

IMPACT OF ONLINE LEARNING ON TEENAGERS BUYING BEHAVIOUR

S. Chandrasekaran

Research Scholar, Part time - Anna University, Chennai, India.

Assistant Professor, Department of Management Studies, Easwari Engineering College,
Chennai – 600089, Tamil Nadu, India.

Email Id: schandrasekaran.2019@gmail.com/ chandru.smsiva@gmail.com

* Corresponding Author

Dr.T. Thiruvenkadam

Research Supervisor, Part time - Anna University, Chennai, India.

Associate Professor, SSN School of Management, Kalavakkam, Chennai – 603110. Tamil Nadu, India.

Dr.Mu.Subrahmanian.

Assistant Professor, Faculty of Business Studies,

Arab Open University, Muscat, Sultanate of Oman. of Oman.

ABSTRACT

In information age, the youths are having access to various kinds of information, which enables them to take informed decisions and leads to selection of best products and services. The prime aim of this research paper to explore the impact of online learning on teenagers' buying behaviour during online shopping. This research followed exploratory research design. The primary data of the research was collected from 250 teenagers from various part of the Chennai city using Google forms through social media sites. The data collected through the google form was analyzed using frequency analysis and Structural equation modeling approach with the help of IBM SPSS 22.0 and IBM AMOS 22.0 software. The findings of the study revealed that the online learning has significant positive impact on teenagers' buying behaviour during online shopping.

Keywords: online learning, teenagers' buying behaviour, formal learning, informal learning, non-formal learning.

INTRODUCTION

We live in digital era. Everything around us transformed through technological interventions in recent decades. The people belong to the different age categories are either willingly or unwillingly forced to adopt the new technology to some extent to greater extent in order to cope with the technology transformation race. The technology has its impact on whole sphere of the society such as education, medication, life style, communication, entertainment, food, shopping, business etc. In recent decades, the generation, dissemination and access to information becomes easier than ever around the globe because of development in Communication and information technology. The earlier researches show that the age group of the people has critical role in learning and adoption of technology. The market researchers generally categorize the consumers as generation x, y, and z, based on their shopping behavior. The generation z consumers are the ones who born between 1995 and 2012 and are more adoptive to the technology than other generations. The generation z consumers learn many things related to their education and life through internet sources such as web portals, social media sites, etc. In general, it is observed that the teenagers used to spend the significant portion of their life time on internet through playing games, browsing on social media sites (i.e. Facebook, twitter, Instagram, LinkedIn, Youtube, etc.), searching information, online shopping with the aid of smart mobile phones, tablets, laptops, or computer. Previous researches also proved that the generation Z consumers are having more knowledge on latest products and its features while compared to the earlier generations. There are very few studies which attempted to examine the buying behavior of teenagers. The prime aim of this study is to focus on the impact of online learning on teenagers' consumer behavior at Chennai city.

THEORITICAL FRAMEWORK OF THE STUDY

Learning

The term 'Learning' can be defined "as the method of procuring new, or adjusting current, knowledge, behaviors, skills, values, or preferences". The learning is not only specific to human beings, even the animals, plants, and now-a-days machines are also programmed to learn through their past experience. The learning of human beings starts from their birth and continue till their death. The learning has three major segments such as formal, non-formal, and informal learning.

Types of learning

The term **‘formal learning’** or **‘formal education’** refers to “Structured, channeled by a formal curriculum, which tips to a formally acknowledged credential such as a high school completion diploma or a degree, and is often directed and acknowledged by government authority level where professional trained teachers take care of teaching.

The term **‘Non-formal learning’** refers to “Organized (or roughly organized), where it may or may have a formal channel of curriculum”. Here the teaching is done by a competent or qualified teacher or even by a more experience leader. This type of non-formal learning outcome does not focus in any diploma or degree, but the individual skill and talent are highly improved.

The term **‘Informal learning’** refers to “that there is no prescribed curriculum and no credits gained. Teacher plays a role of parent or friend who has more experience and also acts as a grandparent. It contains ‘social learning’ also. The term ‘social learning’ refers to learning of individual from the people in the society in an informal manner by observation, interaction, and having relationship.

Online Learning

It denotes to learning through the assistance of the computer and Internet technology, where it is also termed as e-learning or electronic learning. It is a learning system which is based on structured teaching but with the help of electronic resources. Teaching and learning can be inside or outside the classrooms, but the major components of online learning are internet and computer. It also facilitates transfer of skills and knowledge, and the delivery of education through the electronic networks to a large number of learners at the same or different times. Online learning supplements even sometimes complement traditional learning. Rapid development in technology and the advancement in learning systems have the reach to the masses.

Generally online learning can be of any of the above-mentioned types of learning. There are formal online courses floated in internet with structured curriculum which is guided by a tutor, For example online courses offered by MOOC, MOODLE, etc, whereas there are some lecture notes, or videos related to particular field or domain or subject topic is posted on the web portals are part of ‘non-formal learning’ which enriches the individuals’ knowledge on the specific subject domain. On the other hand, ‘Informal learning’ occurs through navigation through web portals, information exchange in social media sites, etc.

The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc, these devices now have an importance place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime.

Generally, online courses are divided in to modules and chapters. Each module regularly starts with text of readings, PowerPoint, and lectures which deliver the information that is required to complete the tasks. Debates, scenarios, simulations, projects, and papers are the various learning activities that are prescribed in every module. The significant advantage of online learning as it can span time and distance. Moreover the teacher can access the information from any place so the student needs not to stick in the place of the teacher. If you are undergoing a course of traditional methods with the use of Canvas a teacher can access all the course related information anywhere anytime with constant interface along teacher and classmates.

Consumer Buying Behaviour

The term ‘consumer’ can be defined as who is the end-user of the product or service. Consumers’ buying behaviour is influenced by four major factors such as Cultural, Social, Personal, and Psychological. Consumer Behaviour: It is broadly the study of individuals, or organizations and the processes consumers use to search, select, use and dispose of products, services, experience, or ideas to fulfill requirements and its influence on the shopper and people.

It includes the research on individuals and the technique they adopt to select, consume, and set out services or products to fulfill their wants and the effect that these method have on the consumer and the society as a whole. Consumer behavior refers to all the thought, feelings and actions that an individual has or takes before or while buying any product, service or idea. Buyer behavior is the concept which answers what, why, how, when, and where an individual makes purchase. As a result, the outcome of buyer behavior is the buyer’s decision.

Cultural Factors

Culture is established out of values, ideas, attitudes and other meaningful symbols that permit any individual to communicate, interpret and estimate as a member of society (Blackwell et al, 2001). It is the key purpose behind a person’s needs, requirements and behaviour. Though, various social groups have their own culture that

regularly affects buying behavior of the consumers, but the extent to which this feature impacts the behaviour differs from country and region. Therefore every cultural group can be separated into small groups comprising of individuals with common life experiences and related circumstances, which is called as subcultures (Kotler et al., 2005), such as nationality, racial groups, religion, and geographic regions.

The cultural factor is social class, it comprises the constructs like education, occupation, income, and wealth (Blackwell et al., 2001).

Each culture has smaller groups who part in the same values and beliefs due to common life experience and circumstances. These groups play a key role for marketers since many of these subcultures make up a significant division of the market. (Kotler, 2001). There is some detailed form of social class and structure in each society. This class system is different with regards to each nation in point of distribution and ratio. In every society individual income divides society into three categories such as rich, poor and middle where each sub-class has its own values, interests and behaviour.

Social Factors

The next significant factor affecting customer behaviour is social groups, which are formed up of small groups, social roles and same social status. Few of these groups have a direct impact on an individual buyer, i.e. membership of an individual in specific groups, groups that an individual is attached to (Kotler, 2005) , and reference groups is one which assist as direct or indirect points of comparison in forming a person's attitudes or beliefs (Armstrong and Kotler, 2005).

Personal Factors

Kotler (2001), numerous personal characteristics such as consumer's age, occupation, financial situation, lifestyle, personality and self-concept also impacts a lot on the buyer's decision. Fluctuating in individual's demand for goods largely depends on the employment and financial condition, as well as the specific period in the life. Armstrong and Kotler (2005), a person's lifestyle affects his or her activities, interests, and thoughts and also the choice of products. Furthermore, all people are individuals; henceforth have a single personality of dissimilar characteristics, which is often portrayed with traits, such as sociability, self-confidence, autonomy, defensiveness, adaptability, dominance and aggressiveness etc. (Blackwell, 2001).

Products and services that customers purchase often change their lifecycle, while product such as food, clothes and furniture are age associated and consumer's choice differs over the sphere of time. Every individual, who survives in a specific society and works in a specific class, henceforth, desires the product as per his atmospheres. Moreover the economic condition of an individual has a significant influence on his buying behaviour. Result discussion covers particular factors and it is noteworthy to debate about personal values, as each and every consumer holds life goals and they purchase products to attain value allied to their objectives. Values are believed that define preference and recommend a special among suitable and unsuitable behaviour has established a list of values (LOV) which contains of total nine internal and external values typically influenced by consumers (Gutman et al., 1982).

Psychological factors

This factor contains of four major aspects such as perception, specifically motivation, attitudes, learning and beliefs. When an individual is encouraged, he or she performances accordingly and the actions taken over are affected by the individual's insight of the specific state. Perception is a person's skill of selection, analysis of the data and organization which flows through the individual's senses, and therefore a significant picture of the world is designed. The experience of novel things carries changes to a individual's behaviour. As an outcome, novel opinions and attitudes are developed and henceforth affect the normal behavior of the buyer (Armstrong and kotler, 2005).

Literature Review related to the study

Ra'ed et al. (2016), explored the factors that influence students' usage behaviour of e-learning systems. Based on the strong theoretical foundation of the Unified Theory of Acceptance and Use of Technology (UTAUT) and using structural equation modeling (SEM) via AMOS 21.0, this research paper examines the impact of performance expectancy, effort expectancy, hedonic motivation, habit, social influence, and trust on student's behavioural intention, which is later examined along with facilitating conditions on student's usage behaviour of e-learning systems. Data was collected from students at two universities in Beirut (capital of Lebanon) using a cross-sectional questionnaire survey between January and March 2015. The results revealed direct positive effect of performance expectancy, hedonic motivation, habit, and trust on student's behavioural intention to use

e-learning explaining around 71% of overall behavioural intention. Meanwhile, behavioural intention and facilitating conditions accounted for 40% with strong positive effects on student's usage behaviour of e-learning systems. However, both effort expectancy and social influence did not impact student's behavioural intention.

Shannon Cummins et al. (2014), in their article studied about the behavior of consumer and theory of social network literature connected to the online and e-commerce background. The researcher has addressed issues with regards to online or social media background where the sample was taken from 942 previous available articles from the year 1993 to 2012. In this study the researcher has used incubation, expansion and explosion methods for the investigation of the sample and the primary topic. Summary of the literature has been grouped and further research prospects have been presented in the study area of consumer behavior and social network scholars concerned can explore the online context.

Arjun Mittal (2013), in their study described the shopping done through internet in India with regards to explain the growth of shopping done through internet and its influence on behavior of consumer. The paper build on the relevant literature and at the same time examines consumer behavior by questionnaires. Furthermore, the future development of internet shopping will be measured and deep comparison of consumer behavior between different countries. This paper support the research questions that including recent trends and various issues in internet shopping, and principle factors for consumer behavior. Also, the result of the study shows that internet consumer trust and perceived risk have strong impacts on their purchasing decisions. Consumer's trust, privacy concerns, security concerns are the major factors for using internet for shopping, the trust on websites influence to the purchasing decision of any consumer. More specifically, the empirical result suggests how the E-commerce companies make marketing strategies according the research data and analyzing result.

Liljana and Elena (2012), in their article presented a descriptive and empirical elaboration of the significance of cognitive learning as an instigator for consumer behaviour. Beginning from the preceding scientific information associated to cognitive learning as a multifaceted mental procedure of making opinions, attitudes, making result for reacting either positively or negatively, etc, the key objective of this research is to verify its influence on consumer behaviour. The customers who stay in Ohrid are the sampled tourist respondent for the present field of research in tourism business. The data attained point out to the requirement for restructuring of advertising messages for causes that are governing the features for creation of decision whether and where to travel lies in the customer's personality, in its structure to store data and experience. The applied psychology discovers scientifically originated procedures and techniques on how to additional dependably to encourage and influence consumers to use services and products through cognitive learning. This article delivers a modest contribution with regards to solving the hindrances for attracting consumers in the tourism business, but to accomplish greater credibility of dealers as well.

Efthymios (2004), in their paper analyzed the factors affecting the online consumer's behaviour and examines how e-marketers can influence the outcome of the virtual interaction and buying process by focusing their marketing efforts on elements shaping the customer's virtual experience, the Web experience. Identifying the Web experience components and understanding their role as inputs in the online customer's decision-making process are the first step in developing and delivering an attractive online presence likely to have the maximum impact on Internet users. Click-and-mortar firms delivering superior Web experience influence their physical clients' perceptions and attitudes, driving additional traffic to traditional sales outlets. Provides a contribution to the theoretical debate around the factors influencing the online consumer's behavior and outlines some noticeable similarities and differences between the traditional and virtual consumers.

RESEARCH METHODS

Research Design

The present research followed exploratory research design. The research attempted to explore the impact of online learning on teenagers' consumer buying behavior on their purchase through online shopping.

Primary Data

The primary data relevant to the research was gathered from 250 teenagers (i.e. from the age of thirteen and nineteen) from various parts of Chennai city. The survey method of data collection was adopted to collect the data through structured questionnaire which was created in Google forms and posted in various social media websites such as Facebook, Twitter, LinkedIn, Instagram, etc.

Structure of Google forms

The google form (i.e. data collection instrument) has been divided in to four sections namely, demographic profile, browsing details, online learning, and Consumer buying behaviour. The demographic profile section has five items namely their name (optional), age, gender, and class they are studying. The second section of the google form deals with their availability on the internet which includes eleven items such as frequency of browsing, number of hours of browsing in a week, device used to access internet, presence in social media, use of internet for learning, membership in any e-learning portal, details about e-learning course taken, preferred online shopping portal, reason for the preference of the online shopping portal, frequency of purchase, and type of products preferred to purchase. The third section deals with their perception towards online learning (15 items), which is further divided in to three sub-sections namely formal learning (5 items), non-formal learning (5 items), and informal learning (5 items). The fourth section deals with the teenagers' buying behaviour (20 items) which has four sub-sections such as cultural factors (5 items), social factors (5 items), personal factors (5 items), and psychological factors (5 items).

Data analysis tools

The primary data are collected through the google form are transformed in to IBM SPSS 22.0 software. The statistical tools used for analysis are frequency analysis and structural equation modeling approach. The structural equation modeling approach was applied through the use of IBM AMOS 22.0 software. The frequency analysis was used to describe the demographic profile of the sample, whereas the structural equation modeling was used to examine the impact of online learning on teenagers' buying behaviour during online shopping.

Development of conceptual model

Based on the extensive literature survey conducted and reported in the present research, the following conceptual model was developed which has one independent variable (i.e. online learning) and one dependent variable (i.e. teenagers' consumer buying behaviour).

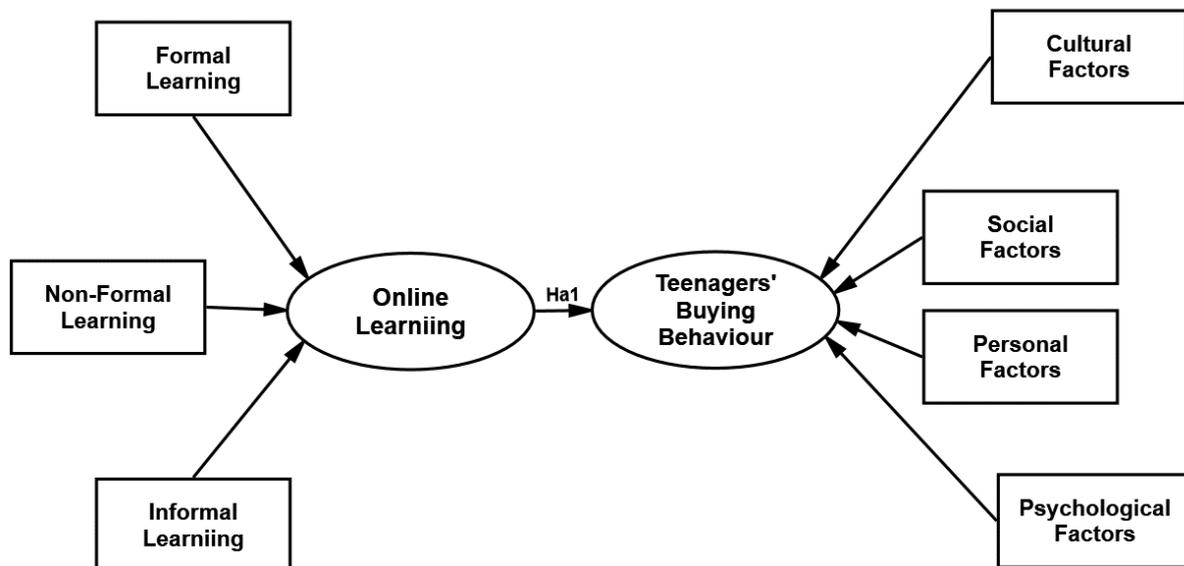


Figure 1. Conceptual Model

Based on the conceptual model shown in figure 1 the following hypothesis can be formulated:

Ha1: The online learning has the positive impact on the teenagers' buying behaviour during online shopping.

RESULTS & DISCUSSION

In this section of the research paper summarizes the results of the analysis and describes the inferences based on the results.

Demographic Profile of samples

The demographic profile of the sampled teenagers is described in table 1.

- From the table 1, it is identified that the around one-third (33.60%) of the sampled teenagers are belongs to the age category of 16-17 years, slightly less than one-fourth (23.20%) of them comes under

the age group of 13-15 years, and significant portion (43.20%) of them are comes under the age category of 18-19 years.

Table 1. Profile of Sampled Teenagers

S. No	Demographic variable	Frequency	Percent
1	Age Category (in Years)		
	13 - 15	58	23.20%
	16 - 17	84	33.60%
	18 - 19	108	43.20%
2	Gender		
	Boys	156	62.40%
	Girls	94	37.60%
3	Education		
	Up to 10 th Std.	56	22.40%
	11 th / 12 th Std.	85	34.00%
	Studying in UG	109	43.60%
	Total	250	100.00%

(Source: Primary Data)

- It is interesting fact that, majority of the sampled teenagers (62.40%) is boys and rest (37.60%) of them is girls.
- Slightly higher than one-third (34.00%) of the sampled teenagers are studying in either 11th or 12th class in school, whereas slightly less than one-fourth (22.40%) of them are studying up to 10th Std. 43.6cu0% of them are studying in undergraduation in various courses.

Structural Equation Model (SEM)

The impact of online learning on teenagers’ buying behaviour during online shopping was examines through Structural Equation modeling approach. The figure 2 and 3 shows the SEM model for impact of online learning on teenagers’ buying behavior based on unstandardized regression coefficients and standardized regression coefficients respectively.

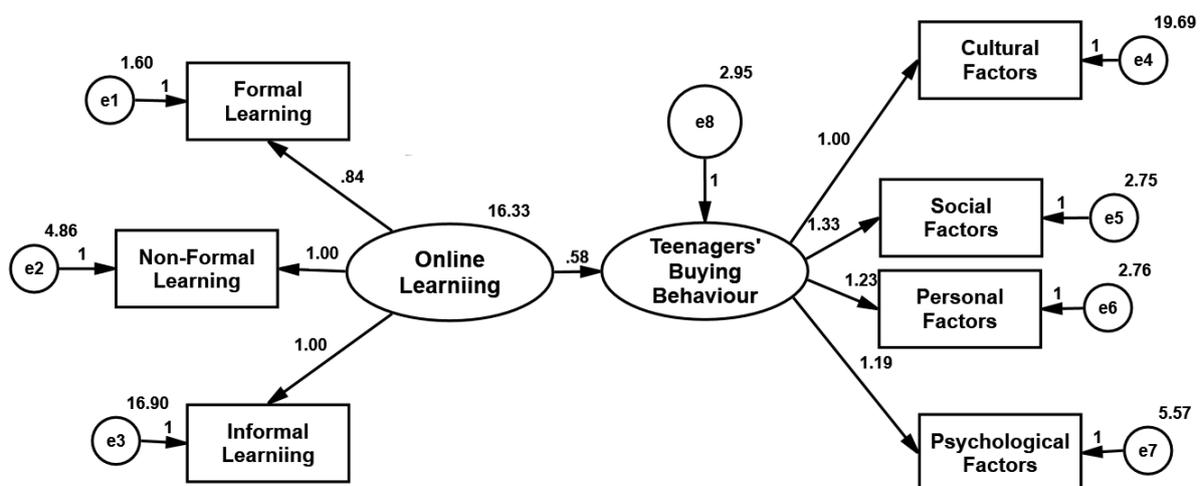


Figure 2. SEM model for impact of online learning on teenagers’ buying behavior based on unstandardized regression coefficients.

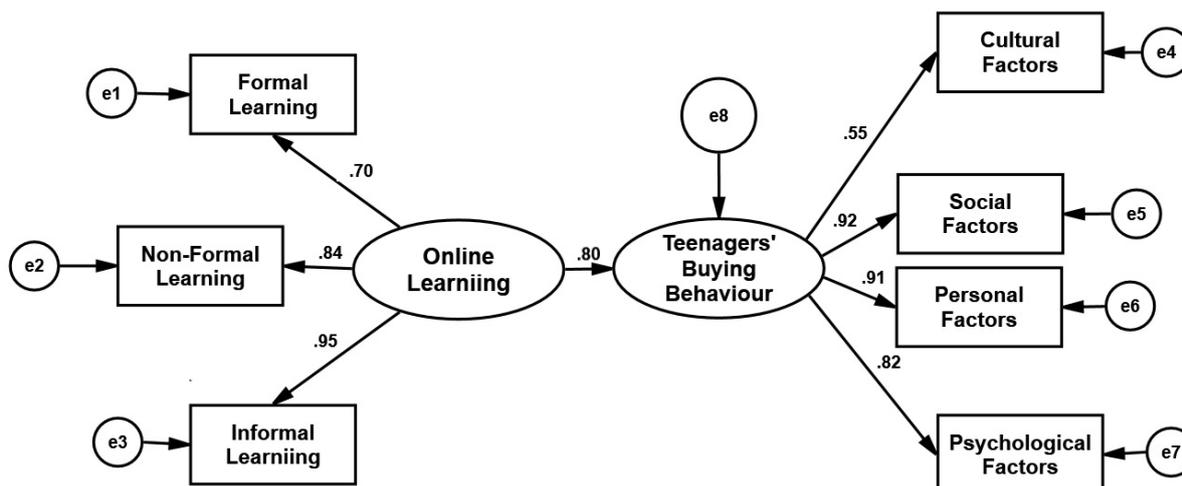


Figure 3. SEM model for impact of online learning on teenagers' buying behavior based on standardized regression coefficients.

The results of the analysis indicates that the factors such as formal learning, non-formal learning, and informal learning has significant positive factor loading on online learning construct. The standardized regression coefficients of formal learning, non-formal learning, and informal learning factors are 0.70, 0.84, and 0.95 (i.e. more than 0.50) respectively. It is also found that all these coefficients are positive and significant at 1% level. Among the chosen factors, it is revealed that informal learning through social networking sites such as Facebook, Twitter, LinkedIn, Instagram, Youtube, etc has the significant positive effect on online learning construct.

Similarly, it is determined that the factors such as cultural, social, personal, and psychological are having significant factor loading on teenagers' buying behaviour construct, which has the standardized regression coefficients of 0.55, 0.92, 0.91, and 0.82 (i.e. more than 0.50) respectively and all these values are positive and significant at 1% level. The results further explain that social and personal factors have significant contribution on teenagers' buying behaviour.

The outcome of the SEM analysis also proved that the online learning has significant positive impact on teenagers' buying behaviour with the standardized regression coefficient of 0.80 which is positive and the hypothesis (Ha1) is significant at 1% level. Finally, based on the result it is interpreted that every unit of increase in online learning may result in 0.80 unit of increase in teenagers' buying behaviour.

The model fitness indices of the given model such as Chi-square (16.432), p value (0.351), GFI (0.939), AGFI (903), RMR (0.039), and RMSEA (0.011) are within the reference range, and indicate good fit of the model with the data.

CONCLUSION

The development of technology has made significant contribution in education system in India. The younger generation has the various channels of learning and gaining access different kind of information through formal learning, non-formal learning, and informal learning. The marketing agencies of multi-national corporations find very difficult in prediction of buying behaviour of younger generations through online. Based on the findings of the study it is concluded that the online learning has significant positive effect on teenagers' buying behaviour during online shopping. The results of the study may give hint to them to focus on informal channels of learning to market their products and services in order to encourage youngsters to buy their products.

REFERENCES

Arjun Mittal (2013). E-commerce: It's Impact on consumer Behavior. Global Journal of Management and Business Studies. Volume 3, Number 2, pp. 131-138.
 Armstrong, G. and P. Kotler. (2005). Marketing: An Conceptual Introduction, Marketing Management. pp. 322-362, Pearson Education Trust, Inc, New Jersey.
 Blackwell, R., P. Miniard, and Engel (2001). Consumer Behaviour. pp 123-128, The Dryden press, Ohio.
 Efthymios Constantinides (2004). Influencing the online consumer's behavior: the Web experience. Internet Research Volume 14, Number 2, pp: 111-126.

- Gutman Damor, Ian Clark and Freathy Paul (1982), Customer decision making in fashion retailing, *International Journal of Retail and Distribution Management*, Vol 26, pp. 147-152.
- Jose, J. (2017). Impact of Technology on Consumer Behaviour. *IRA-International Journal of Management & Social Sciences*, Vol 6, issue 2, pp: 264-267.
- Kotler, P. and G. Armstrong (2001). *Marketing: An Introduction, Principles of Marketing*, p. 985, Pearson Education, New Jersey.
- Kotler, P., Wong, V., Saunders, J. and Armstrong, G. (2005). *Principles of Marketing*. 4th ed. Pearson.
- Liljana Batkoska and Elena Koseska (2012), The Impact of Cognitive Learning on Consumer Behaviour, *Procedia - Social and Behavioral Sciences* 44, pp:70-77.
- Ra'ed (Moh'd Taisir) Masa'deh , Ali Tarhini , Ashraf Bany Mohammed & Mahmoud Maqableh (2016). Modeling Factors Affecting Student's Usage Behaviour of E-Learning Systems in Lebanon, *International Journal of Business and Management*; Vol. 11, No. 2, pp: 299 -312.
- Ruiz, Jorge G, Mintzer, Michael J, Leipzig, and Rosanne M (2006). The Impact of E-Learning in Medical Education, *Academic Medicine*: March 2006 - Volume 81, Issue 3, pp. 207-212.
- Shannon Cummins, James Warren Peltier, John Schibrowsky and Alexander Nill (2014). Consumer behavior in the online context, *Journal of Research in Interactive Marketing* Vol8, issue 3, pp. 169-202.