

# A Study on the Influence of Language Training Courses on New Media Platforms on Students' Purchase Intention: From the Perspective of Planned Behavior Theory

Yihan Dong<sup>1</sup>, Ruixi Wu<sup>2</sup>, Yufei Wu<sup>3</sup> and Yibo Yang<sup>4</sup>

<sup>1</sup>College of Communication, Liaoning University, Shenyang, 110000, China

<sup>2</sup>Broadcasting and Hosting Art, Communication University of China Nanjing, Nanjing, 210000, China

<sup>3</sup>Journalism and Communication, NanJing XiaoZhuang University, Nanjing, 210000, China

<sup>4</sup>Art Studies Music Performance, Inner Mongolia Arts University, Hohhot, 010000, China

**Keywords:** Language Training Courses, New Media Platforms, Students' Purchase Intention, TPB.

**Abstract:** In the globalized social context, studying abroad becomes a significant path for students seeking academic and career advancement. The proliferation of new media platforms has facilitated access to information on language training for study abroad. Using the Theory of Planned Behavior (TPB), this study examines students' information seeking (IS) behaviors on new media platforms and their impact on attitudes towards purchasing language courses abroad via a questionnaire. It investigates how attitudes (ATT), subjective norms (SN), and perceived behavioral control (PBC) jointly have effect on students' purchase intention. The study concludes that IS on new media positively correlates with purchasing ATT, which further positively influence purchase willingness. SN and PB control also positively relate to purchase willingness. This research aids language training organizations in developing precise and effective strategies, enhancing student satisfaction and facilitating a more convenient and efficient course selection experience.

## 1 INTRODUCTION

With the deepening of globalization, more and more students choose to study abroad in order to expand their international horizons and obtain a wider range of educational resources. In this process, language proficiency has become a major challenge that international students must face. As a result, there is a growing demand for language training courses for studying abroad, especially on new media platforms, where the dissemination and reception of information about such courses have become particularly convenient. When it comes to the course sales of CCTalk Online School: between 2015 and 2017, the number of student visits to CCTalk Online School's paid courses was 204,686, 232,583 and 293,557 separately. The unit prices for customers also increased to 1966.1 yuan, 2836.4 yuan, and 3170.1 yuan. Individual bloggers such as "Uncle Bao Talks About Studying Abroad" and study abroad organizations such as "New Oriental IELTS" reached 4,534,000 followers and 140,000 followers respectively, introducing study abroad language training courses on Tiktok platform. The above data

shows that more and more students are interested in purchasing study abroad audio training courses.

Given the preceding discussion, based on the TPB model, this study aims to explore the influence of new media platform language training courses on students' purchase intention, which is coded for students with different regions, genders, ages, and education levels who have the intention to study abroad. By deeply analyzing the information seeking and attention behaviors of the study abroad population on new media platforms and how these behaviors affect students' attitudes, subjective norms (SN) and perceived behavioral control (PBC) of the courses, the present study this paper can further study the factors that influence their purchase intention.

## 2 LITERATURE REVIEW AND HYPOTHESIS OF THE PRESENT STUDY

The Theory of Planned Behavior (TPB), developed by Icek Ajzen in 1985, serves as a framework for predicting and elucidating human behavior.

According to the TPB model, the behavioral intention (BI) of an individual is a direct determinant of their behavior, which is influenced by three primary factors: ATT, SN, and PBC. Drawing on the TPB, this study investigates the impact of language training courses on the purchase intention of students using new media platforms.

Chen Qi (2023) think, IS is the process of using the Internet to search, browse, obtain, evaluate, use and other behaviors to meet one's own needs. Mihyang Park (2011) believed that information attitudes are diversified, and people will have a positive or negative attitude in the process of searching for certain information on new media platforms. This study explores the impact of IS on attitude of language training courses for studying abroad. With the increase of search volume, students can obtain more comprehensive information, so as to better understand the course content, teaching quality and course effect. This more comprehensive understanding information can enhance students' trust in the course and thus enhance their purchasing attitude. Through a large amount of IS, students can reduce the uncertainty and anxiety about course selection. With the increase of search volume, individuals' grasp of information will tend to be comprehensive, which may be conducive to the formation of a more positive attitude, there is the following assumptions around "IS":

H1: Information seeking on language training courses for studying abroad on the new media platform will be positively related to the attitude of students buying language courses (Fig. 1).

ATT has long been an important field of psychological research (Fretz et al. 1989). So this branch of this study is aimed at people who actively search for information about language training courses for studying abroad on new media platforms to study the impact of IS on course purchase attitudes. Psychological research shows that positive emotional experience enhances motivation and intention. For example, when students have positive emotions and expectations for language courses, they are more motivated to buy courses. This study speculates that students' positive attitude towards purchasing language courses may significantly enhance their intention to purchase language courses. This is an attitude based on the theory of planning behavior, a positive attitude usually includes positive emotions for the course, positive cognitive evaluation, and the behavioral tendency to buy the course. Students' positive attitude towards language courses may translate into stronger purchase intentions. Therefore, there is the following assumptions around attitude:

H2: The attitude of students buying language courses is positively related to the student's intention to buy language courses (Fig. 1).

SN, derived from the TPB, refers to the social pressure individuals perceive regarding whether to engage in a specific behavior, and SN will affect the individual's behavioral decisions, when taking the TPB as the starting point, discussing its applicability in the study of consumer BI. The study points out that other people's views on consumer consumption behavior are positively related to consumption intentions, the more others encourage consumption behavior, the stronger their intention to buy the product (Li & Wang, 2009). However, most of the existing studies focus on the relationship between SN and consumer behavior, there is still little research on SN and educational selection behaviors. Do students perceive expectations and support from important people such as family, friends, teachers, etc. affect their willingness to buy courses? From this, the following assumptions can be put forward:

H3: Subjective norms will be positively related to students' willingness to buy language courses (Fig. 1).

PBC is a fundamental variable in the TPB, after speculation, perceptual behavior control may significantly increase students' willingness to purchase language courses. This is based on the PBC. PBC is considered to directly affect behavioral intent. If students can perceive their ability and resources to complete language courses, they may show a stronger willingness to buy. This not only depends on the accurate perception of students' behavior and needs, it also relies on providing a personalized, interactive and efficient learning experience through decision-making and control mechanisms. Do students think they have the ability and resources to purchase and successfully participate in these courses? Do they feel obstacles in course fees, scheduling, technical support, etc? The following assumptions can be put forward:

H4: Perceptual behavior control is positively related to students' willingness to purchase language courses (Fig. 1).

Through the above analysis, this study will be based on the PBC, comprehensively explore the impact of language training courses on students' willingness to buy on the new media platform, and by verifying the above assumptions. The study deeply understand the key factors that affect students' willingness to buy. Based on four assumptions, the following models have been made (Fig. 1).

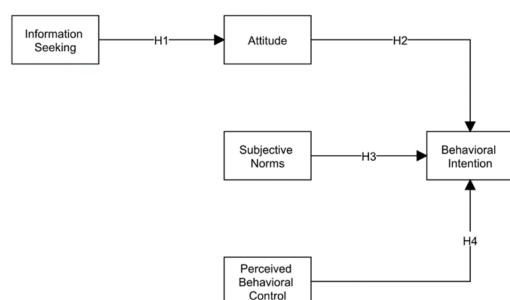


Figure 1: The impact model of overseas language training course information seeking on students' purchase intention.

### 3 METHOD

#### 3.1 Data Collection

An online survey carried out from June 24th to July 12th, 2024, on the online questionnaire platform of WenJuanXing. Participants were divided into regions, including North China, Central China, South China, East China, West China, Northeast China. The sample was taken from some universities. By July 12th, 2024, 867 participants had completed the survey questionnaire. The survey results were composed of students from East China (n=149, 17.79%), Central China (n=125, 14.42%), West China (n=157, 18.11%), South China (n=127, 14.65%), North China (n=157, 18.11%) and Northeast China (n=152, 17.53%). Since this study targets students who have a demand for language courses for studying abroad, the effective questionnaire was 858.

#### 3.2 Measures

##### 3.2.1 Demographic Variables

Demographic variables include gender, age, degree, education background and location.

Among the 858 participants, 55.36% were female and 44.64% were male. The age of participants was concentrated under 25 years old, with 60.78% of them being undergraduates and 13.73% being high school graduates or below, and 25.49% being postgraduates or above. The educational level was relatively balanced, with 27.68% of them being ordinary undergraduates.

##### 3.2.2 Independent Variables

For the measurement of Information Seeking, Wilson (2000) first proposed the concept of information

seeking behavior, which refers to the user's purposeful search for information to meet their personal needs. The research team replaced Kahlor L. (2010)'s "Health Information" in the scale of Health Information Seeking Behavior with "Studying abroad language courses and their promotional information" to measure the frequency of students' proactive search for information behavior. The study used the Likert scale (1=rarely, 5=always) to synthesize the questionnaire, with a Cronbach's alpha value of 0.79 (Table 1).

In the TPB, "ATT" is a critical factor that influences an individual's BI, referring to the individual's positive or negative behavior's assessment. This study used the scale developed by Yeon Ho et al. (2020) to measure Attitude. Participants were asked to answer two questions: "Do you think it is valuable to purchase studying abroad language training courses on new media platforms?" and "Do you find these studying abroad language training courses on new media platforms attractive?" The Likert scale (1=strongly disagree, 5=strongly agree) was used. The higher the score, the more positive the participant's attitude were in buying the course, with a Cronbach's alpha value of 0.76 (Table 1).

SN refers to the social pressure an individual feels about whether or not to engage in a certain behavior, which may impact on their behavioral decisions. This study used the scale developed by Yeon Ho et al. (2020) to analyze Subjective norms. The study used The Likert scale (1=strongly disagree, 5=strongly agree). The higher the score, the greater the individual's willingness to purchase the course is influenced by SN, with a Cronbach's alpha value of 0.79 (Table 1).

PBC refers to an individual's perception of how easy it is to perform a particular behavior. The Likert scale (1=strongly disagree, 5=strongly agree) was utilized for measurement. A higher score indicates that the individual's intention to purchase the course is more influenced by their perceived behavioral control. The synthesized questionnaire demonstrated a Cronbach's alpha value of 0.79 (Table 1).

##### 3.2.3 Dependent Variables

In this study, ATT also functions as the dependent variable in the initial stage.

Behavioral Intention reflects an individual's readiness to engage in a specific behavior. In this case, the intention to purchase language training courses for studying abroad. The Cronbach's alpha value for the synthesized questionnaire was found to be 0.71 (Table 1).

### 3.3 Analysis

This study conducted a linear regression analysis using SPSS on two sets of data. The first analysis, with Attitude as the dependent variable and Information Seeking as the independent variable, was conducted as the first layer of research. The second analysis, with BI as the dependent variable and ATT, SN and PBC as the independent variables, was conducted as the second layer of research. The reliability of the independent and dependent variables was analyzed separately, and it was found that the Cronbach's alpha values for both sets of variables were greater than 0.7, indicating that the scale composite reliability was acceptable. The two sets of variables were then processed separately for linear regression analysis, and the results of the study were obtained.

## 4 RESULTS

Using the SPSS model for linear regression analysis, the first study found a positive correlation between students' search for information on language training courses through new media platforms and their attitude towards purchasing these courses, confirming H1( $\beta = 0.19$ ,  $p < 0.05$ )(Table 2). Age was positively correlated with students' willingness to purchase language training courses ( $\beta = 0.22$ ,  $p < 0.05$ ), while educational background demonstrated a negative correlation with this willingness ( $\beta = -0.17$ ,  $p < 0.05$ ). Gender, education level, and location did not show significant relationships with students' willingness to purchase language training courses.

Table 1: Composite reliability and validity of variables.

Variables	Survey items	M	SD	Cronbach's alpha
X1 a Information seeking behavior (Kahlor L.,2010)	The frequency at which you proactively browse and search for language courses and promotional information for study abroad online	3.70	1.02	0.79
	The frequency at which you actively search for language courses and promotional information for study abroad online			
	The frequency at which you consistently follow up on language courses and promotional information for study abroad online			
X1b Attitude (Yeon Ho Shin et al.,2020)	Unpleasant: Pleasant	3.75	1.04	0.76
	Unattractive: Attractive			
X2b Subjective norms (Yeon Ho Shin et al.,2020)	It is important to me that the people I care about think I should take a language training course for study abroad.	3.71	1.01	0.79
	The people I care about would want me to take a language training course for study abroad.			
	The people I care about would hope that I take a language training course for study abroad.			
X3b Perceived behavioral control (Yeon Ho Shin et al.,2020)	I have the ability to find language training courses on new media platforms.	3.71	1.02	0.79
	I have the financial ability to purchase a language training course for study abroad.			
	I have the time to purchase and study a language training course for study abroad.			
Y1b Behavioral Intention (Yeon Ho Shin et al.,2020)	After searching for language courses and promotional information for study abroad, I plan to purchase the course.	3.73	1.04	0.71
	After searching for language courses and promotional information for study abroad, I will invest effort to purchase it.			

Table 2: Relation between IS and ATT.

	Standardized Coefficients Beta	Sig.
<b>Block1:Demographic variables</b>		
Gender(1=male,2=female)	0.036	0.235
Age	0.216	0.000
Degree	0.043	0.341
Education Background	-0.168	0.000
Location	0.016	0.599
<b>Block2</b>		
IS	0.189	0.000

Table 3: Linear regression analysis to predict the purchase intention of language training courses.

	Standardized Coefficients Beta	Sig.
<b>Block1:Demographic variables</b>		
Gender(1=male,2=female)	0.059	0.845
Age	0.084	0.001
Degree	0.072	0.084
Education Background	0.029	0.001
Location	0.017	0.983
<b>Block2 Theory of Planned Behavior</b>		
ATT	0.158	0.000
SN	0.131	0.000
PBC	0.159	0.000

Additionally, students' attitudes towards purchasing language training courses were positively correlated with their intention to make a purchase, supporting H2 ( $\beta=0.16$ ,  $p<0.05$ ). Subjective norm also exhibited a positive correlation with students' willingness to purchase language courses, supporting H3 ( $\beta=0.13$ ,  $p<0.05$ ). Finally perceived behavioral control was positively correlated with student's willingness to buy language training course, confirming that H4 is valid ( $\beta=0.16$ ,  $p<0.05$ ). Age was positively correlated with student's willingness to buy language training course ( $\beta=0.08$ ,  $p<0.05$ ) and educational background was positively related as well ( $\beta=0.03$ ,  $p<0.05$ )(Table 3). Gender, education level and location had no significant relationship with student's willingness to buy language training course

## 5 DISCUSSION

The purpose of this study is to explore the influence of language training courses on new media platforms on students' purchase intention according to TPB.

First of all, this study shows that students' search for language training course information on new media platforms is positively correlated with their attitude towards course purchase, and those who frequently search course information are more likely

to purchase language courses. This is consistent with existing research that shows a positive correlation between consumer search behavior and purchase behavior (Wang, 2020).

In addition, ATT is also an important regulating factor of students' willingness to buy courses. In terms of ATT, the present research found that students' attitude towards purchasing overseas language training courses had a significant positive correlation with their purchasing behavior intention. Some previous studies have shown similar findings, suggesting that Consumers from Gen Z who hold a positive attitude toward fast fashion are more likely to purchase these products (Wojdyla & Chi, 2024). More studies related to attitude and consumer behavior also reveal an important phenomenon, that is, consumers' attitude not only to the product itself, but also to media advertising, can affect their consumer behavior to a certain extent (Zheng, 2012). Although this study mainly focuses on the variable measurement of product attitude and recognizes the potential difference between this variable and consumers' attitude toward media advertising, it should not be ignored that media advertising, as an important channel of product information transmission, often indirectly affects consumer behavior by shaping or strengthening consumers' cognition and attitude toward products.



SN refers to the social pressure that individuals perceive when they perform a certain behavior or not. This variable mainly reflects the influence of important people or organizations around the surveyed group on their decisions. According to the survey results, subjective norms are positively correlated with students' willingness to buy language courses. In other words, individuals are more likely to buy study abroad courses if their significant others want to buy them. The results are also consistent with studies showing, for example, that when adolescents perceive that people or organizations with whom they interact closely, such as family and friends, are more supportive of their participation in soccer activities, they are more likely to participate in soccer activities (Li, 2019).

The results of the study on perceived behavioral control show that there is a positive correlation between an individual's subjective assessment of the ability to successfully carry out the purchase of a language course abroad and whether or not to purchase the course. This discovery indicates that a person's belief in their capability to successfully finalize a purchase plays an important role in actually acting on it. This is consistent with most previous studies, for example, that perceived behavioral control is an important driver of vitamin D supplement consumption because individuals are more likely to consume a supplement if they find it easy to take it (Chen, 2022). For another example, perceived behavioral control directly affects the purchase behavior of hairy crabs, indicating that consumers' confidence in their successful purchase behavior and more objective conditions can determine whether consumers buy hairy crabs to a certain extent (Wang, 2019).

However, the limitations of the current study should be noted. One of the first is the potential problem of sample selection bias, where current studies may focus only on a specific type of student population (such as students at a certain college, a certain age group, or students with a specific academic background) or a specific language course (such as a beginner's course in English as a second language), thus limiting the general applicability of the conclusions. In order to make up for this deficiency, future studies should focus on expanding the diversity and breadth of samples. Specifically, students from different places of origin (such as urban and rural differences, regional cultural differences) can be included to examine the impact of regional background on learning outcomes; At the same time, students with different family backgrounds (such as socioeconomic status, parental education level,

family language environment, etc.) should also be included to analyze how family environment plays a role in the learning process. Not only can such a design enhance the comprehensiveness and depth of research results, but it can also offer a more precise reference foundation for developing educational policies to guarantee the rational distribution of educational resources and the effective implementation of teaching methods.

Second, this study only focuses on the relationship between IS, ATT, SN, PBC and BI, without considering the influence of other factors. Future research could explore other potential factors, such as individual motivation, external environmental factors, to better understand the formation process of willingness to consume. In addition, this study used a self-reported approach to assess perceived behavioral control and purchase intention, which may be subject to subjectivity and memory bias. Future studies could be combined with objective data or experimental design to obtain more accurate results.

Based on the research results, there are some suggestions for different subjects (consumers, merchants). For consumers, they can better understand their purchase intentions and rationally evaluate their behavior control ability to avoid being affected by overconfidence. For the merchants of overseas study language courses, they can provide a more attractive purchasing environment, convenient purchasing methods and publicize the importance of overseas study language learning to increase consumers' purchase willingness.

In conclusion, the study needs to further explore and improve the research methods to obtain more comprehensive and accurate conclusions, and make corresponding recommendations to guide practical applications.

## 6 CONCLUSION

This study explored the influencing factors of language training courses on new media platforms on students' course purchase intention, and provides empirical evidence for TPB through the research method of questionnaire survey. The results of the study on attitudes towards purchasing online language courses and information seeking highlight that TPB is a promising theoretical framework for studying individual consumption behavior.

Emphasizing the significance of psychological drive as a central factor influencing behavioral intention, this study suggests that the goal of studying abroad plays an important role in influencing

consumers' decision to purchase language courses. Furthermore, the study underscores the intricate nature of consumer decision-making processes and demonstrates the independent influence of information access and personal attitudes on intentions that influence consumer behavior. By examining theoretical models, this research lays the groundwork for future investigations into the underlying mechanisms that influence consumer behavior in the overseas language course market, ultimately enhancing the theoretical comprehension of consumer decision-making.

The research has practical significance. Overall, the results of the study are very important for the study abroad language course industry. The research results can stimulate the information delivery of new media platforms in this field. At the same time, the relevant organizations can also make people have a positive attitude towards the study abroad language courses in the first place, and have a positive impact on the course sales of the study abroad language training institutions.

Based on samples of different backgrounds, opinions and perceptions, future studies can test the universality of the conclusions of this study.

## AUTHORS CONTRIBUTION

All the authors contributed equally and their names were listed in alphabetical order.

## REFERENCES

- Chang, C., Lin, C., Chen, Y., & Chin, Y. 2009. Predicting information-seeking intention in academic digital libraries. *The Electronic Library*, 27(3): 448-460.
- Chen, Y. H., Chao, S. L., & Chu, Y. W. 2022. Effects of Perceived Benefit on Vitamin D Supplementation Intention: A Theory of Planned Behaviour Perspective. *International Journal of Environmental Research and Public Health*, 19(4): 1952.
- Ekaningtyas, S. W. 2023. Factors Influencing Organic Food Purchase Intention and The Effect of Attitude towards Organic Food. *KINFORMS*.
- Huimei, L., & Li, W. 2009. The application of the Theory of Planned Behavior in the study of consumer behavior intention. *Journal of Sichuan Education Institute*, 25(9): 18-20.
- Lee, J. K., & Kim, E. 2017. Incidental exposure to news: Predictors in the social media setting and effects on information gain online. *Computers in Human Behavior*, 75: 1008-1015.
- Li, Y. 2019. Research on youth soccer participation behavior based on TPB theory. *World of Sports: Academic Edition*, 80-82+94.
- Mihyang Park, & Jiyeon Lee. 2011. An Empirical Study of the Everyday Life Information Seeking Behavior of the Baby-boomers as Pre-retirees. *Journal of Information Management*, 28(2): 195-208.
- Shin, Y. H., Im, J., Jung, S. E., & Severt, K. 2018. The theory of planned behavior and the norm activation model approach to consumer behavior regarding organic menus. *International Journal of Hospitality Management*, 69: 21-29.
- Wang, J., & Che, B. 2019. Study on the buying behavior of hairy crab consumers based on TPB model. *Chinese Fishery Economy*, 102-110.
- Wang, L. 2020. Analysis of influencing factors of consumer search and purchase behavior. *Cooperative Economy and Technology*, 74-75.
- Wang, L., Wong, P. P. W., Narayanan Alagas, E., & Chee, W. M. 2018. Green Hotel Selection of Chinese Consumers: A Planned Behavior Perspective. *Journal of China Tourism Research*, 15(2): 192-212.
- Wojdyla, W., & Chi, T. 2024. Decoding the Fashion Quotient: An Empirical Study of Key Factors Influencing U.S. Generation Z's Purchase Intention toward Fast Fashion. *Sustainability*, 16(12): 5116.
- Zheng, Y. H. 2012. Research on the influence of consumer media advertising attitude on consumer behavior. *Commercial Economic Research, Business Times*, 24-25.