The Exploring Parental Decision-Making in Art Education: The Role of Training Institutions' Reputation:Mediating Roles of Motivation, Attitude,Value Perception, and Customer Trust on Behavioral Intentions

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Abtract

The objectives of this research were to: (1) examine the impact of the reputation of training institutions on parents' motivations, attitudes, perceived value, and trust; (2) explore the mediating roles of these factors in the relationship between institutional reputation and behavioral intention; and (3) provide insights for developing effective educational policies and improving services in art training institutions.

The study employed quantitative research methods, using questionnaire surveys and statistical analysis. The population consisted of parents in Guizhou Province, China, selecting art training institutions for their children. The research focused on the relationship between the reputation of these institutions and parental decision-making. The instruments included a Likert five-point scale, with a response rate of 100%. Data were analyzed using descriptive statistics, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM).

Key findings highlighted the importance of perceived value in shaping parents' satisfaction and decision-making. The theory of perceived value, along with expectation confirmation theory, showed that parents' satisfaction and loyalty were influenced by the alignment between their expectations and actual experiences. These findings offer valuable insights for policymakers in enhancing educational services and formulating relevant policies..

Keywords: Exploring Parental Decision-Making; Art Education; Motivation; Attitude; Behavioral Intention.

Introduction

Under the strict supervision background following the implementation of the "double reduction" policy, subject-specific training institutions have significantly cooled down, reducing students' academic burden and allowing for more extracurricular time (Jia & Peng, 2022; Lai, Liu, & Huang, 2022; Y. Z. Li, Li, Zheng, & Zhang, 2022). Students can now choose corresponding art training classes based on their own interests and talents (Jin, Wang, & Huang, 2023). Art training institutions have gained more students, highlighting market dividends. However, as consumers, parents and students have the right to choose the time, location, content, and method of extracurricular art training based on their own needs and preferences. The demand for art training among parents and students has changed compared to the past. With the improvement of school standardization, increased operating costs, strengthened teacher assessments, continued involvement of capital, and corresponding reforms in teaching evaluation methods, parents' decision-making in choosing art training institutions is influenced by various factors, adding pressure to various operating models of

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art training institutions and generating varying degrees of anxiety. At the same time, considering the current situation of social art training institutions, art training institutions are facing new opportunities and challenges (S. H. Liu & Wang, 2022; Y. Liu, Yang, Li, & Zhong, 2022; Santos, Carvalho, & Melo, 2022).

Moreover, reality shows that the factors considered by parents when choosing art training institutions are diverse and vary among individuals. Currently, there is a relative lack of depth and systematic research on the relationship between parents' motivations, attitudes, perceived value, and behavioral intention when choosing art training institutions. Therefore, this study aims to fill this research gap by conducting a comprehensive and in-depth investigation and analysis of parents' decision-making behavior using scientific research methods. By identifying and analyzing the key factors considered by parents when choosing art training institutions, this study proposes targeted strategies and suggestions. It aims to provide a reference for parents when selecting art training institutions and offer theoretical guidance for the development and improvement of these institutions, thus promoting the healthy and sustainable development of the art training education sector.

Additionally, the study explores the specific factors influencing parents' choice of art training institutions within China's unique art education context and how these factors affect the development strategies and practices of art training institutions.

Research Objectives

1. To examine the impact of the reputation of training institutions on parents' motivations, attitudes, value perceptions, and trust.

2. To examine the mediating roles of motivation, attitude, perceived value, and customer trust in the relationship between the reputation of training institutions and behavioral intention.

3. to provide a foundation for developing more effective educational policies, enhancing the services of art training institutions, offering better decision-making support to parents, and ensuring that children receive high-quality art education.

Research Methodology

The research methodology for this study employed quantitative research methods such as questionnaire surveys and statistical analysis to explore the factors influencing parents' behavioral intention towards art training institutions. Compared to qualitative research methods, quantitative research methods placed greater emphasis on measuring and analyzing the relationships between research elements.

population was composed of Data from the Guizhou Provincial Department of Education, as of the end of 2020, there were a total of 30,211 training institutions in the province, with a total of 1.419 million trainees. Therefore, This study selected parents of students in Guizhou Province who had planned to choose art training institutions for their children as the research subjects. Located in the southwest of China, Guizhou is home to 56 ethnic minorities, with a total population of 12.548 million, accounting for 38.23% of the total population. Sample Guizhou Provincial Department of Culture and Tourism, as of 2023, Guizhou had a total of 727 national and provincial intangible cultural heritage representative projects. According.

Development of Questionnaire

The questionnaire design encompasses the selection of variables and the formulation of measurement scales.The heart of the questionnaire lies in the section devoted to variable measurement. Here, the inquiry delves into various facets such as training institution reputation, parental motivation towards training institutions, attitudes, perceived value, consumer trust, and parental behavioral intentions. Measurement employs the widely accepted Likert five-point scale, facilitating a nuanced understanding of respondents' perspectives and sentiments regarding these critical variables.Lastly, a segment dedicated to gathering basic information about the respondents is included. Data collection,This study used convenience sampling to collect samples. Next, study survey questionnaires were prepared and put in envelopes. The envelopes containing questionnaires were then distributed. Considering the convenience of parents, questionnaires were distributed and collected during school activities such as parent meetings and parent visit days. At the end of the survey, the researchers gave each participant a gift as a token of appreciation. The data collection work spanned two months,from May 2024 to June 2024.

Data Analysis

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze data. Additionally, PLS-SEM can simultaneously establish and validate measurement models and structural models (causal paths), providing flexibility and practicality for exploring complex relationship structures. This study used SPSS and AMOS as statistical analysis tools. explore the pathways and magnitudes of the influence of various variables on the dependent variable, and thereby validate the hypotheses of this study.

Reliability Testing Reliability refers to the reliability or consistency of measurement results. The higher the reliability, the more consistent or stable the measurement results. Consistency mainly refers to whether the same scale can test the same content and results. Cronbach's Alpha coefficient is commonly used to analyze reliability.

Validity Testing Therefore, this article uses AMOS for confirmatory factor analysis (CFA). By comparing the results of CFA with the model fit test standards, the goodness of fit of the model can be determined. Furthermore, factor loading, composite reliability (CR), and average variance extracted (AVE) can be used to assess convergent validity.

Research Conceptual Framework

The Theory Framework that summarize all hypotheses is presented in Figure 2.3.

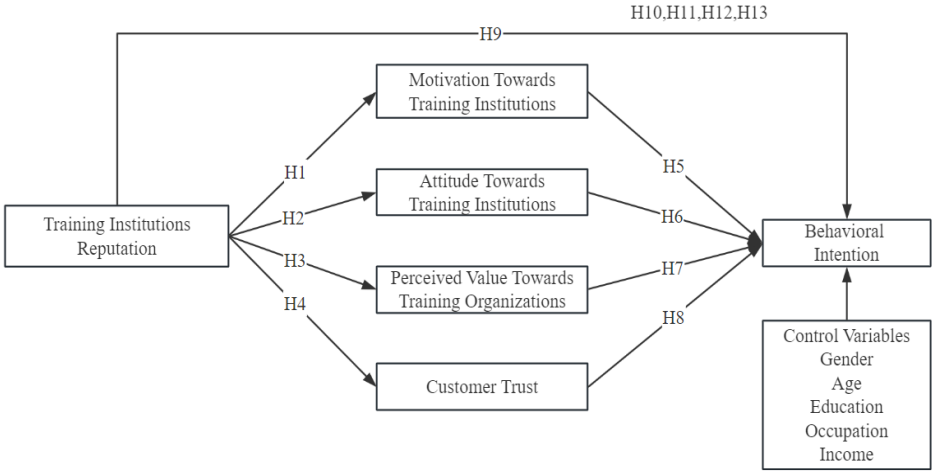

Figure 1 Research Conceptual Framework

Research Results

1. The impact of the reputation of training institutions on parents' motivations, attitudes, value perceptions, and trust.

Overall, the high Cronbach's alpha coefficients and composite reliability scores across all latent variables indicate robust internal consistency and reliability of the measurement scales used in the study. These findings are crucial as they provide confidence in the validity of the constructs under investigation—RTI, MTTI, AT, PV, CT, and BI—supporting the quality and accuracy of empirical research conducted within the context of training institutions.

Table 4.3 Cronbach's Alpha Coefficient and Composite Reliability of A1l Latent Variables

	RTI	MTTI	AT	PV	CT	BI
Cronbach's alpha (α)	0.828	0.794	0.832	0.822	0.866	0.884
Composite Reliability	0.841	0.816	0.848	0.848	0.841	0.885

Note: RTI =Reputation of Training Institutions, MTTI=Motivation Towards Training Institutions, AT=Attitude towards training institutions, PV=Perceived Value Towards Training Institutions, CT=Customer Trust, BI=Behavioral Intention

In conclusion, the reliability analysis indicates that the "Reputation of Training Institutions" construct has good internal consistency, with most items contributing positively to the overall reliability. The analysis suggests that while RTI_4 is an acceptable item, its removal could potentially enhance the construct's reliability.

Discriminant validity test

These results support the validity of the constructs used in this study, allowing for further reliability and empirical testing.

Table 4.12 The Correlations and Average Variance Extracted of All Latent Variables

	AVE	RTI	MTTI	AT	PV	CT	BI
RTI	0.577	0.760					
MTTI	0.538	0.167**	0.734				
AT	0.589	0.329**	0.337**	0.767			
PV	0.577	0.309**	0.337**	0.430**	0.760		
CT	0.618	0.355**	0.337**	0.419**	0.429**	0.786	
BI	0.610	0.335**	0.324**	0.429**	0.471**	0.500**	0.781

Note：* p<0.05 ** p<0.01, The Square root of AVE displays in the parentheses，RTI =Reputation of Training Institutions, MTTI=Motivation Towards Training Institutions, AT=Attitude towards training institutions, PV=Perceived Value Towards Training Institutions, CT=Customer Trust, BI=Behavioral Intention

Table 4.13 presents the results of the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity. These tests are crucial for determining the suitability of the data for factor analysis.

Table 4.13 KMO and Bartlett Test

KMO and Bartlett Test		
KMO Value		0.887
Bartlett's test of sphericity	Approximate chi-square	5938.959
	df	300
	p value	0.000

Structural Regression Model

Table 4.14 presents the model fit indicators used to assess the adequacy of the model in this study. The fit indices include χ^2/df, RMSEA, CFI, NNFI, TLI, IFI, and GFI, along with their respective standard values and the statistics obtained in this study. Each fit index is evaluated against established thresholds to determine if the model fits the data well.

Overall, all fit indices—χ^2/df, GFI, AGFI, NFI, TLI, CFI, and RMSEA—indicate that the structural equation model used in the study fits the observed data well. These findings provide confidence in the validity of the hypothesized relationships among the latent variables under investigation—Reputation of Training Institutions (RTI), Motivation Towards Training Institutions (MTTI), Attitude Towards Training Institutions (AT), Perceived Value Towards Training Institutions (PV), Customer Trust (CT), and potentially Behavioral Intention (BI). The adequate model fit supports the robustness of the theoretical framework and suggests that the model adequately explains the relationships among these constructs as hypothesized in the study.

Table 4.14 Model fit indicators

Fit index	χ^2/df	RMSEA	CFI	NNFI	TLI	IFI	GFI
standard value	<5	<0.10	>0.9	>0.9	>0.9	>0.9	>0.9
Statistics of this study	2.573	0.059	0.926	0.918	0.917	0.927	0.923
Result	Support	Support	Support	Support	Support	Support	Support

Hypothesis Test

The analysis of the structural equation model yields the following results regarding the hypothesized relationships between the latent variables. Each hypothesis is tested for significance using standardized path coefficients, z-values, and p-values. The results support all proposed hypotheses, indicating significant positive effects among the constructs.

Table4.15 Hypothesis test

X	→	Y	Unstandardized Coefficients	SE	z	p	Beta	Result
RTI	→	MTTI	0.375	0.092	4.094	***	0.230	H1 Support
RTI	→	AT	0.518	0.082	6.345	***	0.381	H2 Support
RTI	→	PV	0.322	0.061	5.239	***	0.368	H3 Support
RTI	→	CT	0.695	0.101	6.891	***	0.425	H4 Support
MTTI	→	BI	0.104	0.041	2.529	0.011	0.122	H5 Support

X	→	Y	Unstandardized Coefficients	SE	z	p	Beta	Result
AT	→	BI	0.184	0.054	3.395	***	0.181	H6 Support
PV	→	BI	0.445	0.095	4.662	***	0.282	H7 Support
CT	→	BI	0.276	0.049	5.612	***	0.327	H8 Support
RTI	→	BI	0.094	0.076	1.245	0.213	0.068	H9 Reject

Note: → indicates path influence relationship, *p < .05, **p < .01, ***p < .001, RTI =Reputation of Training Institutions, MTTI=Motivation Towards Training Institutions, AT=Attitude towards training institutions, PV=Perceived Value Towards Training Institutions, CT=Customer Trust, BI=Behavioral Intention

2. The mediating roles of motivation, attitude, perceived value, and customer trust in the relationship between the reputation of training institutions and behavioral intention.

Table 4.16 presents the hypothesis test results for the mediating effect of Attitude towards Training Institutions (AT) in the relationship between Reputation of Training Institutions (RTI) and Behavioral Intention (BI). The table includes point estimates, bootstrapping confidence intervals (CI), product of coefficients, standard errors (SE), z-values, p-values, and the result of each effect.

Table 4.16 Hypothesis Test for the Mediating Effect of AT

	Point estimate	Bootstrapping 95% CI		Product of coefficients		p	Result
		Lower	Upper	SE	z		
Indirect effects							
RTI→AT→BI	0.050	0.021	0.081	0.015	3.249	0.001	
RTI→AT	0.301	0.222	0.380	0.040	7.434	0.000	
AT→BI	0.166	0.072	0.260	0.048	3.454	0.001	Partial
Direct effects							mediation
RTI→BI	0.101	0.022	0.181	0.041	2.490	0.013	
Total effects							
RTI→BI	0.331	0.245	0.416	0.044	7.579	0.000	

Note: RTI =Reputation of Training Institutions, AT=Attitude towards training institutions, BI=Behavioral Intention

The analysis supports hypothesis H11, which posits that Motivation Towards Training Institutions (MTTI) mediates the relationship between Reputation of Training Institutions (RTI) and Behavioral Intention (BI). The significant direct effects of RTI on MTTI and MTTI on BI indicate that MTTI plays a mediating role. However, the indirect effect of RTI on BI through MTTI, while approaching significance, is not statistically significant at the 0.05 level. This suggests partial mediation, where MTTI partially mediates the relationship between RTI and BI, but RTI also has a direct effect on BI. Thus, both the direct and indirect pathways are important in understanding the impact of RTI on BI.

Table 4.17 Hypothesis Test for the Mediating Effect of MTTI

	Point estimate	Bootstrapping 95% CI		Product of coefficients		p	Result
		Lower	Upper	SE	z		
Indirect effects							
RTI→MTTI→BI	0.014	0.001	0.032	0.008	1.752	0.080	
RTI→MTTI	0.188	0.086	0.290	0.052	3.615	0.000	
MTTI→BI	0.076	0.005	0.147	0.036	2.107	0.036	Partial
Direct effects							mediation
RTI→BI	0.101	0.022	0.181	0.041	2.490	0.013	
Total effects							
RTI→BI	0.331	0.245	0.416	0.044	7.579	0.000	

Note: RTI =Reputation of Training Institutions, MTTI=Motivation Towards Training Institutions, BI=Behavioral Intention

The analysis supports hypothesis H12, which posits that Perceived Value Towards Training Institutions (PV) mediates the relationship between Reputation of Training Institutions (RTI) and Behavioral Intention (BI). The significant direct effects of RTI on PV and PV on BI indicate that PV plays a mediating role. The significant indirect effect of RTI on BI through PV further confirms the mediating effect. Thus, PV partially mediates the relationship between RTI and BI, suggesting that RTI influences BI both directly and indirectly through PV. This partial mediation highlights the importance of perceived value as an intermediary factor in understanding how reputation impacts behavioral intentions.

Table 4.18 Hypothesis Test for the Mediating Effect of PV

	Point estimate	Bootstrapping 95% CI		Product of coefficients		p	Result
		Lower	Upper	SE	z		
Indirect effects							
RTI→PV→BI	0.069	0.040	0.104	0.016	4.268	0.000	
RTI→PV	0.328	0.235	0.421	0.047	6.939	0.000	
PV→BI	0.211	0.130	0.292	0.041	5.105	0.000	Partial
Direct effects							mediation
RTI→BI	0.101	0.022	0.181	0.041	2.490	0.013	
Total effects							
RTI→BI	0.331	0.245	0.416	0.044	7.579	0.000	

Note: RTI =Reputation of Training Institutions, PV=Perceived Value Towards Training Institutions, BI=Behavioral Intention

Table 4.19 presents the hypothesis test results for the mediating effect of Customer Trust (CT) in the relationship between Reputation of Training Institutions (RTI) and Behavioral Intention (BI). The table includes point estimates, bootstrapping confidence intervals (CI), product of coefficients, standard errors (SE), z-values, p-values, and the results of each effect.

The analysis supports hypothesis H13, which posits that Customer Trust (CT) mediates the relationship between Reputation of Training Institutions (RTI) and Behavioral Intention (BI). The significant direct effects of RTI on CT and CT on BI indicate that CT plays a mediating role. The significant indirect effect of RTI on BI through CT further confirms the mediating effect. Thus, CT partially mediates the relationship between RTI and BI, suggesting that RTI influences BI both directly and indirectly through CT. This partial mediation highlights the importance of customer trust as an intermediary factor in understanding how reputation impacts behavioral intentions.

Table 4.19 Hypothesis Test for the Mediating Effect of CT

	Point estimate	Bootstrapping 95% CI		Product of coefficients		p	Result
		Lower	Upper	SE	z		
Indirect effects							
RTI→CT→BI	0.096	0.059	0.141	0.021	4.581	0.000	
RTI→CT	0.381	0.289	0.473	0.047	8.105	0.000	
CT→BI	0.251	0.171	0.332	0.041	6.098	0.000	Partial
Direct effects							mediation
RTI→BI	0.101	0.022	0.181	0.041	2.490	0.013	
Total effects							
RTI→BI	0.331	0.245	0.416	0.044	7.579	0.000	

Note: RTI =Reputation of Training Institutions, CT=Customer Trust, BI=Behavioral Intention

Based on the review of the literature and with reference to the developed hypothesis of the study, the following model frame for SEM was developed.

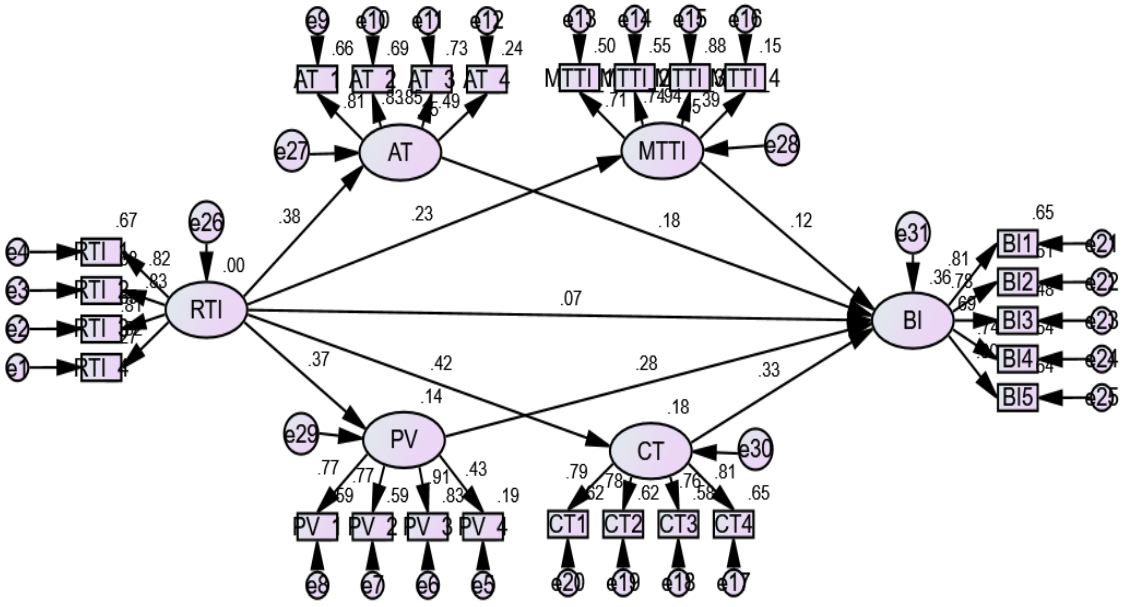

Figure 4.1 Analysis Results Measurement Model Factor

Note: RTI =Reputation of Training Institutions, MTTI=Motivation Towards Training Institutions, AT=Attitude towards training institutions, PV=Perceived Value Towards Training Institutions, CT=Customer Trust, BI=Behavioral Intention

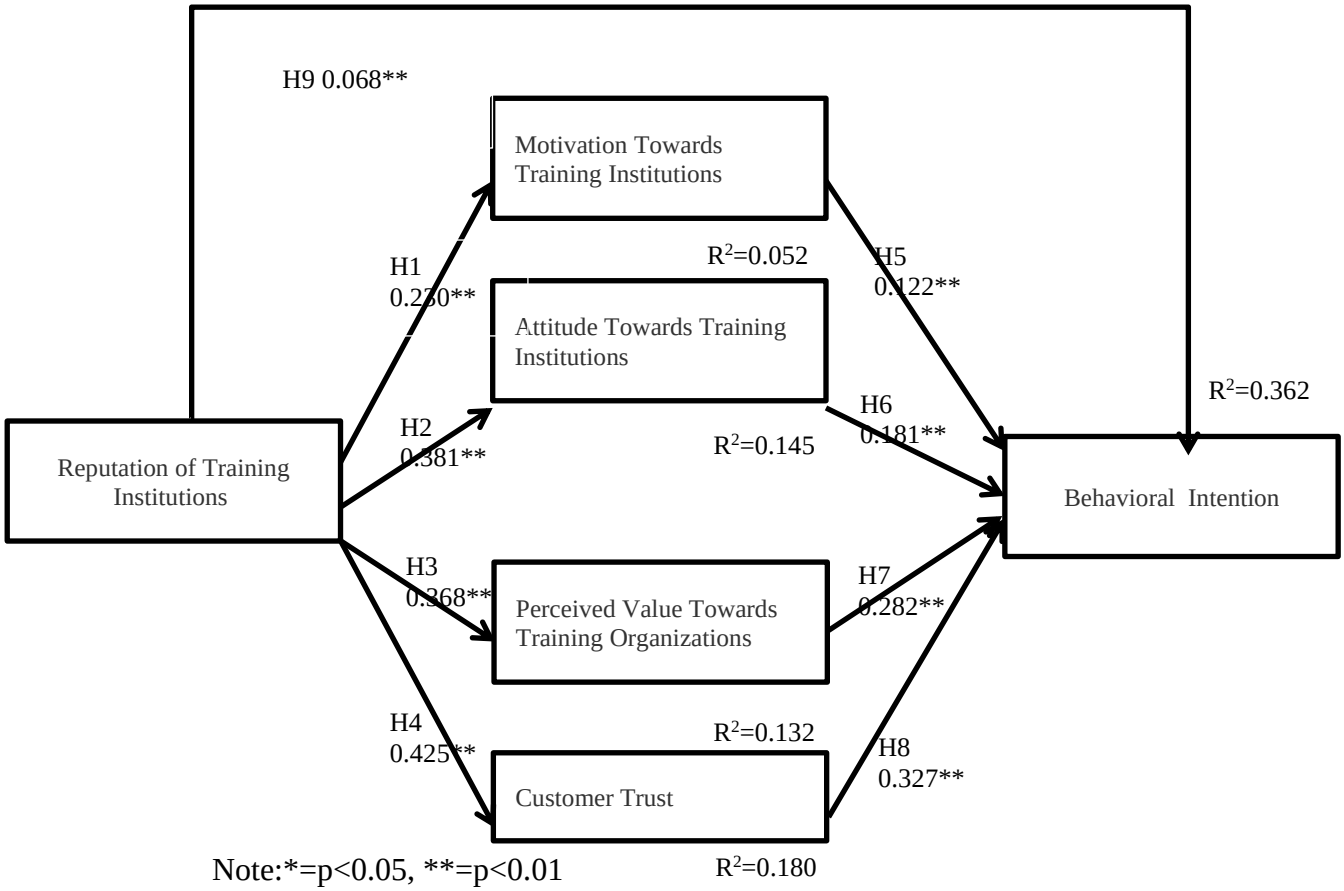

Figure 4.2 path coefficients for the conceptual

3. The foundation for developing more effective educational policies, enhancing the services of art training institutions, offering better decision-making support to parents, and ensuring that children receive high-quality art education.This study sought to explore the relationships between several key variables in the context of training institutions: Reputation of Training Institutions (RTI), Motivation Towards Training Institutions (MTTI), Attitude Towards Training Institutions (AT), Perceived Value Towards Training Institutions (PV), Customer Trust (CT), and Behavioral Intention (BI). The findings of this study highlight several critical insights into the relationships between the reputation of training institutions, customer attitudes, perceived value, trust, motivation, and behavioral intentions.

First, the reputation of training institutions (RTI) has been shown to significantly influence motivation towards training institutions (MTTI), attitudes towards training institutions (AT), perceived value towards training institutions (PV), and customer trust (CT). These relationships are supported by strong positive beta coefficients and high levels of statistical significance. This indicates that a better reputation of training institutions enhances customer motivation, fosters more positive attitudes, increases the perceived value, and builds trust among customers.

Furthermore, motivation towards training institutions (MTTI), attitudes towards training institutions (AT), perceived value towards training institutions (PV), and customer trust (CT) all positively influence behavioral intentions (BI). This highlights the critical pathways through which the reputation of training institutions impacts customers' behavioral intentions. While the direct effect of RTI on BI was not significant, the indirect effects through MTTI, AT, PV, and CT were significant, demonstrating partial mediation. This underscores the importance of these mediators in translating the effects of reputation on behavioral intentions.

Discussion

The findings indicate that the reputation of training institutions (RTI) has indirect effects on behavioral intentions (BI) through motivation (MTTI), attitude (AT), perceived value (PV), and customer trust (CT), demonstrating partial mediation. This aligns with prior research, such as Zeithaml et al. (1996) and Morgan and Hunt (1994), which found that trust and perceived value mediate the relationship between brand reputation and customer behavior. The insignificant direct effect of RTI on BI suggests that reputation alone may not directly drive behavioral intentions without the mediating influence of customer perceptions, reflecting findings in Kim et al. (2004), who emphasized the importance of perceived value and trust in influencing customer actions. The results of the study align with Ajzen's Theory of Planned Behavior (TPB, 1991), which posits that attitudes, subjective norms, and perceived behavioral control influence intentions and behavior. In this study, the constructs of motivation (MTTI), attitude (AT), perceived value (PV), and trust (CT) act as mediators, similar to TPB's emphasis on how attitudes and perceptions shape intentions. Additionally, the concept of trust as a mediator between reputation and behavior is also related to Morgan and Hunt's (1994) Commitment-Trust Theory, which highlights trust as a key factor in driving loyalty and behavioral outcomes.

Conclusion

The theory of perceived value plays a core role in measuring the satisfaction of consumption experience. It focuses on how consumers evaluate the fit between product features and attributes and their psychological expectations, which directly affects consumers' purchasing decisions and subsequent behaviors. The level of perceived value has become an important basis for consumer choice, satisfaction and loyalty. This theory emphasizes the important role of experience feedback in shaping consumers' future behavioral intentions, and reveals the far-reaching impact of the gap between expectation and reality on consumer loyalty and word-of-mouth communication behavior.

This finding provides a valuable reference for policy makers in the field of education to help them design more practical and efficient education policies. At the same time, it also points out the direction for art training institutions to improve their service quality, so that these institutions can more accurately meet the needs of parents and students, and enhance their market competitiveness. In addition, the findings provide parents with a powerful decision support tool to help them make more informed and desirable arts training choices based on comprehensive and in-depth information analysis.

Recommendation

1. Recommendation for Policies Formulation

Teaching quality is the core of the reputation system of art training institutions. An excellent art training institution must have high-quality teaching content and professional teaching team..

2. Recommendation for Practical Application

This research in the practical application level is multi-faceted and comprehensive. It not only provides strong policy support for the government and education departments, but also promotes the self-improvement and market competition of art training institutions, and provides scientific and practical guidance for parents in the choice of art education.

3. Recommendation for Further Research

1. Cross-regional comparative research: In order to enhance the universality of the research conclusions, future research may consider including multiple regions with different economic, cultural and educational environments as research samples

2. Expand the sample scope and diversity: In order to improve the representativeness of the sample, the research should strive to cover a wider geographical area, different types of arts training institutions and diverse groups of parents

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