents in Guizhou on the purchase intention, which further enriches the theory of consumer behavior.

2.2 Practical meaning and value

Based on the literature analysis method, this paper summarizes and analyzes domestic and foreign scholars' research literature on consumer behavior theory, factors affecting consumers' purchase intention, and related theories of consumer behavior. Conduct questionnaire survey, collect corresponding data, conduct reliability and validity analysis, demographic analysis, descriptive statistics, correlation analysis, and other research results, analyze the influence of parents' purchase

intention of online learning courses in primary and middle schools in Guizhou, and then propose corresponding measures.

3. Understanding the Influence of Parents' Purchase Intention of Online

Learning Courses in Primary and Secondary Schools in Guizhou

3.1 Research on the concept of purchase intention

3.1.1 Consumer behavior theory

"Consumer behavior" differs from "consumption," which has a more profound content and characteristics. Consumer behavior is the decision-making process and the tangible activities individuals make when evaluating, acquiring, using, and disposing of products and services. The complete consumer behavior has to go through several stages: problem cognition-information collection and evaluation-purchase decision-post-purchase evaluation. It can be seen from this that the so-called consumption is only two of them. , even the "purchase" in consumption differs from the "purchase" in consumer behavior. Consumption focuses on visible activities and physical actions. For example, consumers prepare and enjoy consumer goods to meet their needs. Slightly more broadly, it also includes activities such as selection and purchase. In short, consumption is an explicit behavior. In addition to this, consumer behavior also includes many invisible psychological and thinking activities, which are implicit behaviors. Consumption User behavior is a composite whole of explicit and implicit behavior, and more emphasis is placed on the latter (Shi 2018)^[1].

3.1.2 Perceived value theory

It is the overall evaluation of the utility of a product or service after weighing the perceived benefit of the customer with the cost of obtaining the product or service. The customer-perceived value reflects the customer's subjective perception of the value of the products or services provided by the enterprise and is different from the objective value of the products and services. The theory of customer perceived value brings new progress to enterprise marketing and provides new ideas and methods for constructing core competitiveness. Therefore, providing customers with excellent customer-perceived value is the foundation of a company's competitive advantage. The common point of view is that the core of customer perceived value is the customer's trade-off between perceived gain and perceived loss (or perceived cost). Perceived losses include all costs faced by the buyer when purchasing, such as purchase price, acquisition costs, transportation, installation, ordering, maintenance, and the risk of purchasing failure or unsatisfactory quality; perceived gains are in the purchase and use of the product Physical attributes of the product, service attributes, technical support available, etc. Therefore, the gain includes more than the quality of the product or service, and the loss does not only include the price of the product or service. Customer-perceived value is subjective and determined by the customer rather than the supplier.

4. The Conceptual Framework for the Research Study

4.1.1 Parents' purchase intention

Parental purchase intention is the likelihood of a parent purchasing a product or service for a child. To assess purchase intent, marketers use predictive models to help identify the possibility of future outcomes based on historical data. Setting purchase intent involves gathering data from different sources to understand which variables impact most. This knowledge drives marketing strategies and improves messaging through further communication and marketing channels. (Zhong; & Zhang, 2013)^[2].

4.1.2 Online learning courses

Increased consistency, increased target audience, increased flexibility, and reduced costs - e-learning is essential to

modern learning strategies. Rather than replacing classroom training, e-assessment has revolutionized what is taught in the classroom. Effective e-learning as a preparatory or review part of the entire learning journey significantly increases the learning output of traditional seminar methods.

4.1.3 Primary and secondary students

In China, primary and secondary education takes 12 years to complete, divided into primary, junior, and senior secondary stages. The 9-year schooling in primary and junior secondary schools pertains to compulsory education. General senior secondary education lasts three years.

5. The Influence of Parents' Purchase Intention of Online Learning Courses in Primary and Secondary Schools in Guizhou

Kang (2019)^[3] took online learning users as the research object, combined consumer behavior theory, perceived value, and other related theories and the research results of predecessors, and proposed perceived usefulness, perceived cost, perceived risk, perceived value, subjective norms, and perceived interaction. The eight influencing factors of willingness to pay, including sex, audition experience, and technical characteristics, were empirically analyzed using correlation analysis, factor analysis, and structural equation modeling methods to analyze the reliability and validity of the measurement model, the path relationship of the structural model, and the degree of fit of the model. Combined with the research results, practical suggestions are put forward to improve users' willingness to pay for online learning courses.

6. Conclusion

With the rapid development of the Internet and mobile Internet technologies, as well as the rapid popularization of intelligent terminal equipment, and 3G, 4G, and other mobile network resources are no longer scarce, digital and mobile online learning has become a new way for people to receive an education. Nowadays, the scale of online education users and the scale of the industry are still increasing, the market prospect of the online education industry is broad, and it has become an emerging industry that is widely concerned by the industry. But at the same time, online education startup projects and swarms of startup companies make the competition in the online education market more and more fierce. Therefore, this paper analyzes the influencing factors of the purchase intention of online learning courses of primary and secondary school parents in Guizhou and proposes that the quality of online learning courses should be improved, and the core competitiveness of institutions should be built.

References

- [1] Shi X. (2018). Research on Consumers' Intention to Purchase Products of Early Education Institutions. Shanghai University of Engineering and Technology. Vol 29, p.33-49.
- [2] Zhong K. and Zhang C. (2013). Research on the Influence of Consumer Perceived Value on Online Purchase Intention: Using Online Word of Mouth as a Moderating Variable. Journal of Social Sciences. Vol 3, p.20-38.
- [3] Kang F. A Study on the Factors Influencing the Willingness to Pay for Online Learning Courses. Journal of Jiangxi University of Finance and Economics. Vol 23, p.11-25.