

# Study on the Consumption Psychology of College Students Towards Related Tutoring Institutions under the Situation of "Examination and Research Fever" and "Examination and Certification Fever"

Ruiqi Wang, Feng Xu\*

School of Statistics and Applied Mathematics, Anhui University of Finance & Economics, Bengbu, Anhui, 233030, China

\*xf121ac@126.com

## Abstract

With the continuous development of China's society and the improvement of education level, the competition for talents is fierce, the employment situation is severe, and the phenomenon of examinations and research is booming. In this paper, based on the theoretical basis of the current situation of examinations and certification, consumer psychology and willingness to enroll in classes, data are collected by means of questionnaires, and then the data are analysed and structural equation models are constructed using SPSS and AMOS software respectively. The study is based on four aspects: teacher strength, external environment, service and price, and the analysis of consumer psychology.

## Keywords

Examinations; Certification; Coaching Institutions; Consumer Psychology; Structural Equations.

## 1. Introduction

In recent years, with the transformation of higher education from elitist to mass, the contradictions in the employment structure of university students have come to the fore, and some of them have chosen to study in order to avoid the pressure of direct employment or to consider their future development. After the promulgation of the Catalogue of Occupations with Vocational Qualification Certificate, 90 professions were stipulated to be entered only with vocational qualification, thus vocational qualification certificate became the "door knocker" for university students to enter the employment market. As a result, there has been a gradual boom in the number of examinations and examinations. This has also provided a good opportunity for the rise and development of examination and certification coaching institutions. However, with such a wide variety of exams and exams tutoring institutions, how to make your own exams and exams tutoring institution stand out and be able to get more college students is the primary problem of exams and exams institutions. Therefore, it is very necessary to analyse the needs and psychology of students studying for their examinations and certificates. Therefore, we conducted a survey on students of Anhui University of Finance and Economics. 250 questionnaires were distributed, and 218 were effectively collected, with a recovery rate of 87.2%.

## 2. Analysis of the Current Situation and Causes of the "Exam Fever" and "Certificate Fever"

As can be seen from Figure 1, 78.90% of the students intend to take the exam, 17.43% intend to take the certificate, and 3.67% intend to do neither. Figure 2 shows that 5.26% of the students who intend to take a certificate have already taken the certificate they want to take, 47.37% have taken some and are continuing to prepare, and 47.37% are preparing to take the certificate they want to take. The above figures show that the majority of students who intend to take the exam at undergraduate level.

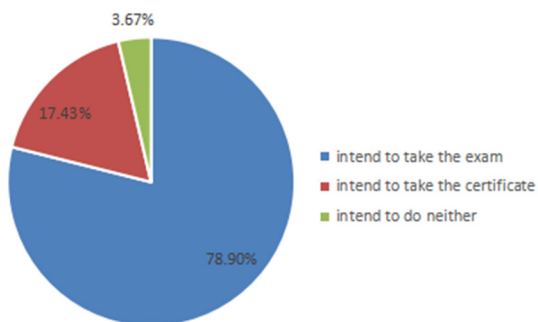


Figure 1. Plans for the undergraduate level

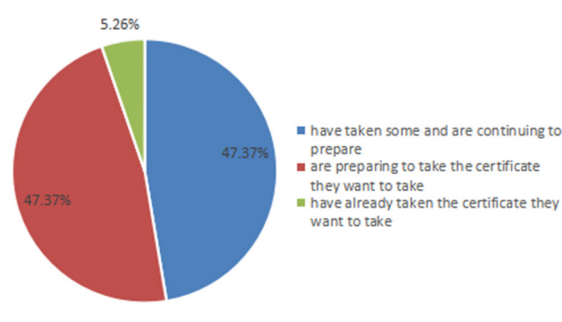


Figure 2. Current certification status

### 2.1. Analysis of the Causes of the "Examination and Research Fever"

From the survey, it can be seen that the reasons for university students to take part in graduate school vary, and they are generally the following: they like academic research and want to know more about the major they are applying for; they want to obtain academic qualifications and improve their competitiveness; they do not want to enter society too early and relieve the pressure of employment; everyone around them is taking graduate school and this is the main situation; they want to cross major for reasons related to utilitarianism; they are dissatisfied with their current major and want to cross major, etc. As shown in Figure 3, 89.53% of the students took the entrance examination in order to obtain a qualification and improve their competitiveness.

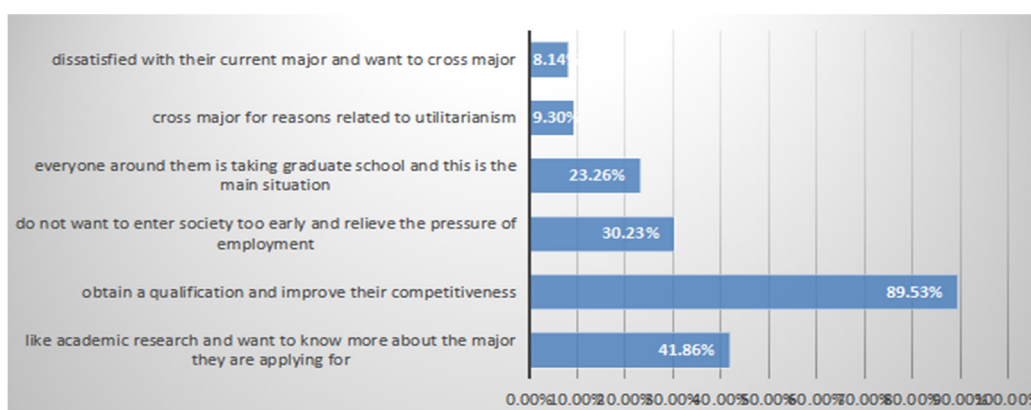


Figure 3. Reasons for studying for the exam

### 2.2. Analysis of the Causes of the "Certification Fever"

As can be seen from Figure 4, 53.24% of the students chose certificates related to their own majors, 32.47% chose those that matched their interests, and 11.69% chose the most popular ones at the moment. It can be seen that the certificates they chose to take are still relevant to their own majors. Their reasons for choosing to take the certificate are: to plan for their future work, to enrich their spare time, to strengthen their knowledge and skills, to be advised by their

parents, friends and other people, and to follow the test since everyone else is taking it. The most important reason was to plan for their future work.

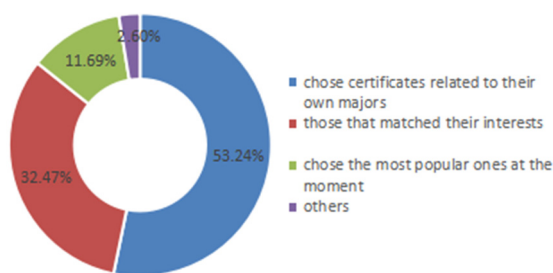


Figure 4. Basis for the examination

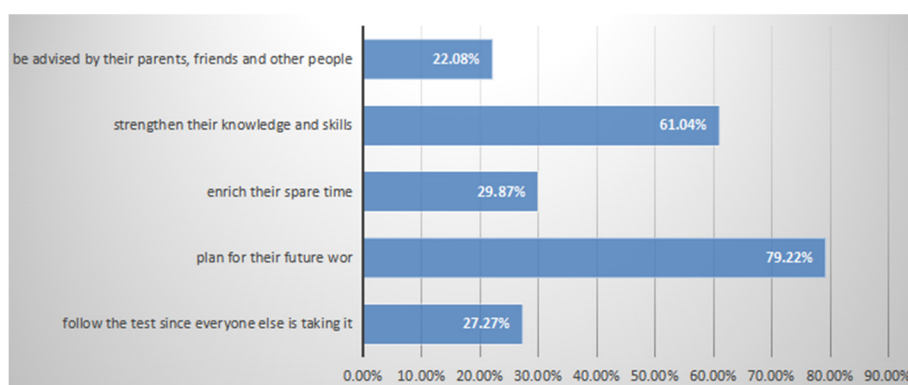


Figure 5. Reasons for examination

### 3. Analysis of the Consumer Psychology of University Students Towards Related Tutoring Institutions

#### 3.1. Herd Mentality

Herd mentality is the psychology of individuals in a particular social group who change their opinions to conform to the majority opinion. The unfamiliarity and lack of knowledge of the tutor they will be enrolling with can lead to a herd mentality when enrolling with a tutor. They will follow their friends and classmates around and enrol in whatever classes others enrol in, and enrol in whatever courses they enrol in.

#### 3.2. Brand Psychology

In the process of registering for tutorials, candidates will enquire about the reputation and credibility of different tutorial institutions and the strength of their teachers, and will also consider whether the teaching facilities are perfect, the teaching environment is comfortable and the learning atmosphere is strong. Therefore, it is important for tutoring institutions to strengthen their own publicity and prove their strengths in terms of teaching staff. Do not use false information to attract consumers and thus deceive them. They should be down-to-earth and produce results, create real master teachers and improve the betting rate. Let the consumers get security and safety from it.

#### 3.3. Difference-seeking Psychology

The psychology of difference is a psychological phenomenon of people seeking to be different and unique, and is an inherent expression of people's admiration for personalisation. In today's society, people's living standards are constantly improving, with different ages, experience, education and income levels, and different needs for tourism products. For consumers, the

psychology of difference triggers consumption, can be targeted to improve their own, focused on learning; for the tutoring institutions, the psychology of difference can promote new tutoring methods and class methods, to develop personalised services for candidates.

### 3.4. Cheap Mentality

The Chinese have always had the idea of "spending money on the edge of the sword", so price is an important factor in spending money. This is also the case when applying for a tutorial, whether it is for an exam or a certificate, the application fee is a major expense, as well as buying exam-related books and other expenses. With the demand for tutoring institutions from university students, the cost of enrolling in tutoring classes is increasing year on year, and this is when consumers are again more cautious in their spending. Based on this mentality, candidates are concerned about whether the classes are properly detailed and focused, and whether the after-school Q&A is timely and accurate, but also about the price and whether there are strict fees.

## 4. Study of Willingness to Enrol

### 4.1. Survey Respondents and Questionnaire Design

**Table 1.** Design of latent and observed variables

Latent variables	Measured variables	Symbols
Dependent variable: willingness to enroll in a tutoring institution (Y)	Whether to consider taking a class	Q1
	Would you recommend it to others	Q2
	Whether you think taking classes is more helpful	Q3
Independent variable: faculty strength (X1)	Availability of teaching facilities	A1
	Comfortable teaching environment	A2
	Is there a strong learning environment	A3
	Institutional reputation and credibility	A4
	Availability of good accommodation	A5
	The adequacy of monitoring mechanisms	A6
Independent variable: External environment (X2)	Availability of master examiners	B1
	Past year betting rates	B2
	Whether teaching materials are integrated with the examination syllabus	B3
	Timeliness and accuracy of consultation responses	B4
	Is the class well detailed and focused	B5
	Whether to teach exam techniques and test-taking skills	B6
Independent variable: Services (X3)	Timeliness of after-session Q&A	C1
	Reasonableness of the course schedule	C2
	Is concerned about the psychological state of the student	C3
	Customised personalised service or not	C4
	Are the service hours reasonable	C5
	Can classes be combined online + offline	C6
Independent variable: Price (X4)	Is there a strict fee schedule	D1
	Is the cost of enrolling in a class within the individual's range of acceptance	D2

The data were collected by means of an electronic questionnaire distributed to university students at Anhui University of Finance and Economics. The data were collected by distributing an electronic questionnaire with the questions in Table 1. 5 latent variables and 29 observed variables were involved. 29 questions were asked in total.

### 4.2. Model Construction

Traditional multivariate analysis methods are more difficult to handle due to the many factors that influence the enrolment of university students in counselling institutions and the fact that some of these factors cannot be measured directly. SEM, on the other hand, allows for the analysis of multiple variables, combining the advantages of multivariate analysis methods with indirect measurement of variables that cannot be measured directly. Therefore, structural equation modelling was chosen as the analytical method in this paper. Using AMOS software, a structural equation model of the factors affecting the willingness of university students to enrol in counselling institutions was established, with 5 latent variables and 29 observed variables in the model, as shown in Figure 6.

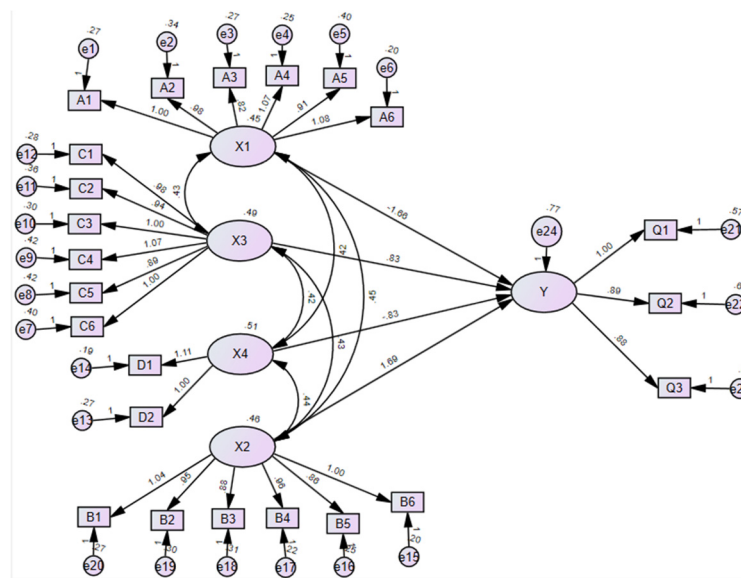


Figure 6. Construction of the structural equation model

### 4.3. Data Processing and Statistical Analysis

The results of the questionnaire collection were exported in Excel form, and SPSS 21.0 was used to conduct basic descriptive statistical analysis as well as to test the reliability and validity of the questionnaire; Amos 26.0 was used to construct structural equation models to analyse the factors affecting the willingness of university students to enrol in counselling institutions.

### 4.4. Analysis of Model Results

#### 4.4.1 Reliability Tests

The questionnaire uses the most commonly used Cronbach's alpha reliability test alpha coefficient is distributed between 0 and 1. It is generally considered that alpha equal to 0.7 is a lower but acceptable threshold value, and if  $\alpha < 0.6$ , it is only necessary to reset the questionnaire. When alpha lies between 0.8 and 0.9, the questionnaire is considered to be well designed, and the total table in this study was analyzed for reliability for each of the five factors separately, and the results As shown in Table 2, the corresponding Cronbach alpha coefficients are basically greater than 0.8, and the reliability of the data is high, indicating that the design of the questionnaire is relatively reasonable.

**Table 2.** Reliability tests for each latent variable

Confidence Criteria	Latent variables	Cronbach's Alpha
Cronbach's Alpha coefficient >0.7	External environment	0.900
	Faculty	0.905
	Services	0.884
	Price	0.827
	Willingness to enrol in a tutor	0.814

**4.4.2 Validity Tests**

1. Exploratory factor analysis

As shown in Table 3, the KMO statistic is 0.915, which is greater than the minimum standard of 0.5, indicating that the questionnaire is suitable for factor analysis; the Bartlett's spherical test chi-square value is 5657.596, with a significance level of 0, which is less than the theoretical reference value of 0.05, so the validity of the questionnaire is good.

**Table 3.** KMO and Bartlett's test

KMO and Bartlett's test		
The Kaiser-Meyer-Olkin metric of sampling adequacy.		.947
Bartlett's test for sphericity	Approximate cardinality	3719.937
	df	253
	Sig.	.000

**Table 4.** Table of overall fit coefficients

CMIN	RMSEA	P	CMIN/DF	GFI	NFI	CFI
578.655	0.870	.000	2.630	.801	.851	.901

2. Validation factor analysis

In this paper, the text uses Amos 26.0 software to estimate the parameters and fit the model for solution. As can be seen from Table 4, GFI>0.8, which is acceptable; CMIN/DF<3, which is an ideal fit; NFI>0.8, which is acceptable; CFI>0.9, which is a good fit. Collectively, all the indicators are within the fitted criteria, so the structural equation model is well adapted and the model passes the test.

By studying the willingness to enrol in tutoring institutions we can better target our marketing strategies and make more sensible suggestions.

**5. Countermeasures and Recommendations**

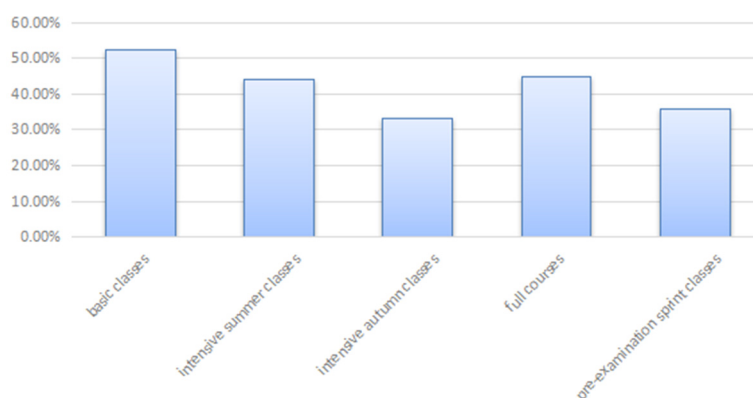
**5.1. Price Strategy**

Price is the monetary expression of the value of a commodity and is the basis for the exchange of goods. The value of a product or service expressed in money is known as the price. In the face of a highly competitive market for tutoring institutions, price is an important factor affecting sales. In the examinations and certification market, candidates need to spend a lot of money on professional courses and public courses. According to the survey, the amount of money each student is willing to spend in examinations and examinations tutoring varies, and most of the acceptable range is within 1000 to 5000 RMB. Therefore, tutoring institutions should do a full market survey when formulating their pricing strategies: first, to set prices according to their own corporate strength, teaching environment and faculty strength. Secondly, to set the right price in relation to the students' consumption level and the economic development of the

society at that time, or to introduce personalised course packages according to the specific situation of each student. Third, consider market competition and the actual situation of each region and school to make appropriate adjustments.

## 5.2. Product Strategy

A product is anything offered to the market that is used to satisfy some desire or need of people. It generally includes five basic levels: core product, form product, form product, additional product, desired product and potential product. According to survey data, among the students who take the exam each year, the most students choose to enroll in professional tutorials, and more want to enroll in English tutorials, followed by maths and politics. In order to attract more candidates, many tutoring institutions set up a variety of different classes: basic classes, intensive summer classes, intensive autumn classes, full courses and pre-examination sprint classes. The results of the questionnaire showed that more than half of the students would choose the basic course, around forty percent would choose the summer intensive course and the full course, and only thirty percent would choose the autumn intensive course and the pre-exam sprint course. This shows that tutoring institutions can tailor their courses to the actual situation of different consumer groups and implement differential pricing.



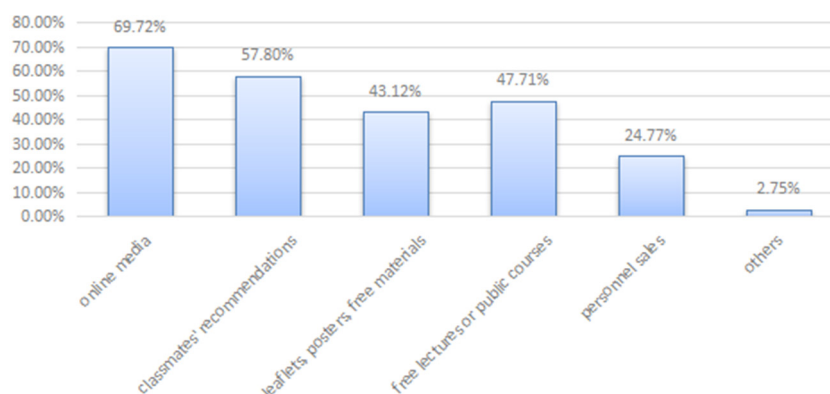
**Figure 7.** Students choose different types and levels of remedial classes

## 5.3. Promotion Strategy

The promotion strategy includes communication strategy and promotion strategy. The communication strategy can be divided into online communication and offline activities. Online communication is mainly in the form of online advertisements, which focus on the strength of the company and its teachers. Offline activities are mainly in the form of cross-industry cooperation to increase interaction with consumers, such as free seminars, which can continuously raise the awareness of the tutoring institution to increase the scope of audience and explore the vast number of potential consumers. Surveys show that most students pay close attention to whether the classes are well-detailed and focused, whether the Q&A is timely and whether exam techniques and test-taking skills are taught when enrolling in a tutorial institution. The promotion strategy is based on addressing consumer concerns, so tutoring institutions should focus on the curriculum, focus on improving student performance, and constantly research tutoring methods to keep up with the times, rather than playing a variety of "betting classes", "famous teachers", false brands, etc. to promote. The course should be focused on improving students' performance, constantly researching tutoring methods and improving with the times, rather than advertising with various "betting classes", "famous teachers" and false brands.

## 5.4. Channel Strategy

Channel strategy refers to the use of advertising, public relations and integrated marketing by companies to enhance their products or services to achieve their marketing objectives. As shown by the data, 69.72% of the ways that students learn about the tutoring institutions are through online media, 57.80% are through classmates' recommendations, and 47.71% are through free lectures or public courses, while the rest are through leaflets, posters, free materials and personnel sales. Therefore, in order to raise the awareness of the institution and attract more consumers. Firstly, institutions need to identify their target customers and divide them into potential customers, existing users, decision makers or influencers. Secondly, use the media to combine the new online media communication channels in the era of big data and make full use of new media such as Weibo, Jitterbug and Xiaohongshu for marketing and promotion; finally, establish a monitoring and feedback mechanism to reflect candidates' information and requirements in a timely manner and optimise the channel model.



**Figure 8.** Students learn about the channels and ways of tutoring institutions

## 6. Conclusion

With the development of society, the demand for knowledge and ability is becoming more and more significant. As a result, more and more university students are seeking to obtain higher qualifications or certificates in order to secure better employment. This has led to an explosion of tutoring institutions for university students. Therefore, how can various tutoring institutions stand out under the pressure of such huge competition and be more popular among students has become a problem that needs to be solved by each institution. Improve the teaching facilities and teaching environment, classroom details and focus, pay attention to the combination of online and offline classes and so on, in due course to make changes, tutoring institutions can better master their own wealth code. This will enable them to better face the pressure of competition while also helping students to receive a better education.

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