

# The Influencing Factors of Fuzhou Parents' Purchase Intention of Training Courses under the Double Reduction Policy

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## Abstract

*The double reduction policy helps reduce the financial burden on families, allows parents more free time, improves family atmosphere, and promotes communication between home and school; it also gives parents new ideas. This study uses an online questionnaire to explore the impact of the "double reduction" policy on parents in Fuzhou and how to deal with parents' educational anxiety. Research shows that the "double reduction" policy has alleviated parents' educational anxiety to a certain extent. Anxiety: The need to bear expensive "one-on-one" tutoring fees, concerns about ensuring and improving the quality of school education, and children's low self-awareness leading to learning quality have declined, but the concept of "scores only" still prompts parents to need extracurricular tutoring. The number of respondents for this study was 390. The results of this study show that parents' purchase intention on training courses for their children would be impacted by their economic, emotional, and personal levels.*

**Keywords :** Purchase Intention; Training Course; Double Reduction Policy

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## INTRODUCTION

China has comprehensively improved the quality of education, basically achieved balanced regional development, and ensured that school-age children and adolescents receive good compulsory education. China's double reduction policy was launched on July 24, 2021. The full name of the "double reduction" policy is "Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education." On the one hand, the double reduction policy is crucial to reducing excessive compulsory education, student homework, off-campus training, etc (Li, 2022). However, as the policy advances, more and more parents of beneficiaries are ambivalent about the "double reduction" policy out of educational anxiety and even refuse to implement the policy. The latter offense is known as "domestic resistance." The manifestation of family resistance is that parents require their children to participate in extracurricular subject training, which increases their children's learning burden (Li et al., 2022)rising. The cooperation between online and offline coffee shops will further promote market development and achieve resource sharing and mutual benefit (Wang & Lin., 2022).

This study explores the purchase intention of training courses under the double reduction policy with the following objectives:

1. To examine the influencing mechanisms of Fuzhou parents' purchase intention of children's training courses based on economic, emotional, and personal levels under the double reduction policy.

2. To suggest a feasible solution for training institutions to improve parents' satisfaction and value perception through improving their attitudes and expectations in coping with the double reduction policy for children's learning.

Therefore, this study aims to determine the effect of three independent variables, economic level, emotional level, and personal level, on the dependent variable of parents' purchase intention.

## THEORITICAL FOUNDATION

### Customer Satisfaction

Customer service satisfaction is the customer's demand for service and past service experience, plus the reputation of a company's services around them, constituting the customer's expectations for service. As an enterprise, when providing services to customers, it constantly tries to understand customers' expectations for services and then gives them based on its understanding of customer expectations. However, there is a particular gap between the company's knowledge of customer expectations, the services provided, and the customers' expectations (Hammouri & Abu-Shanab., 2018). There are five possible situations: the customer's expectations for services and the company management's understanding of customer expectations. The gap between knowledge; the gap between the service commitments made by the company to customers and the quality of service provided by the company; the gap between the company's requirements for customer service quality standards and the actual service quality offered by service personnel; The gap between the company management's perception of customer expectations and the company's customer service quality standards; the gap between the customer's perception of the service provided by the company and the customer's expectations for the service, and the size of this gap can be measured (Dermitzaki et al., 2012).

### Customer Perceived Value

People do not simply buy things; they buy their expectations. Consumers hope to achieve specific customer value during the transaction process. The essence of customer value is customer perception, the customer's subjective perception of the interaction process. It results with a particular enterprise, including the comparison and trade-off between the customer's perceived gains and perceived gains and losses. Customer perceived value refers to the customer's subjective perception of the value of the products or services provided by the respective institutions (Chen, 2013). It is different from the traditional concept of customer value. The latter refers to the value the company believes its products or services can provide customers, which belongs to its internal cognitive orientation. In contrast, the former refers to the customer's value judgment of the company's products or services, which belongs to the external customer cognitive orientation (Gallarza et al. 2016). Feeling and perception are the primary stages of cognitive activities. The feeling is people's reflection of the attributes of things, such as the reflection of information about the color, taste, temperature, etc., of things, which constitutes people's feelings (Ali et al., 2016). People use different methods to see the same thing simultaneously and come to different conclusions. Similarly, if the same person looks at the same thing in different ways at different times, the findings will naturally be different.

### Customer Buying Behavior

Consumer purchase behavior refers to the decision-making process of purchasing goods. It occurs when people buy products or services they like to meet a person's or family's living needs or when an enterprise purchases products or services to meet production needs (Aslam et al., 2018). Consumer purchasing behavior is complex, and internal and external factors' mutual promotion and interaction influence purchasing behavior. Corporate marketing uses research on consumer purchases to grasp the rules of buying behavior, formulate effective marketing strategies, and

achieve corporate marketing goals (Manali, 2015). Consumer purchasing behavior is dynamic, interactive, diverse, volatile, impulsive, and transactional. Strictly speaking, customer purchasing behavior consists of a series of links; purchasing behavior originates from the systematic purchasing decision-making process and is affected by various internal and external factors. The complexity and changeability of customer purchasing behavior pose more and higher challenges to sales staff. For excellent salespeople, it is crucial to master the customer's purchasing decision-making process and understand all aspects of factors that influence customers' purchasing decisions (Mandeep, 014).

### **Terms**

1. Purchase Intention refers to a consumer's tendency to purchase a particular product. It is an indicator of consumers' actual shopping behavior. The speed can measure purchase intention, direction, and scale of a consumer's likelihood to shift towards a particular product over time (Chen et al., 2021). The purchase intention is formed based on expected household income, price, and expected benefits (from the purchased product).
2. Economic level refers to the effect of income, price, cost, etc. These factors will affect consumers' purchasing decisions. For example, a consumer may delay purchasing certain products because of price increases or government policy (Bhagat & Chang., 2018).
3. Emotional level refers to consumers' emotional state that affects their purchase intention. Positive emotional factors, such as satisfaction and excitement, often increase purchase intentions. Consumers in a pleasant mood are more likely to establish a positive attitude towards a product or service, increasing the likelihood of purchase. In contrast, negative emotional states like stress and annoyance tend to inhibit purchase intentions (Lu et al., 2016).
4. Personal level refers to objectively the social and cultural environment in which consumers live and directly or indirectly impacts consumers' purchasing behavior. Personal sociocultural factors include culture, social class, family, and lifestyle. Family and lifestyle are also essential factors in consumer purchasing decisions. Consumers' preferences and attitudes influence purchasing behavior (Sun et al., 2018).

## **HYPOTHESIS**

### **The Impact of Economic Level on Purchase Intention**

Specific economic factors greatly influence consumer purchasing behavior, allowing individuals to demand, consume, or reject products or services during particular periods. Consumer behavior is viewed as individuals' actions to buy specific products or participate in certain services due to influences beyond the consumer's control. In this study, the double reduction policy may influence parents' attitudes toward choosing curricular training for their children, considering services, diversity, and financial pressures related to economic factors.

H1. Economic level does not significantly impact parents' purchase intention in children's course learning selection.

### **The Impact of Emotional Level on Purchase Intention**

Consumers tend to evaluate the product more positively when they feel positive emotions, such as happiness or excitement. In this study, good counseling skills will improve positive emotions for purchase intention. In negative emotional states, such as education anxiety, consumers may be tempted to consume to enhance their mood, which may lead to impulsive spending and unnecessary purchases. However, this short-term mood boost may have long-term consequences.

H2. Emotional level does not significantly impact parents' purchase intention in children's course learning selection.

### The Impact of Personal Level on Purchase Intention

Personal characteristics are the degree of education. The education level of a family will determine its purchase intention. Pursuing better education for children may have the same psychological effect, as affluent or low-income families tend to give their children better learning channels for better futures (Rizvi & Elahi, 2013). When a product is essential to the entire family and the purchase risk is high, family members tend to make joint decisions; when the product is for personal use, or the purchase risk is not high, autonomous decision-making is more common. Regarding education for children in most Chinese families, joint decisions will be collectively affected by the decision that impacts the course purchase intention (Kumar, 2019).

H3. Personal level does not significantly impact parents' purchase intention in children's course learning selection.

## CONCEPTUAL FRAMEWORK

With the implementation of the policy of double reduction, the number of cultural training institutions has gradually decreased. In contrast, the educational institutions of academic training have maintained a relatively stable operation based on parents' anxieties in children's development in extra-curriculums for assistance. In this context, education and training institutions should pay close attention to parents' course purchase intention because any benefits to children's development are directly related to the core competitiveness and long-term sustainable development of education and training.

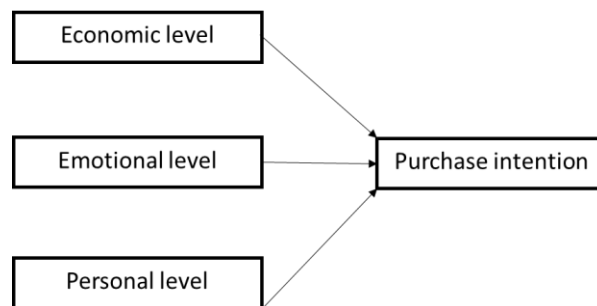


Figure 1. The Conceptual Framework

## RESEARCH METHODS

### Population and Sample

This research population comprises parents from Fuzhou, China, who tend to find the respective extracurricular subjects to improve their children's learning under the double reduction policy. A sample of 390 was collected for this study's analysis in February of 2024 through the WeChat Survey Platform.

This study's minimum research sample size is based on the following formula, widely accepted for analysis (Fox et al., 2006).

1. The margin of error (confidence interval) - 95%
2. Standard deviation 0.5
3. 95% - Z Score = 1.96
4. Sample size formula =  $(Z\text{-score})^2 * Std\ Dev * (1 - StdDev) / (\text{margin of error})^2$

5.  $(1.96)^2 \times 0.5(0.5) / (0.05)^2$
6.  $(3.8416 \times 0.25) / 0.0025$
7.  $0.9604 / 0.0025 = 384$
8. 384 respondents would be needed for this study based on a confidence level of 95%

### Research Model

Regression analysis is a statistical method for analyzing the relationship between multiple independent variables of a hypothesis and a set of dependent variables. It also assesses the strength of relationships between variables and models future relationships between them. SPSS23.0 was used to include the test of correlations coefficient of determination, multiple linear regression, and testing this study's hypotheses.

## RESULT AND DISCUSSION

### Regression analysis of various variables on purchase intention

The model summary:  $R=0.963$ ,  $R^2=0.927$ , the adjusted  $R^2$  is 0.923, and the degree of explanation between economic level, emotional level, personal level, and purchase intention is 92.3%. The Durbin-Watson test result is  $1.939 \approx 2$ , indicating that the residuals are independent and the model does not have serial correlation problems.

**Table 1.** Summary of the regression analysis model of constructs and purchase intention

Model	R	R <sup>2</sup>	Adjust R Square	Standard estimate error	Durbin-Watson
1	0.963a	0.927	0.923	0.892932	1.939

The results of the single-factor analysis. The regression sum of squares is 4101.066, the residual sum is 322.120, and the significance is 0.000, less than the significance level of 0.01. This study has significant differences between the independent and dependent variables. A considerable effect exists between economic level, emotional level, personal level, and purchase intention.

**Table 2.** ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4101.066	3	3714.488	5143.518**	.000 <sup>c</sup>
Residual	322.120	386	.797		
Total	4423.186d	389			

\*\*  $p \leq .01$

a. Dependent variable: Purchase intention

b. Predictor variables: Economic level, emotional level, and Personal level

**Table 3.** Multiple Linear Regression Analysis Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.773**	1.846		5.332	.003
	Economic level	.440**	.013	.463	1.718	.001

Emotional level	.302**	.022	.321	2.814	.005
Personal level	.513**	.035	.538	4.577	.002

\*p≤0.05

a. Dependent Variable: Purchase intention

b. Predictor variables: Economic level, emotional level, and Personal level

The regression equation of the multiple linear regression analysis

$$Y = \alpha + \beta X1 + \beta X2 + \beta X3 + e$$

$$Y = 5.773 + 0.440 X1 + 0.302 X2 + 0.513 X3$$

*Description:*

Y = Purchase Intention

α = Constant

X1 = Economic Level

X2 = Emotional Level

X3 = Personal Level

e = Error

β1 = First Regression Coefficient Number

β2 = Second Regression Coefficient Number

β3 = Third Regression Coefficient Number

The coefficient table shows the economic level, emotional level, personal level, and purchase intention. Under the premise of adding constants to the inequality, It can be concluded that there is a significant influence between economic level, emotional level, personal level, and purchase intention.

### Interpretation of Research Results

The mechanism by which parents play a vital role in the relationship between the independent variables of economic level, emotional level, personal level, and purchase intention on their children's selection of extracurricular courses for improving their learning ability after the enforcement of the double reduction policy.

#### The Effect of Economic Level on Purchase Intention

The result of testing the first hypothesis indicates that economic level significantly impacts the purchase intention of children's course learning selection based on the standard regression coefficient of the economic level is 0.440, t=1.718, and the significance level is 0.001<0.01. It shows that the economic level significantly impacts purchase intention.

#### The Effect of Emotional Level on Purchase Intention

The result of testing the second hypothesis indicates that emotional level significantly impacts the purchase intention of children's course learning selection based on the standard regression coefficient of emotional level is 0.302, t=2.814, and the significance level is 0.005<0.01. It shows that the emotional level significantly impacts purchase intention.

#### The Effect of Personal Level on Purchase Intention

The result of testing the third hypothesis indicates that personal level significantly impacts the purchase intention of children's course learning selection based on the standard regression coefficient of personal level is 0.513, t=4.577, and the significance level is 0.002<0.01. It shows that the individual level significantly impacts purchase intention.

## CONCLUSIONS

### Research Results

- H1 Economic level significantly impacts parents' purchase intention in children's course learning selection.
- H2 Emotional level significantly impacts parents' purchase intention in children's course learning selection.
- H3 Personal level significantly impacts parents' purchase intention in children's course learning selection.

### Managerial Implications:

The research study concluded that economic, emotional, and personal levels significantly impact purchase intention for Fuzhou parents in China in the selection of learning courses for their children. The results showed that all three influencing variables experienced by Fuzhou's parents proved crucial to developing course training institutions. The outcome of the analysis could benefit the course training institutions in adjusting their strategies to create more vital awareness to both parents and children regarding the value of learning and the quality of teaching facilities and contents under the complex competition in the market.

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