

Influence of Social Media in Determining Parents' Behavioural Intention Towards the Selection of Preschools

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Abstract: In recent years, using social media on a daily basis has become necessary. Studies have focused on the favorable effects regarding parent's participation in their child's pedagogy phase of life. Nonetheless, few studies, analyze parent's participation in a social media point of view and not many appraise numerous forms of engagement. The current study focuses on social media, being an influential factor to determine working parents' behavioural intention(BI) towards the selection of pre-schools for their children. The study aims to examine the various social media factors leading to behavioural intention of working parents' while selecting a pre-school for their child. The novelty in the manuscript is brought in by integrating two theories of Hedonic- Motivation System Adoption Model(HMSAM) and Unified Theory of Acceptance and Use of Technology(UTAUT) to determine parents' behavioural intention for preschool selection. The sampling technique used in the study was the purposive one. Data was collected online from 578 working parents' belonging to cities of Punjab with the help of a structured questionnaire. Data analysis and conceptual framework validation were done using PLS-SEM. The findings clearly reflect that all the constructs have a significant relationship, directly and indirectly, with behavioural intention except curiosity. However, attitude serving as a mediator makes curiosity significantly affect parents' BI towards selection of preschools. Moreover, various implications of the study are considered and the limitations are accordingly mentioned.

1 INTRODUCTION

Each child can develop outstanding potential for establishing a continuing association and basis for knowledge they have not so far acquired from the relationships forged in early childhood. The learning and academic success of a child are influenced by their closest social interactions (Epstein, 2018b; Vygotsky & M., 1978). A parent's decision concerning their children's schooling is a collection of many actions and behaviours that are either directly or indirectly connected to one another. Social media may present a chance to strengthen the ties between the preschool and home contexts, thus promoting parents' involvement in their children's education. Previous studies have also emphasized the importance of parental involvement in early years education and it has been enthusiastically expressed that parents play a key role, especially in the development and academic success of students (Borgonovi & Montt, 2012; Epstein, 2018a)

Hence, this paper focuses on various factors of social media to be sufficient enough to know the

behavioural intention of working parents towards the selection of preschools for their child. Whether SM is used for communication, education, or decision-making, it is here to stay and will last to have an influence on our society (Cooley & Parks-Yancy, 2019). Almost everyone uses SM, and even colleges and universities, despite their size have started using it to promote and advertise themselves. Students, teachers, as well as parents can connect with practical educational systems and other learning communities using SM in the classroom, as well as obtain more valuable knowledge. Particularly parents are increasingly utilizing these technologies to choose educational institutions like colleges and schools (Hamadi et al., 2022; Lindsay et al., 2022; Yu & Wang, 2020). Previous studies discovered that while making a school-choice decision, parents conduct internet searches, go on tours, and consult with friends, family, and co-workers. According to Bell, (2009) parents should utilize shortcuts while gathering information about schools and their selections. Parents prefer to obtain information through their social

networks rather than comparing school data and statistics on their own (Bornstein, 2002).

2 REVIEW OF LITERATURE

2.1 Theoretical Framework

As, Curiosity(CS), Joy(J), Social Influence(SI) and Attitude(Att) have been identified as important social media factors (Abubakar & Ahmad, 2013; Ertz et al., 2022; Venkatesh et al., 2003) to have an impact on customer intention. Thus, these can be taken completely as important elements to find out the significant influence of these on the behavioural intention of working parents towards selection of preschools for their child. Unified Theory of Acceptance and Use of Technology, given by Venkatesh et al., (2003), explain intention of an individual towards using any information system and the Hedonic-Motivation System Adoption Model(HMSAM) Theory, proposed by Heijden, (2004) deal with the basic intrinsic incentives of users in a process-oriented framework, particularly in “online worlds, social networking, and gamified learning environments” (Martí-Parreño et al., 2016) and give that the usage of technology is a must for a behavioural intention to be found being influenced by the factors of curiosity and joy. Both these models are broadly used structures to consider customer's desire to use technology. Thus, in the current study we have used the integration of both UTAUT and HMSAM theories to find the influence of social influence, curiosity, joy and attitude as a mediator on behavioural intention of working parents.

Venkatesh et al., (2003) analyzed relevant research and carried out an empirical study where they combined aspects of the eight Behavioural Intention (BI) models used in earlier scenarios of technology adoption in their pursuit of a more complete IT acceptance model. The Unified Theory of Acceptance and Use of Technology (UTAUT) relies on earlier models of technology adoption as well as the ideas of planned behaviour and reasoned action (Ajzen, 1991b; Ajzen & Fishbein, 1980; Davis, 1989). The four situational or contextual constructs that are the centre of attention are “social influence, effort expectancy, performance expectancy, and facilitating conditions”.

Hedonic - Motivation System Adoption Model (HMSAM) is the acceptance model for the Hedonic-Motivation System (HMS). It was created using Heijden, (2004), acceptance model as a foundation. According to Lowry et al., (2013) HMSAM is an

HMS acceptance model that was developed as an alternative to the existing theoretical viewpoint i.e., TAM (Martí-Parreño et al., 2016; Wu & Kwok, 2012).

2.1.1 Curiosity Leads to Behavioural Intention

Curiosity is a crucial motivator that stimulates exploratory behavior as well as which leads to much more involvement (Kashdan et al., 2004; Kashdan & Silvia, 2009), hence does not necessitate joy to occur (Berlyne, 1954). Curiosity, which is crucial in a HMS setting, increases exuberance about the human-system interaction (Sweetser & Wyeth, 2005), directing to a user's wish to replicate that exuberance with further involvement (Kashdan et al., 2004; Kashdan & Silvia, 2009). According to Trapero, (2018), there is an insignificant impact of curiosity on BI in an augmented reality context. Whereas Sidek, (2019) depicts that curiosity favorable influences behavior intention in blended learning cases. It was also observed that curiosity has a favorable connection to BI when it comes to the gamified learning environment.

Joy leads to Behavioural Intention(BI) Joy, also known as perceived enjoyment (PE), “is the amount to which utilizing a system is regarded to offer pleasure and fulfilment in and of itself, irrespective of any expected performance outcomes” (Hong & Tam, 2006; Lee et al., 2005). It is perfectly consistent with hedonism (Lowry et al., 2013), a key concept in the study of system usage (Lin & Bhattacharjee, 2010). According to Sidek, (2019), joy and BI have significant relationship in the context of blending learning of computer architecture and organization courses. Trapero, (2018) depicts that there is an insignificant impact of joy on BI in the case of augmented reality

Research Model

Figure 1: Conceptual Model and Hypothesis

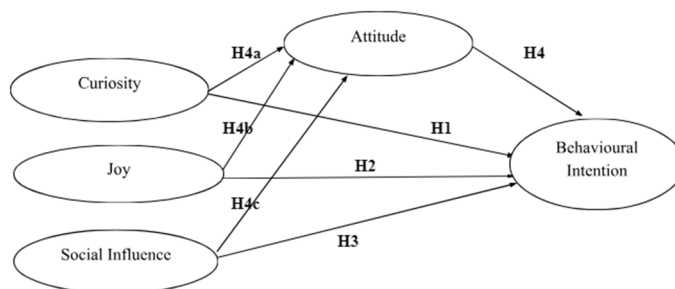


Figure 1: Conceptual Model and Hypothesis

2.1.2 Social Influence (SI) Leads to BI

An individual's positive or negative feeling are associated with performing a specific behavior. An individual will hold a favorable attitude toward a given behavior if he/she believes that the performance of the behavior will lead to mostly positive outcomes. SI stands for the technological level usage impact which a person experiences from their loved ones (Venkatesh et al., 2003). Social factors, image as well as subjective norms are the same thing as this construct called SI in earlier models and theories (Abubakar & Ahmad, 2013; Cheng et al., 2011). Prior research revealed that social influence had a key role in figuring out an individual's intent to utilize advanced technologies (Ajjan & Hartshorne, 2008; Dilotsotlhe & Duh, 2021; Nam et al., 2017).

2.1.3 Attitude as a Mediator Leads to Behavioural Intention

Attitude is determined by the principles required to involve in the activity (Ajzen, 1991a). It may be described as "an individual's positive or negative feeling associated with performing a specific behavior". Based on previous empirical studies (Chen & Lu, 2011; Zhang & Gutierrez, 2007), one can also claim that attitude influences BI. "A person will have a positive attitude towards a specific behavior if she or he feels that performing the behavior will" result in predominantly favorable results (Ajzen & Fishbein, 1980). Dwivedi et al., (2019) discovered the mediating effect of attitude between facilitating conditions and social influence on BI. Attitude has long been shown to influence BIs (Venkatesh et al., 2003). Several previous research discovered a substantial direct association between attitude and online shopping intentions (Çelik, 2008). Çelik, (2008) discovered "that attitude is a major predictor of intention in" online banking context. Dwivedi et

al., (2019) discovered the mediating effect of attitude between facilitating conditions and social influence on BI. When it comes to shopping online, enjoyment has a favorable impact on the consumer's attitude towards the online retailer (Mathwick, 2002). Moreover, Lee et al., (2006) considered the results linking enjoyment and attitude.

2.2 Behavioural Intention (BI)

Behavioural Intention (BI) is "a cognitive process of individuals' readiness to perform specific behaviour and is an immediate antecedent of usage behaviour". BI is the key factor that determines the success of a system (Abdullah et al., 2016; Cheng et al., 2011; Lee et al., 2005). Consumer behaviour refers to "the study of groups, people, and organizations, as well as the procedures they use to select products, services, experiences, or innovations that suit their needs and have an influence on the consumer and society" (Chen et al., 2018). It integrates "sociological, psychological, economic, and social anthropological components" (Bobadilla et al., 2020). Consumer behaviour is the subset of human behaviour associated with people's purchasing and utilizing decisions and actions. It seeks to comprehend the buyer decision-making process both individually and in groups (Kuchinka et al., 2018; Yuan et al., 2018). A parent's decision concerning their children's schooling is a collection of many actions and behaviours that are either directly or indirectly connected to one another. Parents have been given the right and responsibilities to select the school that they believe best meets the educational and emotional needs of their children, and they are expected to select a school from a reasonable range of school-choice alternatives. Previous studies discovered that while making a school-choice decision, parents conduct internet searches, go on tours, and consult with friends, family, and co-workers. According to (Bell,

2009), parents should utilize shortcuts while gathering information about schools and their selections.

- H1:** Curiosity significantly affects the parents' BI to adopt social media(SM) for pre-schools selection.
- H2:** Joy significantly affects the parents' BI to adopt social media(SM) for pre-schools selection.
- H3:** Social Influence significantly affects the parents' BI to adopt social media(SM) for pre-schools selection.
- H4:** Attitude significantly affects the parents' BI to adopt social media(SM) for pre-schools selection.
- H4a:** Attitude has a significant effect as a mediator between curiosity and BI to adopt SM for selecting pre-schools.
- H4b:** Attitude has a significant effect as a mediator between joy and BI to adopt SM for selecting pre-schools.
- H4c:** Attitude has a significant effect as a mediator between social influence and BI to adopt SM for selecting pre-schools.

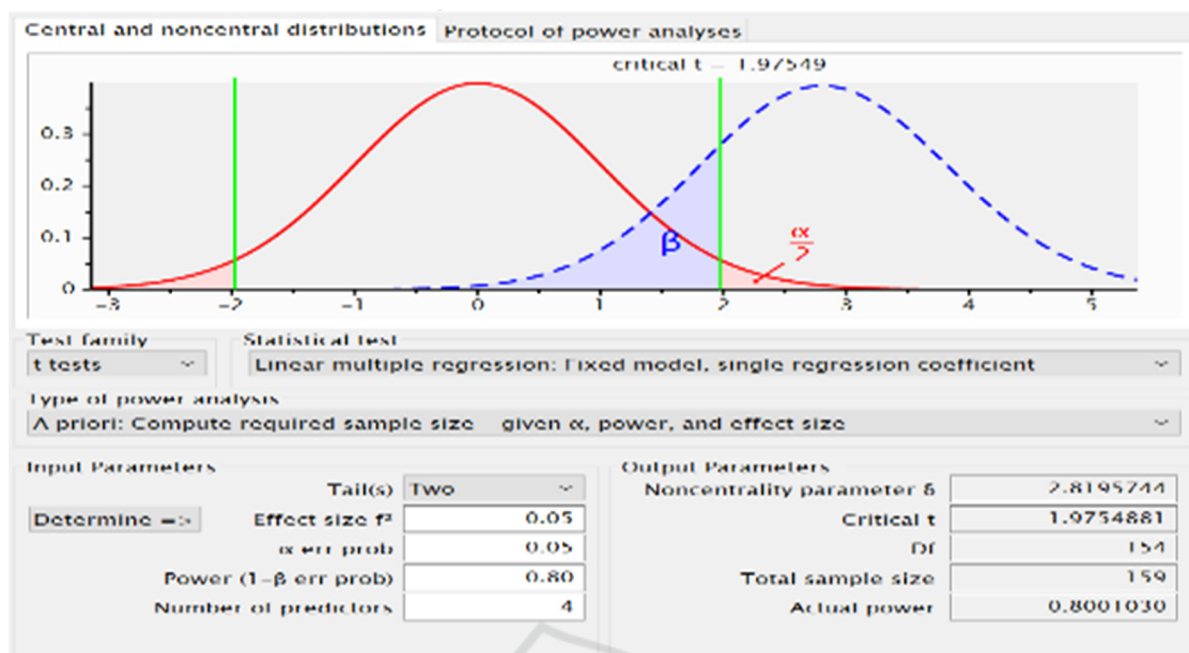
3 RESEARCH METHODOLOGY

The present study aimed at working parents belonging to cities of Punjab. The method of data collection was purposive sampling one and the time interval for the same was November 2022 to January 2023. The preparation of questionnaire took place out of four elements (social influence, curiosity, joy and attitude) obtained through the related literature. Every element was made specific on a "five-point Likert scale", highlighting "1-strongly disagree to 5-strongly agree". The questionnaire was prepared through online means and with the help of Google form was used to collect data from 578 respondents. The software used for sample size approximation was G* Power. Although, the software indicated an estimation of minimum sample size to be 159 respondents, but we collected data from 578 individuals to increase the accuracy of results. By making use of Smart PLS-SEM 4.0, the mediating effects of variables, data reliability and validity have been examined (Variance Based PLS-SEM) (Singh et al., 2021). We have a lot of possibilities with Smart PLS-SEM 3.0 whenever it is about analysing structural models with various dimensional consequences (Hair et al., 2014; Sarstedt et al., 2019)

Table 1: Demographic variables of the participants in the study.

Demographics	Head	Number of Participants	Proportion (%)
Gender	Men	338	58.48
	Women	240	41.52
Age(in years)	21-25	202	34.95
	26-30	292	50.52
	31-35	58	10.03
	36 and above	26	4.50
Educational Qualification	Under Graduation	16	2.77
	Graduation	94	16.26
	Post Graduation and above	468	80.97
Employment Status	Private Employee	308	53.2
	Government Employee	68	11.7
	Self-Employed	202	35.1
Annual Income(in Rupees)	Upto 4 Lakhs	200	34.61
	4 to 8 Lakhs	158	27.34
	8 to 12 Lakhs	168	29.06
	12 and above	52	8.99

Source: Authors' Calculations



Source: Author’s Calculations

Figure 2: Estimation of the sample size.

4 DATA ANALYSIS AND INTERPRETATION

4.1 Descriptive Analysis

The statistics were collected from 578 working parents in the state of Punjab, India. Table 1 clearly shows explanatory facts for the participants surveyed. A major portion of all the individuals covered was men 58.48%, and covered 41.52% women respondents. The demographics of the respondents clearly depict that young working parents made up the bulk of the respondents, with 202 participants falling under the age group 21 to 25 years (34.95%) and 292 participants falling under the range 26 to 30 years (50.52%). It was also observed that a major portion, 308 were privately employed (53.2%) and 202 were self-employed (35.1%) respondents. Taking into consideration, the age and income of the respondents were other factors that were taken into consideration during the study that reveal the pattern towards the BI and SM usage for preschool selection by the working parents. The data collected clearly indicates that the majority of the participants had an age under the age-group 21 to 25 and 26 to 30 years, revealing a good composition of participants for the current study.

Table 2 shows the reliability and validity of data collected for the present study. Internal reliability has been estimated by “Cronbach’s Alpha and Composite Reliability (CR)”. All calculated Cronbach’s Alpha and (CR) values are above 0.70, indicating that the constructs are reliable (Singh et al., 2021). Convergent validity is demonstrated by the fact that all significant reflective elements possess "average variance extracted" (AVE) estimates which are significantly higher than the 0.50 threshold, demonstrating that the study is deserving of further review (Hair & Alamer, 2022; Singh et al., 2021). Using the criteria developed by Farnell and Larcker (1981), the calculation of discriminant validity shown in Table 2 is in which the computed standard, i.e., the square root of "Average Variance Extracted (AVE)" of the variables on the crossway, is higher than the variables' correlation values between-items. Consequently, each construct’s singularity has been proven.

Table 2: Reflective model assessment and Composite Model.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Curiosity	0.781	0.812	0.872	0.694
Joy	0.733	0.754	0.825	0.612
Social Influence	0.767	0.785	0.865	0.682
Attitude	0.832	0.837	0.899	0.747
Behavioural Intention	0.764	0.765	0.864	0.680

Source: Author's Calculations

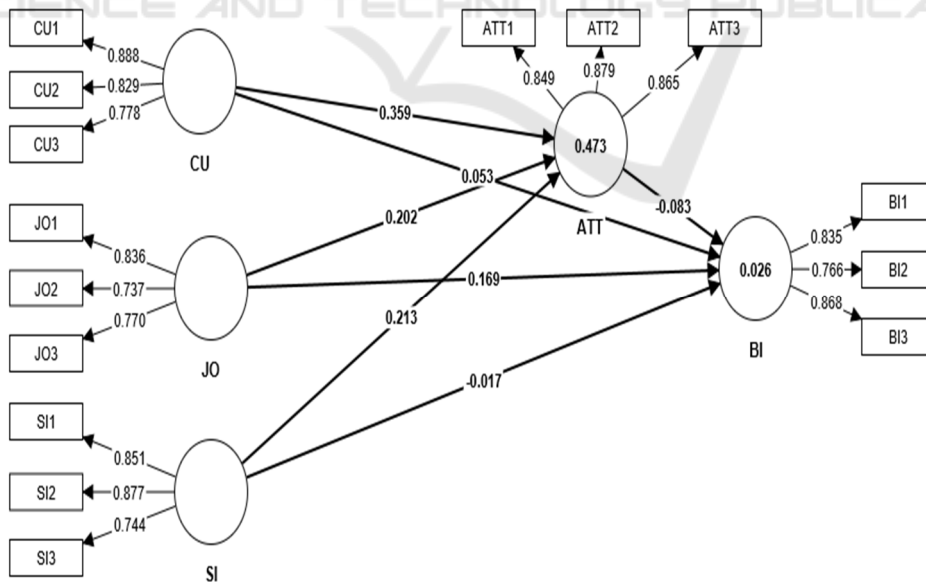


Figure 3: Structural Equation Model.

4.2 Structural Model Assessments

The construction model assessments were carried to determine the relationship connecting the variables and their predictive value (Sarstedt et al., 2019)

The investigation used the necessary 5000 bootstraps in the absence of the need for a no-sign amendment to determine the p-values for the premise of the study(Hair et al., 2020). The calculated values of “Variance Inflation Factor (VIF)” estimated to not more than 3.33, which depicts that these are acceptable and considerably falling within the limit (Diamantopoulos et al., 2008). Dependent and independent variables have been depicted in Figure-4 by making use of Structural Path Model. The current study identifies four broad hypotheses (Figure-1) and thus leads to development of a paths model while

covering literature review. Research employing PLS SEM models is currently accepted as a generally accepted method for assessing and testing the fitness of framework (Hair et al., 2020). Table 3 clearly indicates the analyzing models part as well as hypotheses testing. In conformance with the findings of Table-3, curiosity has no significant relation with behavioural intention until and unless we measure curiosity, indirectly to behavioural intention, with attitude as the mediator. Consequently, hypothesis H1 gets rejected, and it can be said that curiosity affects the behavioural intention of working parents towards the selection of preschools in the most significant manner, with attitude playing the mediating role. Thus, it becomes the most predominant variable ($p \leq 0.001$) in influencing working parents’ behavioural intention towards selection of preschools.

Table 3: Hypotheses Testing of the Model.

Hypothesis	Path Relationships	Standardized Beta	Standard Deviation (STDEV)	Standard Error (STERR)	t-Statistics	Decision
H1	Curiosity -> Behavioural Intention	0.038	0.072	0.072	0.740	Rejected
H2	Joy -> Behavioural Intention	0.169	0.075	0.075	2.247	Accepted
H3	Social Influence -> Behavioural Intention	0.098	0.070	0.070	1.728	Accepted
H4	Attitude -> Behavioural Intention	0.083	0.067	0.067	1.243	Rejected
H4a	Curiosity -> Attitude -> Behavioural Intention	0.359	0.051	0.051	7.076	Accepted
H4b	Joy-> Attitude -> Behavioural Intention	0.017	0.052	0.052	3.888	Accepted
H4c	Social Influence -> Attitude -> Behavioural Intention	0.213	0.049	0.049	4.315	Accepted

Furthermore, hypotheses H2 and H3 are accepted, as their ($p \leq 0.001$). Attitude, serving as a mediator linking the interaction of curiosity and BI, joy and BI

and social influence and BI proved significant, so H4(a), H4(b) and H4(c) was accepted.

5 FINDINGS

In keeping with past research's conclusions that using social media factors in context to the preschool selection, our study shows that the Social Influence and Joy are the elements that positively impact the BI of the working parents towards the preschool selection. (Rahmiati & Susanto, 2022). In this study, Additionally, the investigation showed that the impact of curiosity on purchasing intent is strongly influenced by attitude. Thus, attitude serves as an apt mediator to indirectly affect behavioural intention of working parents with constructs of curiosity, joy and social influence towards the selection of preschools.

6 PRACTICAL IMPLICATIONS

Very few studies have focused on social media being used as a source by working parents' towards the selection of preschools for their children. This study contributes to the online method being used by working parents' and as a convenient means to select any preschool for their child. Previous research has shown that offline methods have been applied for selection of preschools. The current study broadens our understanding in the subject of social media. The results clearly depict that the study will be extremely beneficial to the preschools' administration department, particularly those involved preschools marketing campaign and admissions branch. The current study's outcomes will help the preschools' marketing teams to know how they can market their product (preschool advertisement) on social media. It will assist preschools in better understanding the factors influencing parents behaviour and, as a result, in developing new methods to attract them.

7 LIMITATIONS AND SCOPE

The study has covered the broader area in regards to behavioural intention of working parents' towards selection of preschools. However, there are still some limitations as this study did not cover a wide location of the respondents. The study took place only in the limited geographical location of the state of Punjab (Hoshiarpur, Mohali, Jalandhar, Ludhiana and Rupnagar). These districts were chosen as per the highest literacy rate of the state in Census 2022 of India (Punjab Literacy Rate 2022). However, the results would variate if the study takes place in different other locations. The gender gap cannot be

significantly seen in the number of respondents for the study. The respondents are almost equally distributed over the two categories of male and female. Working parents' behavioural intention have been taken into consideration in this study. Furthermore, taking parents as a whole can be an added advantage for the society. The entire study revolves around social media usage of the working parents only. Only a few variables have been considered in this study for analysing the behavioural intention of working parents. Thorough investigation on other factors of environment or economy can lead the study to a very different level, thus resulting in fruitful undiscovered results.

8 CONCLUSION

The usage of social media by individuals for selection of various institutions has become increasingly important with time. Considering this point, the study has focused on the direct and indirect effects of curiosity, joy, social influence and attitude on behavioural intention of working parents' towards selection of preschools for their child. Consequently, it was founded that curiosity positively influences BI of working parents' with attitude as a mediator when its about selecting preschools for their children. Based on the findings, it has been revealed that joy and social influence directly affect behavioural intention of working parents' towards the selection of preschools and thus, positively impacts behavioural intention. It may be furthermore, concluded that integration of two theories and choosing the constructs out of them to determine the behavioural intention of working parents' towards the selection of preschools is of greater importance in the required chosen aspect and gives a good overview on the subject matter chosen.

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