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The Factors Influencing Chinese Parents' Online Course Purchase Intention

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Abstract

This study examines the factors influencing parental purchase intentions regarding online courses for their children in China following the implementation of the dual reduction policy. With the "dual reduction" policy impacting offline tutoring institutions, particularly in the K12 sector, stringent regulations on offline teaching have prompted parents to seek online alternatives to address the scarcity of high-quality educational resources. Through quantitative analysis involving 410 participants, this research identifies performance expectations, effort expectations, social influence, and facilitating conditions as significant influencers of parental purchase intentions. These findings underscore the importance of considering these factors when designing and promoting online education products tailored to the needs of children and their parents, especially in the context of recent policy changes. Ultimately, understanding these factors is crucial for enhancing the quality and accessibility of online education, ensuring equitable access to educational resources, and providing enriching learning experiences for a broader audience. The identified factors collectively explain parental purchase intentions at 74.8% (Adjusted R2 = 0.748), with facilitating conditions emerging as the most significant influence at 28.1% (Beta = 0.281).

Keywords: purchase intentions, performance expectations, effort expectations, social influence, facilitating conditions
JEL Classification Code: M31 L86 O33

1. Introduction of study

In the digital era, online education has become an increasingly popular mode of learning, breaking away from the confines of traditional lectures and physical materials. Both teachers and students benefit from a wide array of digital tools, including interactive devices, electronic learning courses, and e-textbooks. Furthermore, with the continuous advancement of AI technology, new technologies such as artificial intelligence and big data are further revolutionizing the form and content of education. These innovations enable students to receive more personalized and precise learning experiences while providing teachers with better teaching tools and resources (Vlasova, 2022).

From a business perspective, investing in the online education industry enables businesses to transcend spatial limitations and obtain long-term stable profits through various revenue models. Moreover, the Chinese online education market, catalyzed by various factors, is gradually maturing, offering substantial growth potential. From 2016 to 2022,[13] the user base and utilization rate of online education in China have shown an overall upward trend. Particularly, in 2020, amidst the impact of the COVID-19 pandemic, there was a significant surge in online learning demand. In that year, China's online

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education user base reached 342 million people, marking a 27.1% increase from 2019, with the market size reaching 485.8 billion yuan, a 55% increase from the previous year (Net Economy Society, 2023). This surge was primarily due to the restrictions imposed on offline learning activities, which spurred the demand for online learning. However, as positive progress is made in pandemic control efforts, offline learning activities are gradually resuming, leading to a slight decline in online learning demand.

In 2021, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Further Reducing the Homework and Extracurricular Burden of Compulsory Education Stage Students" aimed at alleviating the burden of students and parents and promoting comprehensive education fairness and quality (General Office of the CPC Central Committee & General Office of the State Council, 2021). These policies primarily focus on reducing homework loads, limiting the scale and fees of extracurricular training institutions, and standardizing their teaching content and faculty qualifications. The implementation of these "double reduction" policies has significantly impacted China's extracurricular education market, with offline education services being greatly restricted. Meanwhile, online education platforms provide flexibility and convenience that meet the growing demand for learning resources from parents and students. Consequently, the demand for extracurricular education is shifting towards online platforms, leading to intensified market competition. According to statistics, the size of China's online education market in 2022 was 343.29 billion yuan, with a focus on higher education, primary and secondary schools, vocational education, and other fields. The online education market in the K12 field has a scale of 58.99 billion yuan, accounting for approximately 17.2% of the entire online education market (Industry Research by Smart Research Consulting, 2024).

To adapt to policy directives and market demands, online education platforms need to deepen their understanding of user decision-making factors. This involves adjusting their course offerings and teaching content to improve product quality and user experience. Additionally, further understanding the key influencing factors of user decision intentions is crucial for enhancing marketing efficiency, nurturing positive product reputation, and strengthening the effectiveness of community outreach. This adaptation is necessary to thrive in the evolving marketing landscape influenced by new policies. Therefore, our study is designed to explore the key factors that influence parents' online course purchasing decisions and analyze how these factors affect user learning engagement.

This study is based on the Unified Theory of Acceptance and Use of Technology (UTAUT) for in-depth analysis. UTAUT, as a theoretical framework, is widely used to explain and predict users' acceptance of information technology, providing important theoretical support for studying parental online course purchase decisions. Firstly, the UATUT model integrates elements from multiple classic models and considers the influence of external variables such as social influence, cognition, and emotions. In the context of this study, parents are not the primary users of online education, and their consumption decisions regarding online courses are influenced by multiple factors. Secondly, the complexity of technology and the era background of online education have changed significantly compared to traditional models of technology acceptance. People's acceptance and usage behavior of technology are influenced by more factors. The UATUT model, built upon modern technology and digital environments, is timelier. Finally, online education involves various technological issues, such as platform technology and user experience, course content and quality, technical support and service quality, and security and privacy protection. Traditional models like TRA and TPB focus more on personal subjective evaluations and behavioral intentions, without fully considering technological attributes. In this research context, the UATUT model provides a more comprehensive explanation for

online education consumption decision intentions, integrating multiple technological factors.

The research results will provide a deeper understanding of the process and influencing factors of parents' online course purchasing decisions and provide valuable insights for online education institutions. By optimizing products and services, and developing targeted marketing strategies, online education institutions can better meet the needs of parents and children and improve the learning effectiveness of online courses. Furthermore, this study will establish a basic understanding for government and education departments to formulate policies and regulate, promoting the healthy development of the online education industry.

The innovation of this study lies in applying the UTAUT theory to the study of parental online course purchasing decisions, to fill the existing research gap. By systematically reviewing and organizing relevant literature, constructing a model based on UTAUT theory, and using methods such as factor analysis and case studies to deeply explore the key factors affecting parental purchasing decisions. This study will provide a foundation and inspiration for future research, guiding more scholars to explore the internal mechanisms of user learning participation and online course purchasing decisions.

Previous studies have mainly focused on the acceptance and willingness of individuals, i.e. direct users of technology, to use online courses, and most of these studies have been conducted on the population aged 18 and above. In contrast, parents, as decision- makers, have received relatively less attention in their decision to purchase online courses. However, research on parents and online education focuses more on exploring the role and user experience of parents in the process of online education. These research backgrounds also focus more on addressing the situation during the COVID-19 pandemic, where parents are forced to use online education services, rather than allowing parents, as consumers, to make their own choices regarding services in a normal market environment.

Therefore, in- depth research on parental online course purchasing decisions has become particularly important. Parents play a crucial role in their children's education, and their purchasing decisions directly affect their children's learning and growth. However, so far, there is relatively little understanding of the factors that parents consider in their online course purchasing decisions and the motivations behind their purchasing behavior. Therefore, it is necessary to conduct more in-depth research on the behavior and decision- making of parents as buyers of online courses, to fill the research gap in this field and provide more accurate understanding and guidance for the online education market.

1.1 Research objectives

This study aims to explore in depth the decision-making process of parents in purchasing online courses in the Chinese market. Firstly, the study will focus on exploring various factors that influence parents' intention to purchase online courses, including perceived usefulness, ease of use, social influence, and convenience conditions. Secondly, the study will examine the applicability of the Unified Technology Acceptance and Use Model (UTAUT) in the Chinese environment. This study aims to provide valuable insights into the dynamics of parental behavior in the field of online course purchasing, paving the way for more effective tailored strategies.

1.2 Scope of research

This study focused on exploring the primary factors impacting parental acceptance and utilization of online courses through a literature review and initial surveys. Subsequently, employing the Unified Theory of Acceptance and Use of Technology (UTAUT), these factors are thoroughly examined to construct a theoretical framework. Following this, empirical research techniques including questionnaire surveys and interviews will be

employed to gather data, which will then be analyzed to validate the proposed hypotheses' efficacy and relevance. Finally, based on the empirical findings, recommendations, and strategies will be formulated to enhance the adoption and usage of online courses among Chinese parents.

2. Literature Review

2.1 Performance Expectancy

In media-supported learning, performance expectancy pertains to individuals' beliefs about the ability of technology to enhance their learning results. Greater levels of performance expectancy are associated with an increased likelihood of individuals intending to integrate technology into their learning routines. This inclination stems from the belief that technology can positively impact their learning outcomes, promoting confidence and motivation to interact with the technology (Rumangkit, Surjandy, & Billman, 2023). The initial findings of the study indicate performance expectancy has a significant positive influence on the intention of adopting media-supported learning.

2.2 Effort Expectation

Effort Expectation pertains to users' perceptions and expectations regarding the user-friendliness of use and the level of effort needed to operate a specific technology or system. It assesses the anticipated difficulty or simplicity associated with engaging with the technology and completing tasks using the system. Rumangkit et al. (2023) found a strong linkage between perceived ease of use and the willingness to use media-supported learning. Technology, including online platforms, enhances student involvement, making learning more interactive and effective.

The study by Attuquayefio and Addo (2014) applies the Venkatesh et al. (2003) model to Ghanaian private tertiary students. Their research result showed that Effort Expectancy, Performance Expectancy, and Social Influence have a positive influence on students' Behavioral Intentions to use ICT for learning at MUCG. Specifically, Effort Expectancy and Facilitating Conditions significantly predict students' willingness to use ICT and ICT use behavior.

2.3 Social Influence

In the study conducted by Zainab et al. (2018), the impact of social factors on the acceptance and usage of RFID-based LMS systems by librarians was investigated. Preliminary findings suggest that performance expectancy, effort expectancy, attitude towards technology use, social influence, and self-efficacy have insufficient effects on the acceptance, adoption, and willingness of technology users to use RFID-based LMS.

2.4 Facilitating Conditions

In the context of learning support media, facilitating conditions encompass a range of elements such as resources, availability, technological competence, social assistance, and environmental factors. These factors can either simplify or hinder the utilization of learning support media. Facilitating conditions exert a positive and significant influence on individuals' intention to partake in media-supported learning. This highlights the crucial role of supportive conditions in shaping individuals' intentions to utilize media for educational purposes (Rumangkit, Surjandy, & Billman, 2023).

2.5 Use Behavior and Behavioral Intention

In the study conducted by Osei, Kwateng, & Boateng (2022), Behavioral Intention (BI) is the students' inclination or readiness to utilize e-learning platforms for their learning activities. The study posits that when students express an intention to use e-learning tools, they are more inclined to actual usage of these platforms. Davis (1989) highlights the importance of BI as a key factor influencing individuals' adoption

of new technologies or IT. Ngai et al. (2007) suggest that BI acts as an indicator to evaluate an individual's commitment. In previous research, which was conducted by Ain et al. (2016) and Khechine et al. (2016), the results have demonstrated the strong positive impact of behavioral intention on the practical utilization of IT. Similarly, findings from various e-learning studies, including those by Lin (2007) and Mohammadi (2015), support the notion that BI correlates positively with actual utilization. Therefore, this study aligns with prior literature by suggesting a positive association between Behavioral Intention and Practical Utilization.

2.6 Parental Engagement in Online Courses

In multiple studies involving parental engagement in online courses, research has predominantly focused on the period of epidemic prevention and control. The utilization of online education systems is often constrained by environmental factors rather than parental autonomy. These studies suggest that during the pandemic, family support can effectively motivate students to follow teachers' instructions and complete online learning tasks, influencing students' habits, adaptation, and acceptance of online learning (Mo et al., 2021). With active parental involvement, survey participants demonstrated excellent performance in utilizing online learning modes (Olivar & Naparan, 2023). A study conducted by Hanny et al. (2023) provided additional evidence supporting the views within the ACE framework regarding individual support communities, highlighting parents' direct support roles in students' emotional, behavioral, and cognitive aspects. Additionally, the study revealed that parents indirectly support students by influencing the support provided by students, parents, and the curriculum community. The study by Pânișoară et al. (2020) explored the roles of each stakeholder in online courses and their relationship with online learning from the perspectives of parents, students, and teachers. Parental engagement was found to impact students' online learning experience and outcomes significantly. The support and engagement of parents may play a crucial role in students' learning outcomes and course experience. Parental involvement has a substantial impact on various aspects of students' online learning, including their course selection, relationship building, learning supervision, and motivation, with active parental participation shown to increase students' engagement in online courses (Borup et al., 2019).

2.7 Conceptual framework

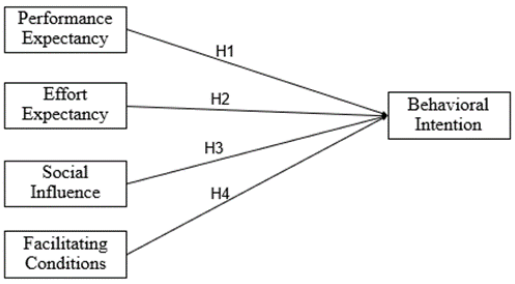


Figure 1: The Factors Influencing Parent's Online Course Purchase Intention

The researcher has constructed a conceptual framework under the guidance of the UTAUT model, which will examine the independent variables that are key factors influencing whether parents are willing to purchase online courses. Performance Expectancy, Effort Expectancy, Social Influence, and Facilitation Conditions are introduced as independent variables of this research. Behavioural Intention is introduced as the dependent variable. The conceptual framework for this study is as follows:

Figure 1: The Factors Influencing Parent's Online Course Purchase Intention

2.8 Research hypothesis

According to the conceptual framework of this study, four hypotheses have been listed to examine the correlations between independent variables and dependent variables:

H1a: Performance Expectancy (PE) has a significant influence on Behavioral Intention (BI) to purchase online courses.

H2a: Effort Expectancy (EE) has a significant influence on Behavioral Intention (BI) to purchase online courses

H3a: Social Influence (SI) has a significant influence on Behavioral Intention (BI) to purchase online courses.

H4a: Facilitating Conditions (FC) have a significant influence on Behavioral Intention (BI) to purchase online courses.

3. Research Methodology

This study focused on exploring the primary factors impacting parental acceptance and utilization of online courses by examining the relationship among 5 variables. Four of them, performance expectancy, effort expectancy, social influence, and facilitation conditions, are the independent factors. And behavioral intention is the dependent factor. Considering the nature of this study, the quantitative method was applied.

Among the research questionnaires employed to be the indicators for evaluating the essential factors and the relationship allying with the research variables. The questionnaires were distributed as an online survey to the qualified samples and there are three parts of questions. Three screening questions are included in the first part to screen out suitable respondents who share the features that are related to this research. Five respondents' demographic information questions are listed in the second section. Twenty scale items are covered in the last section to examine all the independent variables and dependent variables.

Firstly, this study will determine the reliability of quantitative research questions through Cronbach's Alpha analysis. For this process, 40 participants' responses were used to conduct the pilot test.

Afterward, the researcher utilized Cochran's sampling techniques (Cochran, 1997) to calculate the sample size as 384. Due to the unknown population of the target group, a non-probability sampling approach was applied. The survey was conducted online through multiple social media platforms. Quantitative analysis, including single linear regression, multiple linear regression, and descriptive statistics, was conducted on the data using the statistical software Jamovi.

3.1 Results of Reliability

3.1.1 Pretesting Questionnaire

To detect potential errors within the questionnaire, the researcher opted to conduct a pilot test involving 40 participants. These participants were screened out by the screening questions. The questionnaire's reliability was evaluated by Cronbach's Alpha.

Cronbach's alpha is a statistic used to measure the internal consistency or reliability of a scale or questionnaire. The value of α ranges from 0 to 1. When $\alpha > 0.9$, it means excellent internal consistency. When $0.8 < \alpha < 0.9$, it means good internal consistency. When $0.7 < \alpha < 0.8$, it means acceptable internal consistency. When $0.6 < \alpha < 0.7$, it means questionable internal consistency. When $0.5 < \alpha < 0.6$, it means poor internal consistency. When $\alpha < 0.5$, it means unacceptable internal consistency.

Table 1 Pilot Test Result of Cronbach's Alpha. (N=40)

Variables Measurement Items	Number of items	Cronbach's Alpha	Strength of Association
Performance Expectancy	4	0.854	Good
Effort Expectancy	4	0.833	Good
Social Influence	4	0.888	Good

Facilitating Conditions	4	0.888	Good
Behavioral Intention	4	0.871	Good

Table 1 shows the reliability level of the questionnaire from 40 respondents. All variables have Cronbach's Alpha values ranging from 0.833 to 0.888, indicating good internal consistency reliability. This demonstrated the reliability of the questionnaire and suggests its readiness for distribution to the target sample of 385 parents in China.

3.2 Results of the study

The study encompassed 410 respondents, constituting the entire sample size, who were Chinese parents. The factors that would influence their intention to purchase online courses were analyzed. The data collected in this study is mainly processed using two analytical methods, one is descriptive analysis, which analyzes the basic information of the respondents. Another method is linear regression analysis, which tests the hypotheses of this study.

3.3 Descriptive Analysis

Age: According to the analysis results, the maximum age range among the respondents is 25-34 years old, with a total of 112 people, accounting for 27.3% of all participants. Next is the age group of 35-44, with 99 respondents, accounting for 24.1% of the total participants. Followed by the age range of 45 to 54, with 56 respondents, accounting for 13.7% of the total interviewees. There were 45 respondents in the age range of 55 to 64 years old, accounting for 11% of all study participants. The age group under 18 includes 27 respondents, accounting for 6.6% of the total population. Finally, the age group of 65 and above includes 26 respondents, accounting for 6.3% of the total sample population.

Gender: Among all the respondents, 208 were male, accounting for 50.7% of the total sample size; 202 female respondents, accounting for 49.3%.

Education: The statistical analysis of education level shows that the number of people with a bachelor's degree is the highest, accounting for 61.0% (250 people) of the total sample. Secondly, respondents with a high school diploma or equivalent education accounted for 12.4% (51 people) of the total sample, while those with a master's degree accounted for 11.2% (46 people). Junior high school graduates accounted for 7.1% (29 people) of the sample, while those with primary school education or below had the lowest number, accounting for only 2.9% (12 people). In addition, respondents with doctoral or professional degrees accounted for 5.4% (22 people) of the total sample.

Employment Status: Among the 410 respondents, the distribution of employment status shows that the vast majority of them are full-time employees, accounting for 60.5% (248 people) of the total sample. Secondly, 11.2% of the respondents were part-time employees (46 people), while self-employed individuals accounted for 7.6% (31 people). In addition, 6.6% of the respondents were students (27 people), and 2.4% were housewives (10 people). Among the remaining respondents, 5.4% were unemployed (22 people), while retirees accounted for 6.3% (26 people).

Monthly Income: From the analysis of monthly household income data, among 410 respondents, the distribution of monthly income shows that 12.4% of respondents have a monthly income below 5000 yuan (51 people), while 22.4% of respondents have a monthly income between 5001 yuan and 10000 yuan (92 people). In addition, 41.2% of respondents reported a monthly income between 10001 yuan and 20000 yuan (169 people), while 16.6% of respondents reported a monthly income between 20001 yuan and

30000 yuan (68 people). In addition, 6.3% of the respondents had a monthly income exceeding 30000 RMB (26 people), while 1.0% chose not to disclose their income (4 people).

Table Overview of Average and Variation of All Variables in This Study

Variable	N	Mean	Std. Deviation	Interpretation
Performance Expectancy	410	3.89	.853	Agree
Effort Expectancy	410	3.84	.864	Agree
Social Influence	410	3.91	.897	Agree
Facilitating Conditions	410	3.97	.892	Agree
Behavioral Intention	410	3.91	.909	Agree

Table 2 illustrates the result of the mean and standard deviation for all the variables tested in this study. Overall, respondents showed agreement with Performance Expectancy (M = 3.89, SD = 0.853), Effort Expectancy (M = 3.84, SD = 0.864), Social Influence (M = 3.91, SD = 0.897), Facilitating Conditions (M = 3.97, SD = 0.892), These findings suggest a consistent tendency towards agreement among the participants across all variables.

For the mean value, the highest mean value was observed in Facilitating Conditions (M = 3.97). The lowest mean value was observed in Effort Expectancy (M = 3.84). For the standard deviation, the variable with the highest standard deviation is Behavioral Intention (SD = 0.909). The variable with the lowest standard deviation is Performance Expectancy (SD = 0.853).

For the dependent variable, Behavioral Intention, the mean value is 3.91, and the standard deviation is 0.909. It shows that the respondents agree with the dependent variable.

3.4 Hypothesis testing

Table 3 The Model Summary of Multiple Regression Analysis

Model	R	R Square	Adjusted R Square
1	0.866	0.751	0.748

a. Predictors: (Constant), Facilitating Conditions, Performance Expectancy, Effort Expectancy, Social Influence, Behavioral Intention

Data from Table 3 illustrates that the adjusted R square value is equal to 0.748, which is 74.8% of the variation influence on Chinese parents' purchase intention on online courses, indicating that the model still had good explanatory power after considering the complexity of the independent variables. In addition, our model's R-value was 0.866, indicating a robust linear association between the independent variables and the dependent variables.

The remaining approximately 25% of the variance could be influenced by other factors which were not included in the current research. These potential factors that could contribute to the unexplained variance in Behavioral Intention (BI) to purchase online courses may include personal preferences and attitudes, past experiences, marketing strategies, and so on.

3.5 Significant Value & Beta Coefficient Analysis

Table 4 The result of Multiple Linear Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.0868	0.1121		0.774	.439		
	Performance Expectancy	0.2554	0.0519	0.240	4.918	< .001	0.303	3.30
	Effort Expectancy	0.2074	0.0492	0.197	4.212	< .001	0.259	3.86
	Social Influence	0.2301	0.0489	0.227	4.703	< .001	0.281	3.56
	Facilitating Conditions	0.2864	0.046	0.281	6.231	< .001	0.265	3.78

a. Dependent Variable: Behavioral Intention

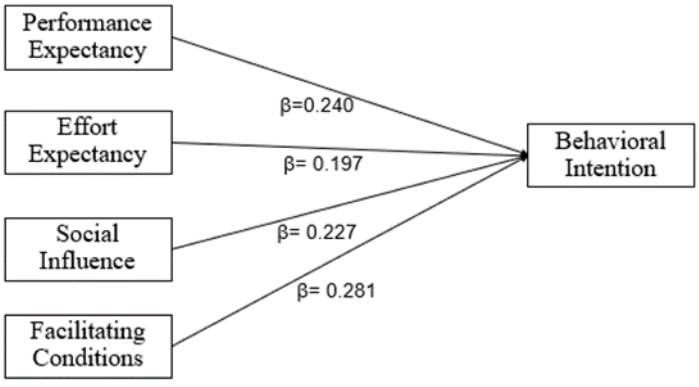
In this study, the p-values are used to determine whether there are statistically meaningful impacts on Behavioral Intention (BI) to purchase online courses. The p-values for Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC) are all less than 0.001, indicating significant effects on BI.

Moreover, examining the standardized Beta coefficients reveals insights into the magnitude of these effects. For Performance Expectancy (PE), the standardized coefficient (β) is 0.24, suggesting that a rise of one unit in PE corresponds to a 24% rise in BI. Similarly, for Effort Expectancy (EE), the standardized coefficient is 0.197, suggesting that a one-unit increase in EE results in a 19.7% increase in BI. Social Influence (SI) also demonstrates a significant effect with a standardized coefficient of 0.227, indicating that a one-unit increase in SI leads to a 22.7% increase in BI. Furthermore, Facilitating Conditions (FC) shows a strong effect with a standardized coefficient of 0.281, implying that a one-unit increase in FC results in a 28.1% increase in BI.

The Variance Inflation Factor (VIF) is a metric utilized to evaluate multicollinearity among independent variables in regression analysis. It assesses the degree to which the variance of an estimated regression coefficient is increased because of multicollinearity among the predictor variables. VIF values below 10 are generally deemed acceptable, indicating minimal multicollinearity. A VIF value of 5 or less is typically considered highly desirable, indicating very low multicollinearity.

In this study, all VIF values are below 5, indicating that multicollinearity is not a significant concern. The independent variables: Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC) are relatively independent of each other and do not redundantly explain the change in the Behavioral Intention (BI) to purchase online courses. Therefore, we can trust the individual coefficient estimates and interpret them confidently in our analysis.

Figure 2: The Factors Influencing Chinese Parents' Purchase Intention of Online Courses. Model Refer to the results of this study modified the conceptual framework, as below:



Behavioral Intention = (0.0868) + 0.255 (Performance Expectancy) + 0.207 (Effort Expectancy) + 0.230 (Social Influence) + 0.286 Facilitating Conditions)

4. Discussion and Conclusion

The focus of this study is on the purchasing intentions of parents or legal guardians of children currently studying or participating in educational programs in China toward online courses. Although parents or legal guardians do not directly use online course products as decision-makers, research results indicate that performance expectations, effort expectations, social influence, and facilitating conditions greatly affect parents' intention to purchase online courses. These results are consistent with previous research on direct users of online courses, indicating a high correlation between user acceptance of technology and behavioral intention. Decision makers for online course purchases typically believe that online courses have advantages (performance expectations) and user-friendliness (effort expectations), which have a positive impact on their purchase intention. The influence of social factors emphasizes the importance of peer recommendations and social norms in shaping consumer attitudes and intentions toward online course purchases. In addition, the availability of resources and support (facilitating conditions) enhances users' confidence and ability to participate in online courses, enhancing their willingness to purchase.

In summary, our research provides valuable insights into the factors that influence consumer behavior and intention to purchase online courses. The significant impacts of performance expectations, effort expectations, social influence, and facilitating conditions highlight consumer purchasing intentions. These findings have positive guiding significance for online education service providers and related practitioners in product design, marketing promotion, service improvement, and other aspects. The current paid online education market is more concentrated in the adult stage, and the lack of understanding of the factors influencing the consumption willingness of children's legal guardians or parents greatly limits the design and promotion of online education products for school-age children. By understanding the factors that influence parents as decision-makers in purchasing online courses, educational institutions and related service providers can further improve the design and functionality of online platforms and provide sufficient support and resources to meet the needs and preferences of consumers. Ultimately, this will contribute to the development and success of the online education industry, compensate for the unfair distribution of educational resources, and provide high-quality educational services and learning experiences for a wider audience.

5. Recommendation

This study examines the relationship between parental willingness to purchase online courses and performance expectations, effort expectations, social impact, and facilitating conditions. Given the significant impact of factors such as performance expectations, effort expectations, social influence, and promotion conditions on parents' willingness to purchase online courses, it is recommended that online course providers work closely with educational institutions. Establishing partnerships with renowned schools, universities, and educational institutions can enhance the credibility and trust of online courses offered. By aligning course content with academic standards and leveraging recognition from educational institutions, online course providers can increase parents' confidence in course quality and effectiveness, thereby enhancing their willingness to purchase.

Meanwhile, online course providers must prioritize user experience and support services. This requires investment in user-friendly platform design, intuitive navigation, and interactive learning features tailored to the needs of parents and children. In addition, providing instant responsive customer support services can promptly resolve any questions or

concerns, enhancing parents' confidence in the online learning experience. By continuously optimizing user experience and providing comprehensive support services, parents can promote a positive attitude and attitude towards online education, ultimately increasing their willingness to purchase.

Finally, communities and media have a significant impact on individual purchasing intentions, indicating that a deeper understanding of cultural, social, and economic factors that influence parental decision-making, further refining the audience, and designing effective marketing activities with targeted approaches are crucial. Further conduct more in-depth market research to analyze the preferences, needs, and concerns of different parent groups towards online education. Fully utilizing community marketing, actively responding to customer feedback, continuously promoting product research and development, and enhancing product reputation can better resonate with parents, evoke trust and familiarity, and ultimately achieve the goal of increasing consumer purchasing intention.

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