



**STUDY ON THE FACTORS INFLUENCING THE BRAND IMAGE
OF DUA ONLINE EDUCATION ON CONSUMERS' PURCHASE
INTENTION**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International education Management

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ABSTRACT

With the growth of the Internet, virtual cyberspace has altered not only how people shop, socialize, and amuse themselves but has also introduced new ways for people to learn. Users can learn at any time, anywhere with online education. However, due to brand homogeneity and a lackluster brand image, much of the online education business is suffering from the market's rapid rise. This study uses quantitative research methods to investigate the variables and their mechanisms that affect the brand image on customers' purchase intention in an effort to aid online education in solving this issue.

First, this paper takes DUIA online education as the object of study. There are four objectives: 1) To analysis the influence of product image, corporate image, and user image in brand image on consumers' willingness to purchase products of online education institutions, 2) To determine the role of brand image on perceived value, 3) To determine the role of perceived value in influencing purchase intention, 4) To determine the mediating role of perceived value in brand image and purchase intention. Secondly, based on the SOR theory and supported by the cue utilization theory and perceived value theory, we constructed an empirical research model of the factors influencing consumers' purchase intention of DUIA online education and put forward the research hypothesis of this paper. Drawing on the research results of foreign scholars and combining with the actual characteristics of DUIA online education, a questionnaire on the influence of DUIA online education brand image on consumers' purchase intention was designed, 403 samples of data were collected through online questionnaire distribution, and empirical analysis.

This study found that: 1) product image, user image and corporate image in online education brand image have a significant positive effect on consumer purchase intention, 2) brand image in online education has a positive effect on perceived value, 3) perceived value also has a significant positive effect on purchase intention, 4) perceived value plays a partly mediating role in brand image and purchase intention. It shows that DUIA online education should pay attention to the construction of product features, enterprise's overall image, and user's image, and promote consumers'

willingness to purchase DUIA online education by improving consumers' value perception, and ultimately improve the competitiveness of DUIA online education.

Keywords: online education, brand image, perceived value, purchase intention



题目： 在线教育机构的品牌形象对消费者购买意愿的影响因素研究以
DUIA 在线教育机构为例

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摘要

随着互联网的发展，虚拟的网络空间不仅改变了人们购物、社交和娱乐的方式，而且给人们带来获取知识的新渠道。近年来在线教育发展迅速，出现许多不同类型的在线教育机构，在线教育可以让使用者随时随地获取知识，然而随着在线教育市场的迅速发展，众多在线教育出现品牌同质化，品牌形象不突出的问题，为了帮助在线教育解决这一情况，本文采用定量研究方法，探讨品牌形象对消费者购买意愿的影响因素及其作用机理。

首先，本文选取 DUIA 在线教育培训机构为研究对象，有以下四个研究目的：1) 研究品牌形象中产品形象、企业形象和使用者形象对消费者购买在线教育机构产品意愿的影响，2) 研究品牌形象对感知价值的影响作用，3) 考察感知价值购买意愿的影响，4) 并分析感知价值在品牌形象与购买意愿中的中介作用。其次，以 SOR 理论为基础，线索利用理论和感知价值理论的支撑构建了 DUIA 在线教育消费者购买意愿影响因素的实证研究模型，提出本文的研究假设。借鉴国外学者已有研究成果并结合 DUIA 在线教育的实际特点，设计了 DUIA 在线教育品牌形象对消费者购买意愿影响的调查问卷，以 DUIA 的消费者作为调研对象，通过线上发放问卷的形式回收了 403 份样本数据，并进行实证分析。

本研究发现：1) 在线教育品牌形象中产品形象、使用者形象与企业形象均对消费者购买意愿有着显著的正向影响，2) 在线教育中品牌形象对感知价值存在着正向影响，3) 感知价值对购买意愿也有显著的正向影响，4) 感知价值在品牌形象与购买意愿中起到部分中介作用，表明 DUIA 在线教育应该重视对产品的特色、企业的整体形象、使用者形象的构建，通过提升消费者的价值感知，促进消费者对对啊网在线教育的购买意愿，最终提高 DUIA 在线教育的竞争力。

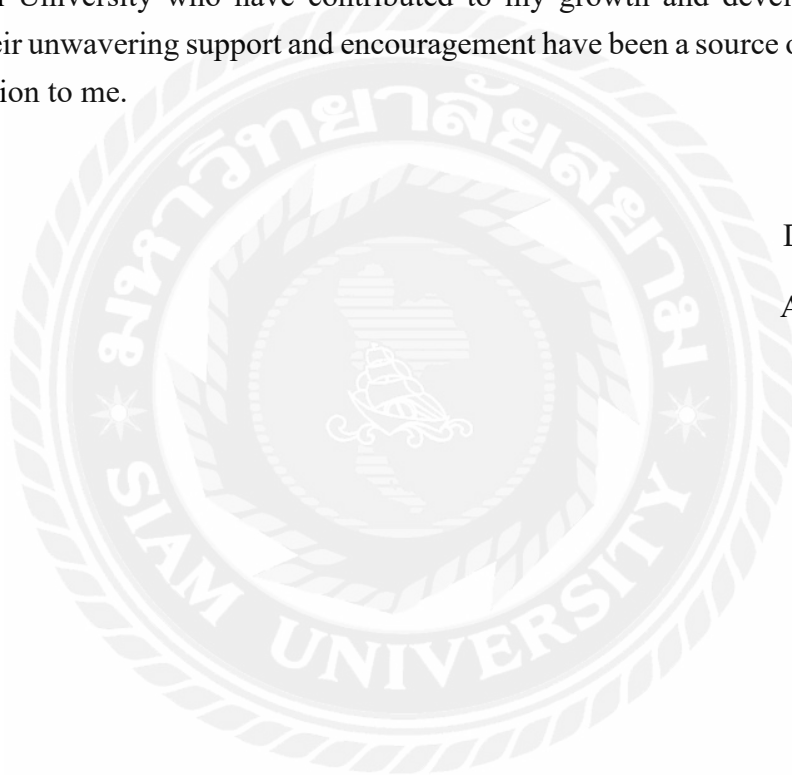
关键词：在线教育 品牌形象 感知价值 购买意愿

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DUAN YALI

Aug 28, 2023

DECLARATION

I, DUAN YALI, hereby certify that the work embodied in this independent study entitled “Study On The Factors Influencing The Brand Image Of DUIA Online Education On Consumers' Purchase Intention” is result of original research and has not been submitted for a higher degree to any other university or institution.

Duan Yali

Aug 28, 2023



CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENTS.....	IV
DECLARATION	V
TABLE CONTENTS	IX
FIGURE CONTENTS	XI
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Problems of the Study	2
1.3 Objectives of the Study	3
1.4 Significant of the Study	3
1.4.1 Theoretical Significance	3
1.4.2 Realistic Significance.....	4
1.5 Limitation of the Study.....	4
Chapter 2 Literatures Review	6
2.1 Literature Reviews	6
2.1.1 Online Education	6
2.1.2 Brand Image.....	8
2.1.2.1 Brand image concept.....	8
2.1.2.2 Brand Image Related Research	10
2.1.3 Purchase Intention.....	14
2.1.4 Perceived Value.....	15
2.1.4.1 Perceived Value Concept.....	15
2.1.4.2 Perceived Value related research	16
2.2 Theory of Reviews	17
2.2.1 Brand image and Purchase intention.....	17
2.2.2 Perceived Value and Brand Image, Purchase Intention	19

2.3	Research Relevant	20
2.3.1	S-O-R Theory.....	20
2.3.2	Clue Utilization Theory	20
2.3.3	Perceived Value Theory	21
2.4	Conceptual Framework	21
2.5	Terms and Definition Used in This Study	22
Chapter 3	Research Methodology.....	24
3.1	Research Design	24
3.1.1	Product Image Research Design	24
3.1.2	Corporate Image Research Design.....	24
3.1.3	User Image Research Design.....	25
3.1.4	Perceived Value Research Design.....	25
3.1.5	Purchase Intention Research Design.....	26
3.2	Hypothesis	26
3.3	Population and Sampling.....	27
3.4	Sample Size	28
3.5	Data Collection.....	28
3.6	Reliability and validity analysis of the scale	28
3.6.1	Scale Reliability Analysis	28
3.6.2	Scale validity Analysis.....	30
3.6.2.1	Exploratory Factorial Analysis.....	31
3.6.2.2	Validated Factor Analysis	33
Chapter 4	Result of the Study	37
4.1	Description of statistical variables	37
4.2	Results of the Study.....	38
4.2.1	Descriptive statistical analysis	38
4.2.2	Inferential Statistical Analysis	40

4.2.2.1	Related Analysis	40
4.2.2.2	Regression analysis	42
4.2.3	Mediating Effect Test.....	44
4.2.4	Hypothesis Validation Results	46
Chapter 5	Conclusion and Recommendation.....	49
5.1	Conclusion.....	49
5.2	Recommendation.....	51
REFERENCES	53
APPENDIX A	61



TABLE CONTENTS

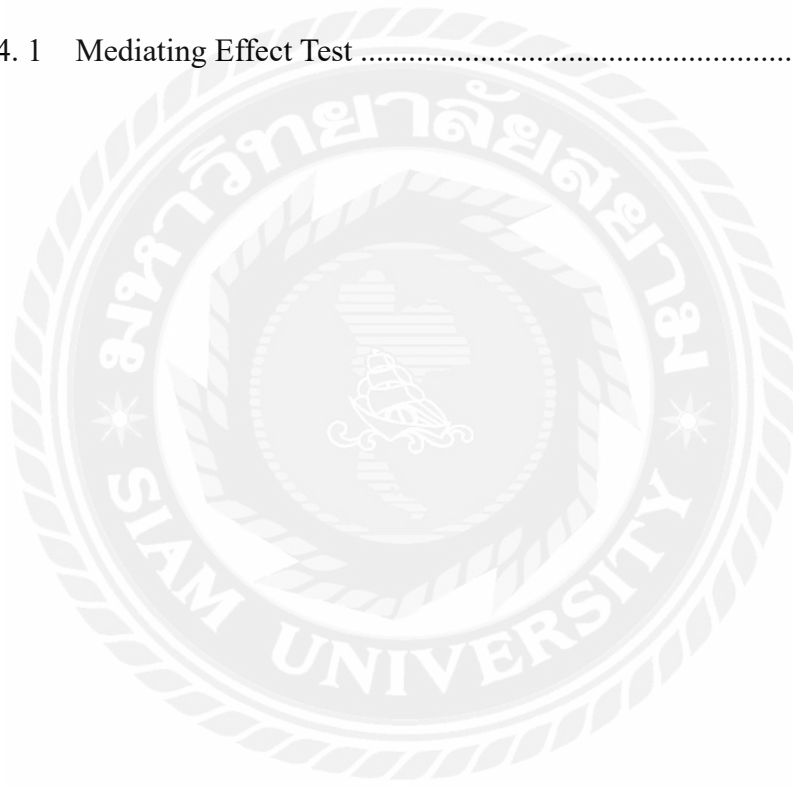
Table 2. 1	Concepts related to brand image	9
Table 3. 1	Product Image Measurement Scale	24
Table 3. 2	Corporate Image Measurement Scale	25
Table 3. 3	User Image Measurement Scale.....	25
Table 3. 4	Perceived Value Measurement Scale	26
Table 3. 5	Purchase Intention Measurement Scale	26
Table 3. 6	Product Image Scale Reliability Test	29
Table 3. 7	Corporate Image Scale Reliability Test.....	29
Table 3. 8	User Image Scale Reliability Test	29
Table 3. 9	Perceived Value Scale Reliability Test.....	30
Table 3. 10	Purchase Intention Scale Reliability Test.....	30
Table 3. 11	Scale Overall Reliability Test.....	30
Table 3. 12	KMO and Bartlett's test.....	31
Table 3. 13	Total Variance Explained	31
Table 3. 14	Rotated Component Matrix ^a	32
Table 3. 15	Scale Validation Factor Analysis Model Fitting Results.....	34
Table 3. 16	CR, AVE Value.....	35
Table 3. 17	Differential validity Test Results.....	36
Table 4. 1	Variable Descriptive Statistics.....	37
Table 4. 2	DUIA Statistics of Basic Special Consultation Description	39
Table 4. 3	Brand Image Purchase Intention Correlation.....	40
Table 4. 4	Brand Image Perceived Value Correlation.....	41
Table 4. 5	Perceived Value Purchase Intention Correlation.....	41
Table 4. 6	Brand Image Purchase Intention Regression Analysis.....	42
Table 4. 7	Brand Image Perceived Value Regression Analysis.....	43
Table 4. 8	Perceived Value Purchase Intention Regression Analysis	43

Table 4. 9	Process Stepwise Regression Mediation Effect	44
Table 4. 10	Bootstrap Mediating Effect of Perceived Value.....	46
Table 4. 11	Hypothesis Validation Results.....	46



FIGURE CONTENTS

Figure 2. 1	Aaker brand equity model	11
Figure 2. 2	Biel brand image model.....	12
Figure 2. 3	Keller brand image model	13
Figure 2. 4	Fan Xiucheng、Chen Jie brand image model.....	13
Figure 2. 5	S-O-R theory	20
Figure 2. 6	Conceptual framework	22
Figure 3. 1	Scale validation factor Analysis Model Diagram.....	34
Figure 4. 1	Mediating Effect Test	44



Chapter 1 Introduction

1.1 Background of the Study

People's lives have entered a new era of intelligence with China's economy expanding quickly, and the education sector has seen significant changes as a result of Internet technology's effect (Zheng, 2022). Online education has risen to the forefront of modern development with the rise of "Internet +" education. Nowadays, people need to constantly advance their knowledge and skills to improve their abilities, but today's students, professionals, or job seekers are all occupied with family, work, and social responsibilities, leaving little time for offline physical education and training. In contrast, online education uses the internet as a medium for instruction and is not limited by time or place. Teachers can begin classes at any time, and students can learn whenever they choose, as well as repeat lessons to increase learning effectiveness, so online education has become the preferred choice.

The 51st Statistical Report on the Development Status of the Internet in China was published in March 2023 by the China Internet Network Information Center (CNNIC) in Beijing. The report's data revealed that as of December 2022, China had 1.067 billion Internet users and a 75.6% penetration rate, with 35.49 million new users joining the network in December 2021, resulting in a 2.6 percentage point increase in the penetration rate. The number of Chinese Internet users has been steadily increasing, and in terms of the network access environment, the average weekly time spent online for Chinese Internet users is 26.7 hours. Additionally, 99.8% of Chinese Internet users access the web using their mobile phones, while 34.2%, 32.8%, 25.9%, and 28.5% use desktops, notebooks, TV, and tablets computers, respectively (CNNIC, 2023). The aforementioned data demonstrates how the Internet has taken on increased significance in people's lives. Online education is another teaching method that leverages the Internet as a bridge to enable quick and convenient learning, which has contributed to its rapid growth.

Numerous online education institutions with various educational contents have emerged as a result of the extensive development of online education in China. These institutions include those that specialize in vocational education, such as pair DUIA, Zhengbao Distance Education, STG, and OOETCL; comprehensive education, such as Taobao Education, and Gaotu Online; and language education, which includes VIPKID, Akasuo, English Fluent, and 51TALKdne. Additionally, it contributes to the issue of brand image uniformity. While consumers must select one of the many institutions to obtain an education, competition is severe in such a setting, and all online education institution brands seek to attract more consumers quickly and precisely in this competition. Schiffman and Kanuk (2008) discussed the shopping experience when

customers lack relevant information in consumer behavior, customers who are unfamiliar with a product or have little knowledge about it usually choose a well-known or well-respected brand. A strong brand's reputation can make it easier for customers to judge a product's quality, lowering the risk of purchase and allowing them to differentiate it from competing items(Lin & Lin, 2007). Given that brand image is frequently employed as an extrinsic cue by customers when they make purchases (Richardson, Dick, & Jain, 1994; Zeithaml, 1988), it is essential to examine how brand image affects customers' intentions to buy from online educational institutions.

DUIA, a comprehensive, large-scale mobile Internet vocational education platform, was founded in June 2014. As of early 2019, it had more than 32 million registered users and more than 66 million installed users. It has experienced rapid growth for three years in a row and has an average monthly active volume of more than 10 million users. The company was given the title of 2020 annual reputation important vocational education brand at the Sina 2020 China Education Festival with the theme of "The Power of Education" on November 26, 2020(Sina, 2020). The company has an excellent user reputation and a high level of professional teaching. Currently, it provides courses in areas including English, teaching, graduate school, self-examination, finance, and economics. The majority of people who use vocational education are between the ages of 18 and 45, and since this demographic uses the internet extensively, it is more important to investigate the variables that affect their propensity to buy products bearing the DUIA brand.

1.2 Problems of the Study

The development scale of China's online education market is getting bigger and bigger, and there are more and more brands of online education institutions. Consumers will compare information about many online education institutions before buying online education courses, so they can make a choice and then decide whether to buy or not, so it is extremely important for users to hear information about the institutions for the first time. But nowadays, among many online education institutions, the brand image is homogeneous, the brand image is not prominent and cannot reflect the characteristics of the institution, so consumers cannot select their own brand from the first information. In past studies, Esfijani (2018)analyzed the pedagogical quality of online education, multitemporal in online education(Capdeferro, Romero, & Barberà, 2014), self-regulation in online education environments(Tsai, Shen, & Fan, 2013), there are few studies on the impact of online education brand image on purchase intention. Wu (2015) said that brand image has a direct positive effect on purchase intention, according to empirical research on consumer brand perception. Benhardy, Hardiyansyah, Putranto, and Ronadi (2020) there is a strong correlation between brand

image and purchase intention, according to research done by online institutions. As a result, the author will explore and analyze the brand image of online education to fill the gap in the academic field.

1.3 Objectives of the Study

The brand image issue for the online education brand DUIA will serve as the starting point for this paper. We will then look into the influence mechanisms between brand image and its three dimensions—product image, corporate image, and user image—and the purchase intentions of online education institutions. We will also introduce perceived value as an intermediate variable, collect data using the questionnaire method, and analyze and examine the relationships between the three. In order for online education institutions to better comprehend their effect and use it to gain a better understanding of users' psychology, provide scientific solutions, and enroll more students, it is crucial to understand what online education brands need to improve. It is necessary to accomplish the following goals through the study:

1. To analysis the influence of product image, corporate image, and user image in brand image on consumers' willingness to purchase products of online education institutions.
2. To determine the role of brand image on perceived value.
3. To determine the role of perceived value in influencing purchase intention.
4. To determine the mediating role of perceived value in brand image and purchase intention.

1.4 Significant of the Study

This paper's importance is discussed in terms of both theoretical and practical ramifications, enhancing the study of brand image in the online education industry from a theoretical perspective and offering some recommendations for online educational institutions in terms of brand image.

1.4.1 Theoretical Significance

After reviewing a substantial amount of related literature, we discovered that researchers primarily focus on various industries and variables. Numerous research industries have been researched, including online shopping, catering, the food business, 4S autos, and the hotel industry; however, the online education market has seen fewer investigations. Brand image is frequently utilized as an external cue when buyers assess things before buying them (Richardson et al., 1994; Zeithaml, 1988). As a result, from the viewpoint of online educational institutions, brand image is crucial to them

and the foundation of consumers' willingness to buy. According to some researchers, customers are more inclined to buy products from brands with a positive brand image than from other brands (Akaah, 1988; Rao & Monroe, 1988). Therefore, this essay investigates the effects of brand image—product image, corporate image, and user image—on Purchase intention in the online education industry. In addition to providing theoretical support for the growth of the brand image of online educational institutions, it broadens our understanding of the relationship between brand image and Purchase intention in the online education market.

1.4.2 Realistic Significance

First and foremost, brand image refers to the perception that people have of a brand, it is crucial information for a business or product to obtain public recognition and goodwill. It can also be utilized as a component of a recognizable brand that influences consumers' perceptions of the good or service it stands for (Surrachman, 2008). A strong brand image is typically more likely to be recalled or accepted by customers, resulting in positive word-of-mouth, and to draw new customers through word-of-mouth marketing, increasing revenue for the business or product. Therefore, understanding how brand image affects consumers' Purchase intention can assist businesses and products overcome the reality of poor sales.

In order to create a strategy that will be advantageous to the growth of the institution, this paper studies the DUIA online education institution and investigates the degree to which various brand image dimensions have an impact on consumers' willingness to make purchases. Studying brand image and willingness to buy has important practical implications because it can help businesses better satisfy customers, which will ultimately lead to an increase in customer willingness to buy. Only when customers increase their willingness to buy can businesses increase their profits. Additionally, it can offer some references for that sector.

1.5 Limitation of the Study

The results of the study nevertheless had certain flaws because of the personnel and time constraints, despite the extensive literature review, questionnaires, and testing of the research hypotheses that went into its completion:

First, the research sample might not be large enough, and the results might be biased as a result of the lack of time to conduct a larger sample study;

Second, despite the fact that this paper only examined three aspects of brand image—namely, the effects of product, corporate, and user image on willingness to buy as well as the relationship between perceived value and brand image and willingness to buy—there are some differences in the variables, and more independent variables must

be used to comprehend more influencing factors;

Finally, the findings of this study may not apply to other businesses because it was limited to DUIA's online educational institutions for vocational education.



Chapter 2 Literatures Review

This chapter introduces the pertinent theoretical foundations, such as SOR theory, cue utilization theory, and perceived value theory, before first defining the pertinent concepts involved in this paper, such as online education, brand image, product image, corporate image, user image, perceived value, and Purchase intention, based on the research of many scholars. Finally, this chapter constructs the theoretical framework of this study based on the ideas and grounds provided by.

2.1 Literature Reviews

2.1.1 Online Education

As the name suggests, online education is a teaching strategy that uses the Internet as the medium. Through the Internet, students and professors can impart knowledge even if they are not physically present in the same place at the same time. This actually transcends time and space and has the advantages of flexibility, rich material, and science.

When faculty members and students at the University of Chicago experimented with teaching and learning in multiple locations, the concept of online education was born in the United States in the 1800s, radio during World War I provided the first opportunities for online learning in universities and other institutions, such as the Wisconsin-based School of the Air (McIsaac & Gunawardena, 1996).

The importance of online education is the capacity to recognize potential global basics and understand the differences that exist in the world, according to Meredith and Burkle, they also claim that the style of online learning methods, teachers, the software used, and the experience of team teaching greatly influence the sense of learning experience and teaching practices of learners (Meredith & Burkle, 2006).

Geith and Vignare (2008) contend, wherever the Internet is accessible, people can access higher education through online learning, enhancing their educational experience and fostering social interaction. Additionally, it addresses the issue of insufficient educational resources, makes knowledge accessible to students who lack the funding or prerequisites for enrollment, increases the accessibility of higher education without regard to time or space constraints, and gives students who wish to pursue knowledge from abroad more options. The major issue with education in the past was the correlation between the expense of instruction and educational quality. Today, with the advancement of online learning, some traditional lectures have been substituted, raising teaching standards while lowering expenses.

Wan (2010) said, online education is a virtual learning environment in which communication between students and educational resources, peers, and teachers via the

Internet has become the fastest-growing form of education. Wan also contends that regardless of the learning environment, students play a crucial role.

Moloney and Oakley (2010) said a strong institution that upholds a reasonable approach maintains the growth of rich course offerings, has a high level of faculty, and has the quality of service to meet students' needs is necessary for the sustainable development of online education. This can also ensure the profitable growth of online education institutions.

Gallagher and LaBrie (2012) point out that online education is inherently student-centered and requires the design of courses that are appropriate for students, and that the quality requirements of the courses are multifaceted and pervasive.

Guan and Li (2014) analyze the research of key online education products and draw the conclusion that the development trend of online education in China is primarily in the direction of mobile terminals, offering a variety of free classes for students to experience, luring students to choose from themselves, enhancing resources and double-opening interaction to facilitate students' learning, in order to locate resources and suggest the most appropriate learning materials, they also provide students with a professional search engine and individualized learning, as online education continues to advance, some experiences that are valuable for institutions to learn from include: determining the best product positioning, outlining the profit model, creating mobile applications or tools for teacher-student communication, improving resource management, providing personalized learning services, observing how target users interact, and creating an ideal marketing strategy.

Qiu (2017) highlighted the challenges and potential experienced by this type of instruction, the difficulties are as follows: as a result of the network's constant updating and upgrading, learner requirements are also evolving; as a result, teachers' skill sets are also becoming more varied; finally, a lack of a thorough understanding of learner needs undermines teaching control and the value of online learning, the investigation of the aforementioned conundrum proposes solutions, including bettering teaching methods, emphasizing educational thinking, and encouraging individualized learning.

Online education has distinctive qualities, Qiu (2019) said, a more scientific teaching approach is required to increase the profitability of online education institutions because students are not always available, have a variety of educational and professional backgrounds, and are located both domestically and internationally.

King and Nininger (2019) said, with the goal to achieve high-quality online education and boost the competitiveness of online educational institutions, it is suggested that future development of online education is student-oriented and that administrators and faculty be vigilant about ongoing quality improvement activities.

To summarize, it is known that many scholars are researching from the faculty of

online education, the dilemmas and opportunities faced by online education, the network environment, etc. Few scholars are researching and exploring from the online education and training industry, from the perspective of the consumer, so the author decided to take the example of the DUIA online education institution to analyze the factors influencing the brand image on the purchase intention.

2.1.2 Brand Image

2.1.2.1 Brand image concept

Brand image is the consumer's general opinion and sentiment of the product or service, the central concern of brand management for an organization is creating a distinctive brand image in consumers' minds to achieve the ultimate goal of enhancing the competitiveness of the enterprise's brand and maximizing its profit, it is a cognitive concept that is a psychological reflection of the brand elements formed by consumers through their information-processing process (Dan, 2010). With numerous definitions and operations, the term "brand image" is both a commonly used label and a concept that has significantly contributed to marketing practice, it is an evolving term that has undergone significant change over a long period of time by many scholars (Dobni & Zinkhan, 1990).

Brand image has been a crucial term in the study of consumer behavior since 1950. In the Harvard Business Review, Gardner and Levy (1955) stated that brand image is made up of consumers' attitudes, feelings, and ideas about a product, reflecting the social and psychological aspects of the product. Martineau (1957) said, brand image is the result of the interaction between the "personality" of a product and the consumer, and a brand is chosen in order to express its own features, it provides a complete picture of the item. Herzog (1963) said, brand image is the consumer's overall perception of the product and includes all of the consumer's perceptions and impressions of topics relating to the brand. Levy and Glick (1973) said, people purchase a brand not just for its physical characteristics and functions but also for the connotations and reputation attached to it. Reynolds and Gutman (1984) said, brand image is the recognition of a shared perception that various consumers have of a product through consumer understanding and the use of the relationship between the consumer's habits and the product to highlight the perception of the product. Based on Dichter (1985) said, the brand image refers to the mental image that a product or service leaves in the minds of consumers, the impact that perception has on what people think, and—most importantly—the way that consumers' personalities and attitudes toward a product are reflected. Park, Jaworski, and MacInnis (1986) said, brand image is the consumer's understanding of the company's planning of a variety of product-related activities, not only as a perceptual phenomenon but also as influenced by the company's activities, a

brand's ability to successfully develop its image can have a long-lasting effect on the life of the product and other products created by the company. Dobni and Zinkhan (1990) contend that brand image is largely a subjective and perceptual phenomenon, interpreted in terms of consumers' perceptions of the brand and influenced and shaped by marketing activities and perceiver characteristics. Aaker (1991) claims that brand image is a significant part of brand equity and a key source of competitive advantage and future advantage. Biel (1992) said, brands are liked and purchased because of their meaning, brand image, which is broken down into "hard" and "soft" features, is what keeps consumers' perceptions of a product stable. Keller (1993) said, brand image is connected to brand association from the perspective of the consumer, brand association causes brand image, and brand image is embodied through some positive, potent, and distinctive messages in the memory of the brand that consumers are familiar with. By taking into account customer emotion and self-expression, Aaker (1996) recommended disrupting brand marketing and introducing organizational and brand symbols, brand image and brand positioning are crucial components of brand marketing management due to the trap of concentrating on brand features. Ziming (2001) said, the brand image in the Chinese context is a thorough reflection of brand elements in the psychology of the customer, including values, qualities, and markings, as well as the consumer's knowledgeable assessment of the brand. Fan and Chen (2002) said, brand image plays a significant role in evaluating a company's brand marketing efforts, addressing consumer views of the brand, and serving as a significant source of brand equity. Per Ross, James, and Vargas (2006) brand image is a particular way that people view a product, and brand associations help to shape brand image. Keller (2008) contends that the numerous brand pictures that people have in their memory serve as a gauge for any positive or negative perceptions of a brand. In the terminology of (Wu & Zhao, 2020), brand image is all the knowledge that consumers gain about a company's goods or services through prior interactions and ongoing communication, which results in the development of an overall opinion. The author conducted a thorough examination of the literature and discovered that consumer perceptions and views of the brand as a whole determine the brand image. The following Table 2.1 summarizes the results of the author's extensive research on the definition of product or service brand image in numerous industries:

Table 2. 1 Concepts related to brand image

Time	Author	Related Concepts
1955	Gardner and Levy (1955)	Brand image is the composition of consumers' opinions, emotions and attitudes towards the brand.
1957	Martineau (1957)	The brand image is a symbol of the consumer's personality.

1963	Herzog (1963)	Brand image is the comprehensive image of a product or service.
1973	Levy and Glick (1973)	Brand image is the physical attributes, functions and associated meanings of a product or service.
1984	Reynolds and Gutman (1984)	Brand image is the identification of a common image that different consumers hold of a product.
1985	Dichter (1985)	The brand image is the entire configuration of the advertisement and more importantly the consumer's character and observed attitude return.
1986	Park et al. (1986)	The brand image is a summary of the consumer's understanding of the company's planning of a number of product-related activities.
1990	Dobni and Zinkhan (1990)	Brand image is a subjective and emotional phenomenon.
1991	Aaker (1991)	Brand image is an important part of brand equity.
1992	Biel (1992)	Consumers' opinion of a brand image, which is broken down into "hard" and "soft" aspects, is stable.
1993	Keller (1993)	Brand image is caused by brand association, a brand familiar to consumers in the memory of some favorable, powerful, and unique information embodied
1996	Aaker (1996)	Brand image is an important part of brand marketing management.
2001	Ziming (2001)	Brand image is a comprehensive reflection of the brand components in the consumer's psychology.
2002	Fan and Chen (2002)	Brand image reflects the customer's perception of the brand
2006	Ross et al. (2006)	Brand image is the way consumers perceive a brand in a particular way.
2008	Keller (2008)	Brand image is the element that comes to measure a certain brand.
2021	Wu and Zhao (2020)	Brand image is the consumer's perception and view of the brand as a whole.

2.1.2.2 Brand Image Related Research

Different scholars have different understandings of what constitutes a brand image because numerous academics both domestically and abroad have defined the concept from various perspectives and companies. Additionally, because various research model dimensions have various effects on the study of brand image, the following is a

theoretical model of brand image dimensions that has been sorted out by the author and serves as the foundation and support for the research.

Aaker Brand Equity Model: Figure 2.1

Brand image and brand equity are closely related, and brand image is a crucial component of brand equity, a brand image is a collection of associations that are typically arranged in some meaningful fashion, the fundamental components of a brand image are the qualities and advantages of a product or service, its packaging, and its distribution methods. Brand awareness, brand loyalty, perceived quality, brand association, and other brand assets are the five dimensions of brand equity that Aaker proposes. The model can assist businesses in determining the value of potential assets, and brand equity is assessed using the price premium supported by the brand, the influence of the brand name on consumer preferences, the brand's replacement cost, and the value of the stock minus other assets. However, the most compelling metric may be boosting the brand's profitability(Aaker, 1991). The components of the dimension of the brand image have not been fully researched, despite the fact that Aaker's brand equity model is frequently utilized and served as the theoretical foundation for numerous academic studies.

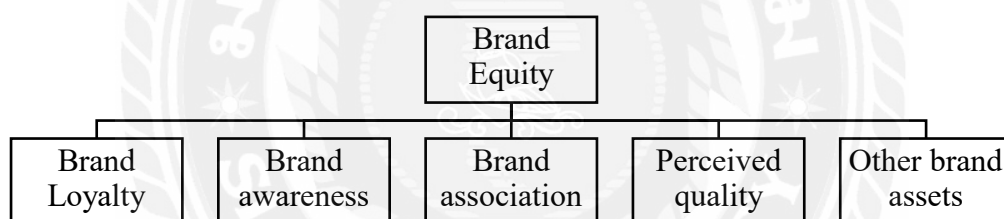


Figure 2. 1 Aaker brand equity model

Beil Brand image model:

According to Beil, a brand's image is made up of the "hard" and "soft" qualities that people associate with the brand. The "hard" qualities are specific, function-specific perceptions, such as the caliber of the product. The psychological, interest, and emotional impact of consumers on the product beyond its function is referred to as one of its "soft" traits, they consist of three contributing sub-images: the image of the company providing the product or service, the image of the user, and the image of the actual product or service(Biel, 1992). Consumers' overall perception of a company's corporate image, including its size, resources, culture, etc., as well as its product image refers to things like pricing, quality, and features. while user images can be categorized by factors like age, interests, gender, lifestyle, and more. Our study is advanced by the competence in brand image attributes, which connects the alteration in the image to preferences to promote brand equity.

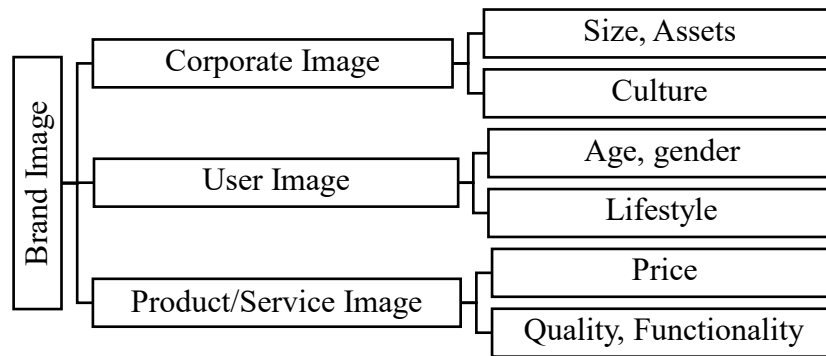


Figure 2. 2 Biell brand image model

Keller Brand image model:

In 1993, Keller formulated the well-known brand image model, in which he asserted that consumers' memories of a brand are how they perceive it. The model identifies four dimensions: Types of Brand Associations, Good Feeling of Brand Association, Strength of Brand Association, Uniqueness of Brand Association. There are three main categories of brand associations: qualities, advantages, and attitudes. Product-related and product-unrelated qualities are differentiated based on how well a product or service performs. Product-related attributes include the features that consumers need from a good or service and the elements that are required, whereas product-unrelated attributes include the four elements of price, packaging, user image, and usage image. Benefits are the individualized values that customers associate with a good or service. Based on the underlying motivations behind them, benefits can be further divided into three categories: (1) functional benefits, which are the inherent merits of the good or service; (2) experiential benefits, which are connected to the experience of using the good or service; (3) symbolic benefits, which are the extrinsic advantages of a good product or service, consumers' attitudes are their general assessments of the brand(Keller, 1993).

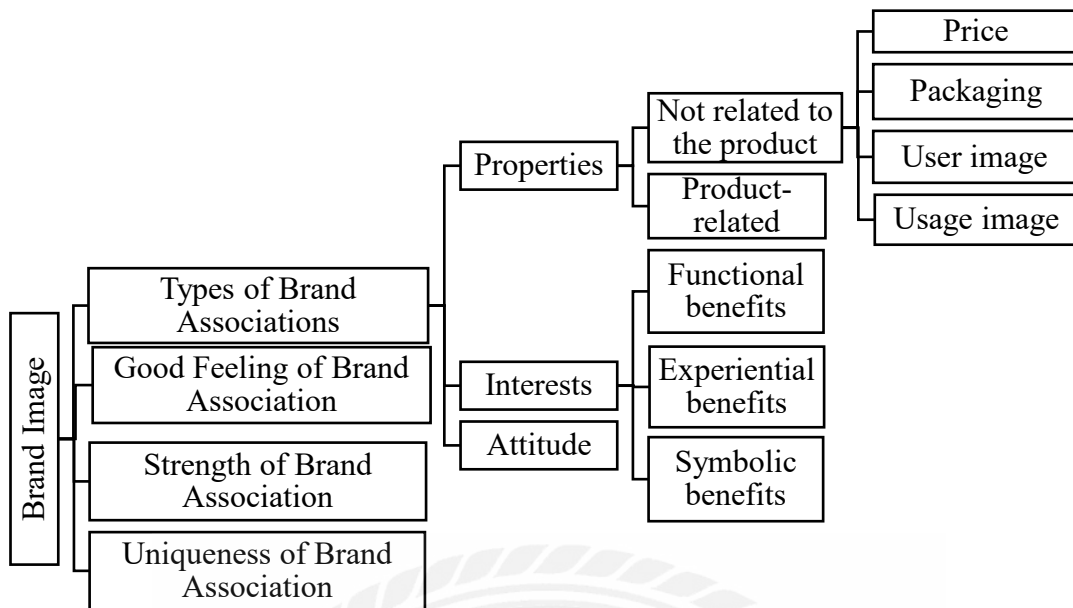


Figure 2.3 Keller brand image model

Fan Xiucheng, Chen Jie Brand image model:

Is a reference to the brand identification system put forth by Aaker, and it further splits the brand image into four dimensions to suggest a brand image model: Product Dimension, Because the brand is carried physically by the product, which also serves as a major component of the brand's image, associations that customers make with the brand's attributes are significant; buyers today worry more about the corporate dimension than just the product itself Pay attention to the product supplier; a good provider's reputation will serve as a guarantee for the quality of the product, anthropomorphize the brand for a richer brand image, consumers today like to anthropomorphize things and give them personality; Consumers frequently feel the brand line picture of the overall concentration and symbol most strongly when it comes to symbol dimension, which can be represented by a symbol or logo(Fan & Chen, 2002).

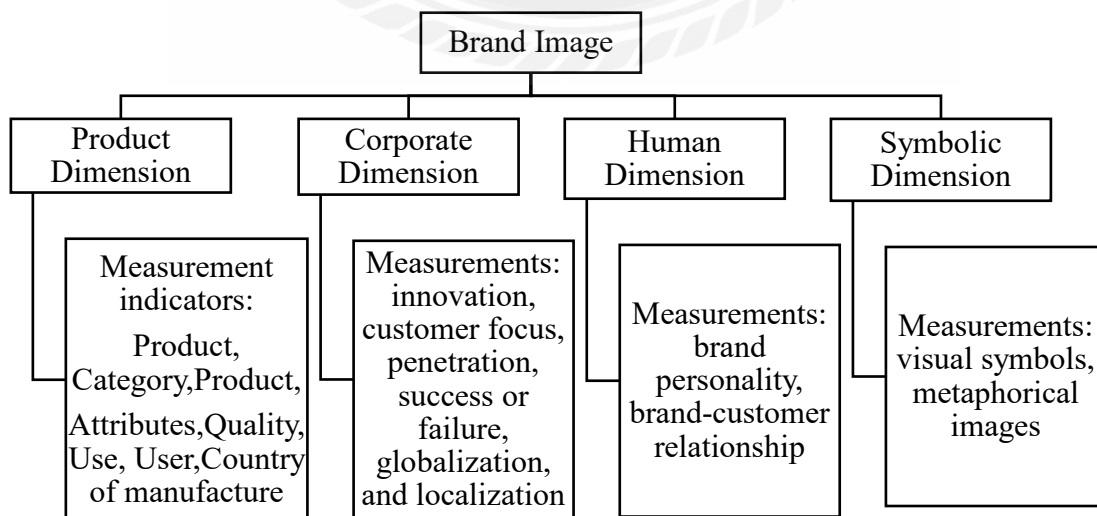


Figure 2.4 Fan Xiucheng, Chen Jie brand image model

In closing, the author argues that the Biel brand image model is better appropriate for the market for online education institutions after synthesizing and drawing conclusions from many researchers on the subject. In order to construct a brand image model of online education institutions and investigate the extent of influence of these three dimensions in the online education market, this study will draw on the three dimensions of the Biel brand image model: product image, corporate image, and user image. These three dimensions are used to explore the relationship between each part of the brand image of online education institutions and purchase intention, which has greater practical significance.

2.1.3 Purchase Intention

Purchase intention is a very essential and frequently used concept in the market. The majority of academic studies have examined whether purchase intention can predict consumer behavior because consumer behavior is frequently highly variable and brands or businesses measure consumer behavior through purchase intention. Empirical data has demonstrated that purchase intention can predict the likelihood of consumer behavior.

Fishbein and Ajzen (1975) proposed that purchase intention is a consumer's subjective tendency, the subjective probability of a product or brand, and is an essential piece of information for predicting future behavior, they further proposed that willingness is a person's position on the subjective probability dimension, a link between himself and a certain action.

Mullet and Karson (1985) said, the formation of a consumer's purchase intention is influenced by external factors as well as the consumer's own subjective attitudes, the study of the purchase intention scale supports this claim that purchase intention has some bearing on subsequent consumer behavior.

Purchase intention, Dodds, Monroe, and Grewal (1991) said, is the likelihood that consumers will purchase a product, the more satisfied consumers are with the brand name and store name, the more likely they are to purchase the product. However, if the price of the brand is too high, it represents an increase in the amount of money needed to pursue the product, which also leads to a decrease in consumers' purchase intention. .

Lane (2001) said, consumers who are willing to buy are those who purchase a good or service because they feel they need it and who ultimately believe that their attitude toward the product and how they perceive it will determine whether they choose to buy it or not, in other words, it indicates that after assessing a product, if the customer decides that the value of holding the product outweighs the price paid to purchase him or her, the customer will be eager to purchase the thing once more.

Spears and Singh (2004) said, purchase intention is the likelihood that a person

consciously intends to buy a certain brand, and a consumer's level of brand or service liking influences their subjective attitude toward acquiring that good or service.

Feng, Mu, and Fu (2006) make reference to the researcher Zhu Zhixian, who contends that purchase intention is a manifestation of consumer psychology and a precursor to purchasing behavior when consumers decide to purchase a good or service that meets their needs or that they have a tendency to own.

Wu (2015) said, purchase intention is either a reliable approach to evaluate and forecast future purchase behavior or the propensity and desire of customers to make a purchase while the purchase of a product is being made.

Sanny, Arina, Maulidya, and Pertiwi (2020) said, purchase intention refers to a consumer's behavior toward making a purchase of a particular good or service.

By describing the research analyses of some scholars, I believe that consumers' willingness to buy is their psychological activity prior to purchasing a product, under the influence of their personal preferences or other outside factors, resulting in a tendency of attitude toward a brand and various possibilities of consumers' willingness to purchase goods or services in the future.

2.1.4 Perceived Value

2.1.4.1 Perceived Value Concept

It is crucial for academics to examine the significance of perceived value since, according to the majority of marketing scholars, perceived value—which first arose in the 1990s—is a factor intimately connected to consumer behavior.

When discussing value with the respondents, Zeithaml (1988) proposed four definitions of value from the perspective of the consumer: low price, which is something that can be obtained from the product or service, is the quality that is obtained after paying the price, is what is obtained for what is paid, and these four consumer definitions of value can also be reflected in a whole, namely, perceived value, which is the consumer's perception of the product received and what is given.

Spreng, Dixon, and Olshavsky (1993) said, there are two types of perceived value: expected and post-purchase. While post-purchase perceived value is the question of whether the final purchase would be in line with what customers paid and sacrificed for, expected perceived value is the outcome that consumers anticipate obtaining after paying and making a sacrifice for a good or service before buying it.

Gale and Wood (1994) said, perceived value is the perceived quality of a good or service in relation to the cost that customers are willing to pay for it.

Woodruff (1997) said, perceived value refers to a customer's preference for the value of a desired product attribute, which in turn affects the final reason why the customer uses the product in a real-world setting.

Through an analysis of earlier scholarly research on perceived value, Sánchez-Fernández and Iniesta-Bonillo (2007) make the point that the concept of value is essentially functional, that is, value has always been a cognitive trade-off between what consumers gain and what they give up when they make a purchase, and perceived value has always been defined in this economically based consumer perspective.

Sweeney and Soutar (2001) said, a consumer's prior knowledge of the same kind of goods, the same brand, and the same retailer may have an impact on how they perceive value.

In the context of mobile devices, Pihlström and Brush (2008) argue that perceived value is characterized as a multidimensional institution made up of money, convenience, emotional value, social value, conditional value, and perceived value.

In her study of behavioral intentions with electronic word-of-mouth, trust, and perceived value from the perspective of the consumer, Kamtarin (2012) came to the conclusion that perceived value is the weight that consumers give to the features of the good or service that they like or want, making the case that these features are the logical factors behind the perceived value.

Although some academics believe that perceived value is a single concept, which is the balance between giving up and gaining features when consumers purchase a product, and some academics believe that perceived value is a concept of complexity, they all agree on one thing: perceived value is the perception and evaluation made by consumers through interacting with and understanding products or services, and subjectively thinking and analyzing the final cost and return, and to a certain extent, by contacting and understanding products or services.

2.1.4.2 Perceived Value related research

The academic world acknowledges Zeithaml (1988) research on perceived value as a unidimensional variable that is determined by objective elements and consumer psychology in a range of markets and is perceived by comparing the utility of a commodity with its cost.

Sheth, Newman, and Gross (1991) created a more comprehensive theoretical framework of perceived value that identifies species values—specifically, functional value—that affect consumer choice behavior: Perceived effects from the function, the role of a substitutable product; social value: perceived effects from one or more social groups; emotive value: perceived effects from the ability of a different product that can be chosen; perceived effects from the function and role of an alternative product; cognitive value: the perceived result of a different option that can heighten novelty and knowledge fulfillment; Consumers who encounter the last or worse options interpret the effects of alternatives as having conditional value, which is the belief that each

choice is likely to be influenced by one or more emotive values.

Sweeney and Soutar (2001) improved the theoretical model of perceived value through a number of validations, including functional value, affective value, cognitive value, and social value, where affective value denotes the utility generated by the consumer's emotional state, social value denotes the ability derived from the product to enhance the self-concept in society, functional value denotes the price or good value for money, and cognitive value denotes the ability derived from the product to enhance the consumer's.

Ullah (2012) confirmed that perceived value partially mediates the relationship between customer satisfaction and that the strength of the relationship between perceived service quality and customer satisfaction increases with the addition of the variable perceived value. This finding suggests that perceived value mediates the relationship between customer satisfaction and perceived service quality.

Chang and Tseng (2013) confirmed that perceived value partially mediates the relationship between customer satisfaction and that the strength of the relationship between perceived service quality and customer satisfaction increases with the addition of the variable perceived value. This finding suggests that perceived value mediates the relationship between customer satisfaction and perceived service quality.

Through research on perceived value, Aulia, Sukati, and Sulaiman (2016) have shown that the context of durable goods (unrelated to services) is divided into three dimensions: product-related value, socially relevant value, and personally relevant value.

According to the aforementioned literature, perceived value is formulated from the perspective of the consumer, which influences the consumer's behavioral decision. However, there is no agreement on the composition of the perceived value dimension, the research objects are different, and the measurement criteria are different, but it is agreed that perceived value plays a mediating role in the consumer's willingness to purchase, so perceived value will be examined in this paper.

2.2 Theory of Reviews

2.2.1 Brand image and Purchase intention

One of the main fields of research for many marketing academics, brand image, and purchase intent has always been of academic interest and has offered guidance for the commercial growth of businesses or corporations from the standpoint of many industries. The author compiles academics' findings on brand image and purchase intent.

Lee (2018) proposed that a positive perception of the brand image results in higher consumer willingness to purchase the brand and argued that a company's efforts to build a positive and strong brand image can help consumers to recognize the ad. This was

done by analyzing and studying the effect of brand image on South African consumers' willingness to purchase Chinese, Korean, and Japanese cell phones using a questionnaire to 101 consumers, whose data were studied using SPSS 20.0.

Chin, Lai, and Tat (2018) said, who also confirmed that brand image has a significant and favorable relationship with consumer purchase intention. They used pending electronic referral and electronic word-of-mouth communication as independent variables, purchase intention as the dependent variable, and brand image as the antecedent.

Haro, Oktaviana, Dewi, Anisa, and Suangkupon (2020) used Samsung cell phones as a case study to analyze how brand image affects the generation of consumers' purchase intentions and how purchase intentions also influence purchase decisions. They made recommendations for Samsung cell phones to improve their product image.

The brand image and celebrity endorsement have a positive and significant impact on consumer purchase intention, which in turn influences consumer purchase decisions, according to Primadani, Purwanto, and Sari's study of the data collection phase of PT Bintang Toedjoe Traditional Medicines Company in 2021, they also made recommendations for maintaining a positive brand image (Primadani, Purwanto, & Sari, 2021).

Usman (2021) conducted an extensive study on the effects of brand image, celebrity endorsement, social media, and brand awareness on consumers' purchase intentions, the results showed that brand image and celebrity social media together have a significant impact on purchase intentions, with a brand image having an impact of 0.325, celebrity endorsement having an impact of 0.351, social media having an impact of 0.233, and brand awareness having an impact of 0.038.

Chen et al. (2021) investigated the mechanism of the influence of apparel brand image on consumers' purchase intention and demonstrated that brand image significantly influences consumers' purchase intention relative to other variables, accordingly, communicating the same brand message through various dimensions can assist consumers in recalling the pertinent brand image in a competitive market with complex information and a wide range of options to encourage an increase in purchase intention.

Brand image, perceived trust, and perceived value are three significant variables that directly influence consumers' purchase intentions, Juliana, Djakasaputra, Pramono, and Hulu (2021) found that while the brand image has a significant impact on consumers' purchase intentions, perceived trust does not.

By employing Binu's e-learning as their study topic, Benhardy et al. (2020) confirmed the beneficial influence of brand image on consumers' purchase intentions and suggested that e-learning should also concentrate on developing its brand image to

draw in more students.

A model of the impact of virtual interactivity, perceived influence, brand expectation value, and brand image on customers' purchase intentions in mobile commerce was developed by Jia, Alvi, Nadeem, Akhtar, and Zaman (2022) on the basis of the media dependence theory and the self-consistency theory. have an important effect on purchase intentions.

In conclusion, there is a wealth of research on the subject of brand image's impact on consumer purchase intentions. Scholars from a variety of fields and viewpoints have all agreed that brand image affects purchase intentions, but most researchers focus on the relationship between brand image and purchase intentions rather than the influence of the brand itself. Therefore, in order to classify the impact of each brand image dimension and customers' readiness to purchase, we decided to combine Biel's brand image with the online education sector in this article and use the online education provider DUIA as the research object.

2.2.2 Perceived Value and Brand Image, Purchase Intention

There is a connection between brand image, perceived value, and purchase intention, according to research on the topic. Aaker (1996) said, perceived value is a practical benefit that consumers experience and one of the key markers for gauging brand image. Based on a questionnaire approach, Tu and Chih (2013) investigated the connections among brand image, customer perceived value, and loyalty satisfaction. They discovered that brand image had a significant impact on consumer perceived value. Ecotourism was examined as a research subject ,Huang, Gao, and Hsu (2019) said, a substantial correlation between brand image and perceived value. In collecting data on Nike factory stores, Devantha and Ekawati (2021) discovered that brand image has a favorable and beneficial influence on consumers' perceptions of the value of Nike factories. According to the research of the aforementioned researchers, a product or service's brand image influences its perceived worth.

For the connection between purchase intention and perceived value, Ponte, Carvajal-Trujillo, and Escobar-Rodríguez (2015) said, the relationship between perceived trust and perceived value on online purchase intention in an Internet environment, using tourism as the subject of study, and come to the conclusion that perceived value is the primary factor in online purchase intention, which means that the higher the perceived value of a product on a travel website by consumers is associated with a higher likelihood of making a purchase. Based on perceived value and preference as mediating factors, Charton-Vachet, Lombart, and Louis (2020) determined the relationship between customers' opinions toward a region and their propensity to buy items in that region, in which perceived value and preference play a mediating function.

On the other side, Wang, Gu, Wang, and Wang (2019) , utilizing a study of perceived value and perceived risk on customers' willingness to utilize carpool services, came to the conclusion that perceived value had a favorable impact on consumers' willingness to carpool. Novitasari (2022) came to the conclusion by looking at the connections between digital marketing, perceived value, service quality, and purchase intention that perceived value has a significant positive impact on purchase intention, that an increase in consumer perception of perceived value also motivates an increase in consumer perception of purchase intention, and that perceived value affects the decision of consumer purchase intention.

In conclusion, it can be seen from the research literature of the aforementioned scholars on product brand image, purchase intention, and the perceived value that there are many research areas, but there are still few in online education. Therefore, this paper uses the study of the ah.com online education institution as the research object and analyzes and explores the relationship between brand image, purchase intention, and perceived value.

2.3 Research Relevant

2.3.1 S-O-R Theory

In their investigation of the patterns of human behavior, Mehrabian and Russell (1974) put out the well-known "S (Stimulus) stimulus-O (Organism) organism-R (Response) response" theory. According to this theory, when people are exposed to stimuli from the outside world (S), they will respond to them in a variety of ways (O), which will ultimately affect their decision to make a purchase (R). Figure 2.6:



Figure 2. 5 S-O-R theory

Scholars first applied the S-O-R theory to the online environment in 2001, finding that the atmosphere of online retailers had an impact on consumers' emotions and cognition as well as their behavior in terms of result approach or avoidance (Eroglu, Machleit, & Davis, 2001). While this paper examines the impact of brand image on purchase intention in an online educational setting, more academics have recently employed the S-O-R theory to analyze online consumption. As a result, I adopt the S-O-R theory as the theoretical framework for this study.

2.3.2 Clue Utilization Theory

The cue utilization theory, first forth by Cox (1967), contends that buyers evaluate an object using cues, such as price, shape, and group sentiments. Scholars both intrinsic

and extrinsic cues are included in the cue usage hypothesis (Andrews & Valenzi, 1971; Jacoby, Olson, & Haddock, 1971). Extrinsic cues are product-related but non-physical characteristics, such as price, brand image, name, and packaging, as opposed to intrinsic cues, which are physical characteristics of the product that cannot be altered. On the other hand, before making a purchase, consumers gather information about the goods through a variety of sources and evaluate it using these cues. They will be motivated to comprehend and make use of the information cues of interest by their various product usage requirements.

Although customers make a lot of effort to learn about things, it is often still challenging to obtain internal knowledge about items due to the diversification of product forms brought about by the development of the Internet and technology. Miyazaki, Grewal, and Goodstein (2005) said, consumers will rely more on external information to judge or make decisions when internal information about a product is hard to find, difficult to see, or requires more time and effort to research. Online education is virtual in the current e-commerce environment, and customers can only evaluate products and make judgments based on available external cues like pricing, product description, brand image, and promotion.

In summary, this study finds that consumers learn information or speculative line evaluations through the description of a branded institution and the explanation of the product when they choose it for online learning. Therefore, the author will use the theory of cue utilization to support this study.

2.3.3 Perceived Value Theory

Perceived value theory was first proposed by Zeithaml in 1988, according to the theory, customers' overall assessment of a product's benefits and sacrifices determines its perceived value (Zeithaml, 1988). In addition, many academics have defined perceived value from a unidimensional perspective as the overall assessment of the perceived balance between what consumers are expected to receive in exchange for their purchase of a good or service and what they must pay for it (Gale & Wood, 1994; Heard, 1993; Zeithaml, 1988). The author will draw on Zeithaml's simple and effective perceived value theory to describe the overall psychological impression that users of DUIA online education form based on the topic of this article and the analysis of the research content.

2.4 Conceptual Framework

The S-O-R theory is employed as a logical framework to divide the process of forming purchase intention by customers of online education institutions into three parts: stimulus (S), organism (O), and response (R), and to explore the influence of customer

needs and objective factors of the institution that affect purchase intention under the mediating role of subjective consciousness activities, this is based on the aforementioned pertinent theories and literature review. The three stimulus (S) dimensions of Biel brand image—product image, company image, and user image—will be used in this study. Through the synthesis of pertinent literature, it has been established that consumers' perceived value is the overall determinant of purchase intention. As a result, this paper will make reference to the research findings of Zeithaml's perceived value set as an organism (O); Reaction (R) is the ultimate manifestation of the stimulus that consumers experience, just taking their purchase intention into account.

It is known that brand image may also directly impact consumers' purchasing intentions based on some of the literature. This result appears to be more in line with the S-R process than the SOR procedure, as a result, this study also hypothesizes that the stimulus will have a direct effect on the reaction.

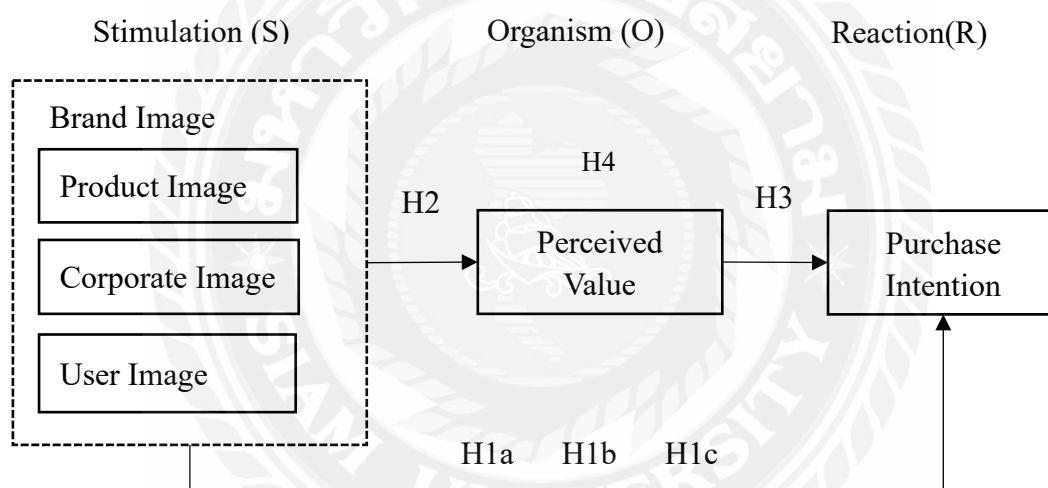


Figure 2. 6 Conceptual framework

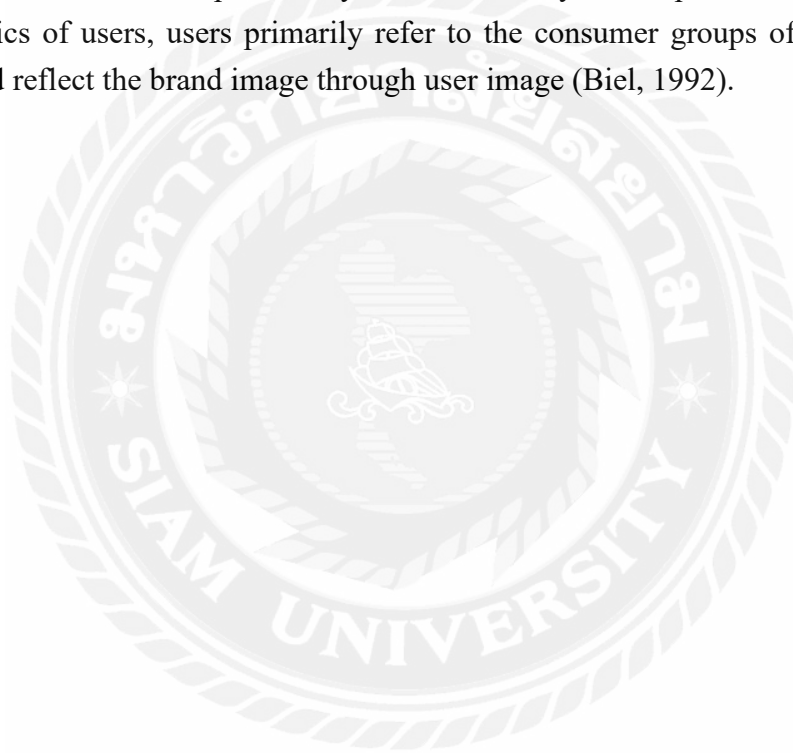
2.5 Terms and Definition Used in This Study

Product image: According to economist Friedrich Hayek, "image" is the greatest level of natural science, social science, and humanities and is the unification of the shape of "external order" and the symbol of "internal order" of the cosmos and human civilization. Liu (2005) concept of product image is based on the concept of "image", the product image of the macro, refers to people's overall understanding of the product and the comprehensive image, including the product's function, quality, price, packaging, use, etc., the consumer's perception of the product of any product image; microscopic, the product image refers to the image of the product entity itself.

Corporate image: According to American academic Martineau, who has studied

corporate image in-depth, it contains both functional and psychological components, functional attributes include things like appearance, performance, advertising, sales personnel, price, etc., psychological attributes, on the other hand, are the perception and response derived from consumer behavior and attitude regarding the corporate image, which cannot be measured (Pierre Martineau, 1958). Corporate image is defined from the perspective of the consumer as the sum of all consumer perceptions and perceptions of the company in general (Barich & Kotler, 1991; Dichter, 1985; Nguyen & Leblanc, 2001).

Product image, corporate image, and user image are the three dimensions that Biel argued make up brand image. User image refers to the statistical characteristics of users of a brand's products or services, such as age, gender, education, occupation, income, etc; it also includes the personality, values, lifestyle, temperament, and other characteristics of users, users primarily refer to the consumer groups of products or services and reflect the brand image through user image (Biel, 1992).



Chapter 3 Research Methodology

The author will utilize quantitative research. This chapter first refers to a significant number of mature scales of foreign researchers and constructs the measurement items in accordance with the pertinent theories and literature study in Chapter 2. Second, the elements influencing the brand image of DUIA online education on users' purchase intention are studied and study hypotheses are provided using the pertinent theories and theoretical framework in Chapter 2. In order to determine whether the scale's reliability and validity met the research requirements, the questionnaires were dispersed and collected, the data analysis methods employed in this study were explained, and reliability analysis and validation factor analysis were carried out using SPSS 20.0 and AMOS 24.0, respectively.

3.1 Research Design

3.1.1 Product Image Research Design

The Biel (1992) and Keller (2003) scales, as well as the actual circumstance, will serve as the foundation for the product image measure in this study, which will consist of five items. A five-point Likert scale is used to quantify the variable, with "1" denoting significant disagreement, "2" denoting disagreement, "3" denoting uncertainty, "4" denoting agreement, and "5" denoting complete agreement. The response "4" denoted agreement, and the response "5" denoted complete agreement. Table 3.1:

Table 3. 1 Product Image Measurement Scale

Variables	No.	Measurement issues	References
Product Image	PI1	The DUIA online education brand offers affordable courses.	Biel (1992) Keller (2003)
	PI2	Online education programs for DUIA have a solid reputation.	
	PI3	The majority of DUIA online education companies' courses are of high quality.	
	PI4	More course specialties are offered by the DUIA online education brand.	
	PI5	The brand of online instruction for the DUIA offers prompt responses and top-notch support.	

3.1.2 Corporate Image Research Design

The Biel (1992) and Brown and Dacin (1997) scales will serve as the basis for the corporate image measure for this study, which will be linked with the real circumstance using five questions. On a five-point Likert scale, "1" denotes strongly disagree, "2"

indicates disagreement, "3" indicates uncertainty, "4" indicates agreement, and "4" indicates agreement. The response "4" denoted agreement, and the response "5" denoted complete agreement. Table 3.2:

Table 3. 2 Corporate Image Measurement Scale

Variables	No.	Measurement issues	References
Corporate Image	CI1	DUIA is a well-known brand in online education.	Biel (1992) Brown and Dacin (1997)
	CI2	DUIA online education brands are larger	
	CI3	Online education companies with a DUIA have a keen sense of social responsibility.	
	CI4	The instructors at the DUIA online education brand are strong.	
	CI5	DUIA's online education platform upholds the principle of putting students first.	

3.1.3 User Image Research Design

The user image measure will be based on the Biel (1992) ,Escalas and Bettman (2003) scales for this study, and it will include four questions that are integrated with the actual circumstance. On a five-point Likert scale, "1" denotes strongly disagree, "2" indicates disagreement, "3" indicates uncertainty, "4" indicates agreement, and "4" indicates agreement. The response "4" denoted agreement, and the response "5" denoted complete agreement. Table 3.3:

Table 3. 3 User Image Measurement Scale

Variables	No.	Measurement issues	References
User Image	UI1	Studying at the DUIA online education brand will lead to a better life in the future.	Biel (1992) Escalas and Bettman (2003)
	UI2	The vast majority of DUIA's online students are tremendously engaged.	
	UI3	You can assist yourself in becoming the person you want to be by pursuing your education online with the DUIA brand.	
	UI4	DUIA online education company is more suitable for itself.	

3.1.4 Perceived Value Research Design

With the help of three questions, the perceived value of this study was primarily evaluated in light of the academics' scale Zeithaml (1988) and the actual circumstances. Using a five-point Likert scale, this characteristic was measured. Strong disagreement was denoted by "1", disagreement by "2", uncertainty by "3", agreement by "4", and

complete agreement by "5". Table 3.4:

Table 3. 4 Perceived Value Measurement Scale

Variables	No.	Measurement issues	References
Perceived Value	PV1	Purchasing a course from the online education provider DUIA is worthwhile given the cost.	Zeithaml (1988)
	PV2	DUIA online education brand courses are of higher quality and the teachers' instructional strategies are simpler to understand when compared to those of other brands, which promotes learning growth.	
	PV3	Overall, DUIA online education programs offer good value for your money.	

3.1.5 Purchase Intention Research Design

In this study, the purchase intention was primarily assessed using three questions along with the scale developed by scholars Dodds et al. (1991) and the actual circumstance. Using a five-point Likert scale, this characteristic was measured. Strong disagreement was denoted by "1", disagreement by "2", uncertainty by "3", and agreement by "4", while the full agreement was denoted by "5". Table 3.5:

Table 3. 5 Purchase Intention Measurement Scale

Variables	No.	Measurement issues	References
Purchase Intention	PW1	I may consider purchasing a course from DUIA Online Education.	Dodds et al. (1991)
	PW2	I favor purchasing DUIA's study materials over those from other online education providers.	
	PW3	I intended to tell my friends about the DUIA online education provider.	

3.2 Hypothesis

In their review of data from a Korean market research company, Lee and Lee (2018) came to the conclusion that corporate image affects brand image, and brand image positively affects purchase intentions. Rahman, Abir, Yazdani, Hamid, and Al Mamun (2020) argue that brand image plays a crucial role in today's digital marketing environment and that brand image can also influence purchase intentions. Li, Wang, and Cai (2011) conducted an insightful study on cell phone brand image using Biel's three dimensions and confirmed that its product image, corporate image, and other three dimensions. The following precise ideas are put out in this research with regard to the three aspects of the Biel brand image and are supported by the theory of cue usage,

existing studies, and other data:

H1a: The product image or brand image in online education has a positive influence on consumers' willingness to purchase;

H1b: The corporate image of brand image in online education has a positive influence on consumers' willingness to purchase;

H1c: The user image of brand image in online education has a positive influence on consumers' willingness to purchase;

Consumers judge the worth or quality of a product based on the perception of its operating entity (business, firm, etc.) in today's online education environment where each brand's core cues are concealed. Creating a positive business image can lower consumers' perceived risk, favorably affect consumers' perceptions of value, lessen the restrictions imposed by hidden information, and improve consumers' propensity to make purchases. Long (2017) said, using the brand image model and SOR theory, confirmed that brand image influences perceived value by looking at the image of products or services on online platforms, online marketing image, and user image on purchase intention. It also revealed that perceived value functions as a mediating factor between brand image and purchase intention. Konuk (2018) confirmed that perceived value had a favorable effect on customers' purchase intention by examining the comprehension of the product image, perceived quality, trust, and perceived value by utilizing organic private-label brands as the focus of his study. Consumers are more likely to acquire a good or service when the perceived value exceeds the price that must be paid; on the other hand, when the perceived value is lower, purchase intention is weaker. The following hypotheses are proposed by this study, which is based on Zeithaml's research on perceived value, the general perception of benefits and payoffs when consumers buy things, as well as the emotional state of consumers' exposure to online education on DUIA:

H2: The positive influence of brand image on consumer perceived value in online education;

H3: Perceived value in online education has a positive effect on consumers' purchase intention.

H4: Perceived value mediates the relationship between brand image and purchase intention.

3.3 Population and Sampling

Population: The goal of this study is to comprehend the variables that affect purchasing intention in relation to the brand image of Pair.com online education. Because it is impossible to conduct a questionnaire survey of foreign consumers for objective reasons, Chinese consumers who are familiar with online education's

workings and who are aware of the DUIA brand as an online education provider must be the study's target group.

Sampling technique: The survey subjects cannot be recognized or contacted because the questionnaire for this study needs to comprehend both the research subjects' subjective and objective emotions. Therefore, the author will use a straightforward random sampling procedure.

3.4 Sample Size

With a sample size of 382, distributed via the Internet in China and largely aimed at people who are aware of and familiar with online education brands, the aim of this study was to investigate the impact of DUIA's brand image on purchase intention characteristics. The sample was made up of 52.6% male and 47.4% female. Because DUIA is a vocational education brand, the percentage of users between the ages of 30 and 40 was the greatest at 38.0%, with 145 users.

3.5 Data Collection

This paper collects and organizes data using a questionnaire survey; the survey's primary goal is to comprehend the group of online learners on DUIA; the survey period is from May to June 2023; and it is conducted using an Internet research platform called Star Release and a randomly generated questionnaire link on the WeChat social media platform. A valid questionnaire recovery rate of 94.79% was attained after manually assessing 403 questionnaires received approximately a month after distribution to eliminate 21 that had inconsistent sample screening. This resulted in 382 valid questionnaires.

3.6 Reliability and validity analysis of the scale

3.6.1 Scale Reliability Analysis

Because the scale's dependability is critical, a reliability study is required. The reliability of the questionnaire was examined in this study utilizing the Likert five-level scale and Cronbach's alpha (alpha coefficient) through SPSS 20.0 software.

Reliability: dependability refers to a measurement scale's consistency and dependability in measuring what it is designed to measure. Lee Cronbach invented Cronbach's alpha in 1951, which asserts that the coefficient is between 0 and 1 (Cronbach, 1951). To assess the reliability of the Likert scale, Cronbach's alpha (alpha coefficient) coefficient technique is usually utilized. The bigger the alpha coefficient value, the better the scale's dependability, and the more trustworthy the measurement

findings, the better the scale's reliability. A coefficient larger than 0.7 suggests that the questionnaire is consistent and reliable. The coefficient should ideally be more than 0.80, with a range of 0.70 to 0.80 acceptable.

Table 3.6 shows that the CITC of each measurement item is greater than 0.5, the alpha coefficient of a product image is 0.881, which is greater than 0.7, and the alpha coefficient of deleted items will decrease, indicating that the product image scale's reliability is ideal and meets the requirements of subsequent empirical evidence.

Table 3. 6 Product Image Scale Reliability Test

Variables	No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Product Image(PI)	PI1	0.765	0.850	0.881
	PI2	0.705	0.858	
	PI3	0.749	0.847	
	PI4	0.730	0.851	
	PI5	0.655	0.870	

Table 3.7 shows that the CITC of each measurement item is greater than 0.5, the alpha coefficient of the corporate image is 0.883, which is greater than 0.7, and the alpha coefficient of deleted items decreases, indicating that the reliability of the corporate image scale is ideal and meets the subsequent empirical requirements.

Table 3. 7 Corporate Image Scale Reliability Test

Variables	No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Corporate Image(CI)	CI1	0.656	0.872	0.883
	CI2	0.719	0.858	
	CI3	0.757	0.849	
	CI4	0.731	0.855	
	CI5	0.734	0.855	

Table 3.8 demonstrates that the CITC of each measurement item is greater than 0.5, the alpha coefficient of the user image is 0.871, which is greater than 0.7, and the alpha coefficient of deleted items decreases, indicating that the reliability of the user image scale is ideal and meets the requirements of the follow-up empirical evidence.

Table 3. 8 User Image Scale Reliability Test

Variables	No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
User Image(UI)	UI1	0.758	0.822	0.871
	UI2	0.747	0.826	
	UI3	0.692	0.849	

	UI4	0 .703	0 .844	
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As displayed in Table 3.9, the CITC of each measurement question item is greater than 0.5, the alpha coefficient of perceived value is 0.873, which exceeds 0.7, and the alpha coefficient of deleted items decreases, indicating that the perceived value scale's reliability is ideal and meets the subsequent empirical requirements.

Table 3. 9 Perceived Value Scale Reliability Test

Variables	No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Perceived Value(PV)	PV1	0 .730	0 .846	0.873
	PV2	0 .794	0 .787	
	PV3	0 .750	0 .828	

According to Table 3.10, the CITC of each measurement question item is greater than 0.5, the alpha coefficient of purchase intention is 0.870, which is greater than 0.7, and the alpha coefficient of deleted items decreases, indicating that the reliability of the purchase intention scale is ideal and meets the following empirical requirements.

Table 3. 10 Purchase Intention Scale Reliability Test

Variables	No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Purchase Intention(PW)	PW1	0 .782	0 .789	0.870
	PW2	0 .740	0 .828	
	PW3	0 .735	0 .833	

Table 3.11 reveals that Cronbach's alpha coefficient for each variable is larger than 0.7, suggesting strong reliability and Cronbach's alpha coefficient test for the entire questionnaire scale with a total of 20 items is 0.914. In conclusion, this questionnaire demonstrates strong reliability between the whole scale and the sublevels and satisfies the dependability standards.

Table 3. 11 Scale Overall Reliability Test

Variables	No. of projects	Cronbach's Alpha	Total Cronbach's Alpha
Product Image(PI)	5	0.881	0.914
Corporate Image(CI)	5	0.883	
User Image(UI)	4	0.871	
Perceived Value(PV)	3	0.873	
Purchase Intention(PW)	3	0.870	

3.6.2 Scale validity Analysis

Validity analysis is used to find and validate the genuine response of scale questions to their measured content.

Validity: validity is an important criterion for determining if the assessment findings accurately reflect the attributes being measured. To evaluate if the scale is acceptable for factor analysis, KMO, and Bartlett's sphere test is utilized. When KMO is greater than 0.8, it indicates extremely suitable; when KMO is between 0.7 and 0.8, it means less suitable; and when KMO is less than 0.5, it means not suitable. Factor analysis is appropriate when the Sig value of Bartlett's sphere test is less than 0.05 (Napitupulu, Kadar, & Jati, 2017)

This scale's KMO statistic is 0.898, making it acceptable for factor analysis. The results of Bartlett's spherical test show that the variables are highly linked. Table 3.12 shows the specific criteria:

Table 3. 12 KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.898
Bartlett's Test of Sphericity	Approx. Chi-Square	4513.174
	df	190
	Sig.	0.000

3.6.2.1 Exploratory Factorial Analysis

The components with eigenvalues larger than one were determined using principal component analysis, and the maximum variance approach was used to orthogonalize the factors. Finally, the data from each table was examined, and when the cumulative differences explained by the extracted factors greater than 1 were greater than 60%, it could indicate that the scale's construct validity met the requirements.

According to the total variance table of the sample's exploratory component analysis, the cumulative variance contribution of the first five extracted common factors with eigenvalues larger than one is 73.107%, which is greater than 60%, as shown in Table 3.13. The retrieved five common factors were rotated, and the factor loadings obtained after rotation were all more than 0.5, as shown in Table 3.14. The table shows that all questions of one variable have aggregation, suggesting that the questionnaire has discriminant validity and excellent validity along the predicted dimensions, allowing for the next phase of the research.

Table 3. 13 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variance%	Cumulative %	Total	Variance%	Cumulative %	Total	Variance%	Cumulative %
1	7.679	38.394	38.394	7.679	38.394	38.394	3.514	17.569	17.569
2	2.232	11.159	49.553	2.232	11.159	49.553	3.509	17.547	35.116

3	2.214	11.071	60.624	2.214	11.071	60.624	2.994	14.968	50.084
4	1.441	7.207	67.831	1.441	7.207	67.831	2.338	11.688	61.772
5	1.055	5.276	73.107	1.055	5.276	73.107	2.267	11.335	73.107
6	0.616	3.082	76.189						
7	0.529	2.645	78.834						
8	0.462	2.308	81.142						
9	0.442	2.212	83.354						
10	0.417	2.084	85.438						
11	0.374	1.870	87.308						
12	0.362	1.808	89.116						
13	0.342	1.710	90.826						
14	0.325	1.626	92.452						
15	0.311	1.556	94.009						
16	0.276	1.381	95.390						
17	0.261	1.305	96.696						
18	0.253	1.265	97.960						
19	0.221	1.107	99.067						
20	0.187	.933	100.00						

Extraction Method: Principal Component Analysis

Table 3. 14 Rotated Component Matrix^a

	Component				
	1	2	3	4	5
PI1	0.830				
PI2	0.769				
PI3	0.824				
PI4	0.795				
PI5	0.744				
CI1		0.699			
CI2		0.822			
CI3		0.845			
CI4		0.789			
CI5		0.778			
UI1			0.838		
UI2			0.813		
UI3			0.821		
UI4			0.794		
PV1					0.724

PV2					0.809
PV3					0.818
PW1				0.817	
PW2				0.801	
PW3				0.787	

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

3.6.2.2 Validated Factor Analysis

The validity test needs both content and structural validity. The research scales in this paper refer to a large number of foreign literature and grounded theory models, and the majority of the scales are adapted from mature scales to ensure the appropriateness and consistency of the measurement content, so the scales in this paper have high content validity, while the structural validity requires examination of the convergent and discriminant validity.

In this work, we decided to do validated factor analysis using AMOS 24.0 software, first to analyze the fit of the validated factor analysis model and the factor loadings of the observed variables, and then to test the convergent and discriminant validity.

Validation factor analysis, fitting result consideration metrics are the ten most often used metrics described by Jackson et al, which include X^2 , df, X^2/df , GFI, AGFI, SRMR, RMSEA, CFI, NFI, TLI, and so on (Jackson, Gillaspay Jr, & Purc-Stephenson, 2009). It is generally considered that X^2/df taking a value between 1 and 3 is ideal, and less than 5 is acceptable. GFI and AGFI are the goodness-of-fit index and adjusted goodness-of-fit index, respectively, which are typically regarded to be closer to 1, with an ideal value better than 0.9 and an acceptable value larger than 0.8. SRMR stands for root mean square of standardized residuals, and the closer it is to 0, the better; the ideal is less than 0.05, and the acceptable is less than 0.08. RMSEA is the root mean square of estimated residuals, and the closer it is to 0, the better, and less than 0.05 is good. The root mean square of the approximate residuals is referred to as RMSEA, and its value is closer to zero if it is less than 0.05, and acceptable if it is less than 0.08. CFI is the comparative fit index, NFI is the canonical fit index, and TLI is the non-canonical fit index, and it is widely assumed that these three indices should be larger than 0.9, and the closer to one, the better.

In the present study, five scales were validated using factor analysis: the Product Image Scale, which had five measurement items; the Corporate Image Scale, which had five measurement items; the User Image Scale, which had four measurement

items; the Perceived Value Scale, which had three measurement items; and the Purchase Intention Scale, which had three measurement items. The scales' verified factor analysis model was thus built. Figure 3.1 depicts the standardized regression coefficients for each measurement variable as well as the correlation coefficients between latent variables.

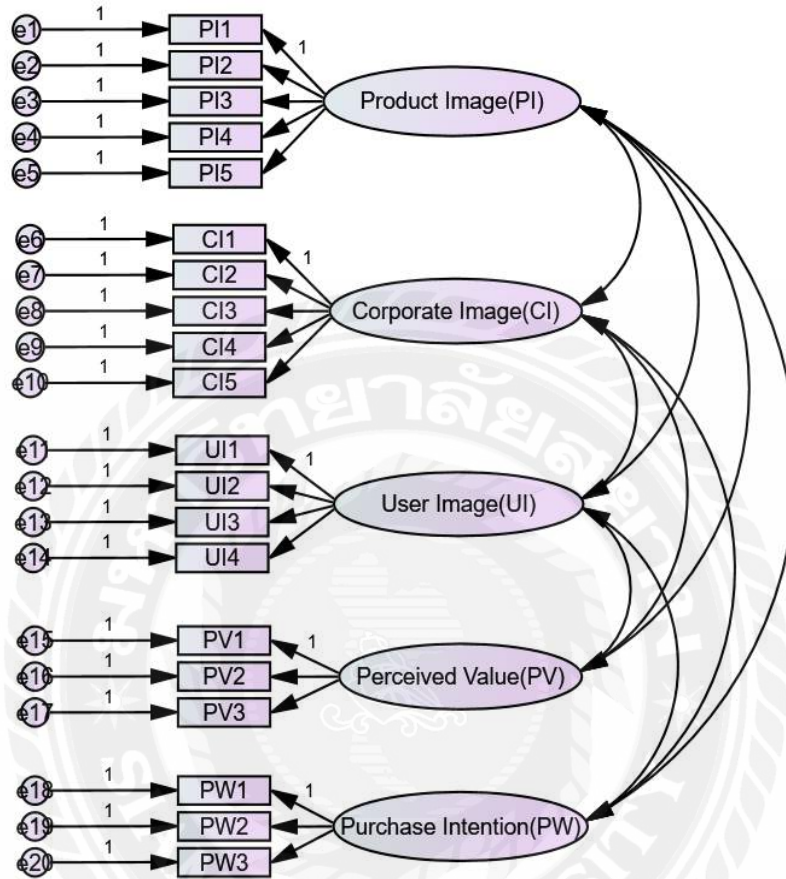


Figure 3. 1 Scale validation factor Analysis Model Diagram

The model's fitting effect is indicated in Table 3.15, where X^2/df is 1.880, which is within the desirable range of 1 to 3. GFI, AGFI, CFI, NFI, TLI, and IFI are all more than 0.9, and SRMR and RMSEA are all less than 0.05, suggesting that the relevant indices all meet the ideal criteria and that the model fits well.

Table 3. 15 Scale Validation Factor Analysis Model Fitting Results

	Default model	Standard
X^2	300.767	The smaller the better
X^2/DF	1.880	< 3
GFI	0.930	>0.9
AGFI	0.908	>0.9
SRMR	0.0377	<0.05
RMSEA	0.048	<0.05
CFI	0.968	>0.09

NFI	0.935	>0.09
TLI	0.962	>0.09
IFI	0.968	>0.09

Convergent validity

The combined reliability (CR) and average variance extracted (AVE) scores are widely utilized for evaluation. A combined reliability (CR) value of >0.6 is usually considered appropriate for assessing convergent validity, whereas the average variance extracted (AVE), as an indicator of the variance of the observed latent variables in relation to the total variance of the items, should have an AVE value of >0.5 to have good convergent validity of the scale items.

According to the test results (as shown in Table 3.16), the standard loading coefficient (Estimate) of each question item is greater than 0.5, and the minimum AVE value of each latent variable is 0.710, which is also greater than the standard value of 0.5, where the CR values are all greater than 0.8, indicating that the scale has good convergent validity.

Table 3. 16 CR, AVE Value

Variables	NO.	Estimate	AVE	CR
Product Image(PI)	PI1	0.821	0.609	0.886
	PI2	0.766		
	PI3	0.813		
	PI4	0.788		
	PI5	0.710		
Corporate Image(CI)	CI1	0.711	0.604	0.884
	CI2	0.767		
	CI3	0.811		
	CI4	0.790		
	CI5	0.804		
User Image(UI)	UI1	0.829	0.631	0.872
	UI2	0.828		
	UI3	0.747		
	UI4	0.769		
Perceived Value(PV)	PV1	0.821	0.701	0.875
	PV2	0.873		
	PV3	0.816		
Purchase Intention(PW)	PW1	0.869	0.694	0.872
	PW2	0.815		
	PW3	0.814		

Discriminant Validity

If the discriminant validity, which is calculated by comparing the correlation coefficient between each latent variable with the square root of the average variance extracted (AVE) of the corresponding latent variable, is less than the square root of the AVE, the modal scale has good discriminant validity and ideal intrinsic quality.

The number on the diagonal line is the root value of the average variance extracted (AVE) of each latent variable in this study, and the other numbers are the correlation coefficients between that latent variable and other latent variables, according to the summary results of the discriminant validity tests (as shown in Table 3.17). Based on the data in the table, it is clear that the correlation coefficient values between the variables are less than the square root of AVE, implying that the scale has better discriminant validity and intrinsic quality.

Table 3. 17 Differential validity Test Results

	PW	PV	UI	CI	PI
PW	0.833				
PV	0.645***	0.837			
UI	0.48***	0.486***	0.794		
CI	0.491***	0.546***	0.337***	0.777	
PI	0.479***	0.506***	0.343***	0.392***	0.78

***P < 0.01

**P < 0.05

Chapter 4 Result of the Study

The empirical analysis of the 382 valid questionnaire data gathered will be performed in this chapter. Following the descriptive statistical analysis to understand the basic situation of the sample in terms of demographic variables as well as the experience of using the DUIA platform, the path coefficient based on the regression equation model will be used to test whether the causal relationship among the variables is consistent with the hypothesis, following that, the Bootstrap method will be used.

4.1 Description of statistical variables

Product image (PI), corporate image (CI), user image (UI), perceived value (PV), and purchase intention (PW) variables were statistically analyzed in this study, and the statistical results of the minimum, maximum, mean, standard deviation, variance, skewness, and kurtosis are shown in Table 4.1.

A review of Table 4.1, the sample had a minimum and maximum value of 1 and 5, respectively, for each question item, and the mean value of product image (PI) was basically between 3.72 and 4.04, all of which were greater than 3.5, indicating that DUIA online education products left a deep impression on consumers, and the mean values of each of the corporate image indicators were between 3.76 and 3.85, all indicators are greater than 3.5, which means that the consumers of DUIA know the company well. The mean values of the user image indicators vary from 3.76 to 3.80, and the indicators are all larger than 3.5, indicating that DUIA online education has a positive brand personality. The average score of the indicator of perceived value varied from 3.76 to 3.85, demonstrating that being exposed to DUIA online education might establish a broad perception of the product in the mind. The indicator of purchase intention has a mean value that runs from 3.76 to 3.81, which is larger than 3.5. This suggests that buyers are eager to purchase the brand after learning about DUIA's basic position. There are no exceptions to standard deviation and variance, and there is no systematic bias. Furthermore, the highest absolute value of sample skewness is 0.902, and the maximum absolute value of kurtosis is 0.709, both of which are significantly lower than the commonly accepted norms of skewness less than 3 and kurtosis less than 8. As a result, this study indicates that the sample data satisfy the normal distribution requirements for structural equation model analysis and may be further investigated.

Table 4. 1 Variable Descriptive Statistics

	N	Min imu m	Max imu m	Mea n	Std. Devia tion	Varian ce	Skewness	Kurtosis

	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
PI1	382	1	5	4.04	.891	.793	-.872	.125	.709	.249
PI2	382	1	5	3.80	1.166	1.360	-.860	.125	.012	.249
PI3	382	1	5	3.72	1.173	1.377	-.691	.125	-.397	.249
PI4	382	1	5	3.82	1.122	1.260	-.809	.125	-.087	.249
PI5	382	1	5	3.77	1.169	1.367	-.902	.125	.073	.249
CI1	382	1	5	3.85	1.072	1.149	-.797	.125	.012	.249
CI2	382	1	5	3.76	1.181	1.395	-.798	.125	-.238	.249
CI3	382	1	5	3.85	1.115	1.244	-.753	.125	-.228	.249
CI4	382	1	5	3.77	1.182	1.397	-.767	.125	-.265	.249
CI5	382	1	5	3.76	1.116	1.245	-.739	.125	-.099	.249
UI1	382	1	5	3.77	1.136	1.291	-.769	.125	-.091	.249
UI2	382	1	5	3.79	1.162	1.350	-.644	.125	-.549	.249
UI3	382	1	5	3.76	1.168	1.364	-.793	.125	-.179	.249
UI4	382	1	5	3.80	1.155	1.334	-.833	.125	-.059	.249
PV1	382	1	5	3.85	1.076	1.158	-.749	.125	-.077	.249
PV2	382	1	5	3.79	1.146	1.314	-.755	.125	-.252	.249
PV3	382	1	5	3.76	1.163	1.353	-.724	.125	-.352	.249
PW1	382	1	5	3.77	1.164	1.356	-.756	.125	-.213	.249
PW2	382	1	5	3.81	1.121	1.257	-.830	.125	.013	.249
PW3	382	1	5	3.76	1.169	1.367	-.801	.125	-.138	.249

4.2 Results of the Study

4.2.1 Descriptive statistical analysis

The questionnaire survey is based on the WJX service platform, the research object for the general public, but it is also consistent with the real demographic features of ah.com online education users, as shown in Table 4.2:

In terms of gender, 52.6% of the data is male and 47.4% is female, with the male share somewhat higher but equal to the female proportion.

In terms of age distribution, the proportion of people aged 20 to 30 is greater, at 31.9%, while the proportion of people aged 30 to 40 is the greatest, at 38.0%, DUIA is a vocational brand of education, which is also in line with the characteristics of

contemporary professionals pursuing vocational skills learning; followed by those between 40 and 50 years old, at 20.4%, and the least is over 50 years old, at 9.7%.

According to these data, the proportion of corporate staff is the largest, reaching 43.2%, followed by institutional employees at 21.7%, individuals and freelancers at 19.1%, government departments at 8.4%, and students and others at 5% and 2.6%, respectively, in line with the occupational characteristics of DUIA online education.

In relation to monthly earnings, the percentage of those between 4,000 and 8,000 yuan is 40.3%, which is closer to the occupational distribution of enterprise company personnel, and presumably the link between the two is stronger, the percentage of those above 8,000 yuan is 27.7%, the percentage of those between 2,000 and 4,000 yuan is 14.4%, and the percentage of those below 2,000 yuan is 17.5%.

In relation to monthly earnings, the percentage of those between 4,000 and 8,000 yuan is 40.3%, which is closer to the occupational distribution of enterprise company personnel, and presumably the link between the two is stronger, the percentage of those above 8,000 yuan is 27.7%, the percentage of those between 2,000 and 4,000 yuan is 14.4%, and the percentage of those below 2,000 yuan is 17.5%.

Consumers are familiar with DUIA, but they also understand other online education brands, which accounted for the most GaoTu online and TaoBao education, 23.2% and 20.2%, respectively, with the exception of LAIX, which accounted for the lowest 6.9%, and the rest of the brands accounted for more than 10%, so that consumers choose themselves among many brands, it is necessary to highlight own characteristics.

Table 4. 2 DUIA Statistics of Basic Special Consultation Description

	Category	Total	Frequency	Percentage
Gender	Male	382	201	52.6
	Female		181	47.4
Age	20~30	382	122	31.9
	30~40		145	38.0
	40~50		78	20.4
	50+		37	9.7
Occupation	Students	382	19	5.0
	Enterprise company personnel		165	43.2
	Career personnel		83	21.7
	Government employees		32	8.4
	Individuals and freelancers		73	19.1
	Others		10	2.6
Income	Below 2000	382	67	17.5
	2000~4000		55	14.4
	4000~8000		154	40.3

	8000+		106	27.7
Education level	Junior high school and below	382	65	17.0
	High School / Junior College / Technical School		84	22.0
	Specialized and undergraduate		219	57.3
	Postgraduate or above		14	3.7
Familiar Brands Considerations	STG		196	13.7%
	OETCL		249	17.4%
	Tencent		267	18.6%
	TaoBao Education		290	20.2%
	GaoTu Online		332	23.2%
	LAIX		99	6.9%

4.2.2 Inferential Statistical Analysis

4.2.2.1 Related Analysis

The Pearson correlation coefficient is utilized to confirm the relationship between the brand image of DUIA online education and product image, corporate image, user image, and perceived value, and consumer purchase intention.

Correlation analysis: the investigation of two or more variables to understand the closeness of their link (Gogtay & Thatte, 2017), utilizing Pearson coefficient performance, the bigger the coefficient, the stronger the correlation between the two variables. $|R|=0$ no correlation at all, $0<|R|<0.3$ weak correlation, $0.3<|R|<0.5$ low correlation, $0.5<|R|<0.8$ substantial correlation, $0.8<|R|<1$ great correlation, and $|R|=1$ full correlation.

As depicted in Table 4.3, product image, corporate image, user image, and purchase intention are all significantly and positively correlated at the level of 0.01, implying that hypotheses H1a, H1b, and H1c that product image, corporate image, and user image of brand image in online education have a positive impact on consumers' purchase intention are tentatively confirmed. A validation analysis can then be performed.

Table 4.3 Brand Image Purchase Intention Correlation

		Product Image	Corporate Image	User Image	Purchase Intention
Product Image (PI)	Pearson Correlation	1	.363**	.299**	.423**
	Sig.(2-tailed)		.000	.000	.000
	N	382	382	382	382
Corporate Image (CI)	Pearson Correlation	.363**	1	.293**	.435**

	Sig.(2-tailed)	.000		.000	.000
	N	382	382	382	382
User Image (UI)	Pearson Correlation	.299**	.293**	1	.418**
	Sig.(2-tailed)	.000	.000		.000
	N	382	382	382	382
Purchase Intention (PW)	Pearson Correlation	.423**	.435**	.418**	1
	Sig.(2-tailed)	.000	.000	.000	
	N	382	382	382	382

Brand image As shown in Table 4.4, the Sig value of brand image and perceived value is 0.000, the Pearson correlation is 0.614, and there is a significant positive correlation between brand image and perceived value at the 0.01 level, it is preliminarily verified that H2, that is, brand image in online education has a positive impact on consumers' perceived value. A validation analysis can then be performed.

Table 4. 4 Brand Image Perceived Value Correlation

		Brand Image	Perceived Value
Brand Image	Pearson Correlation	1	.614**
	Sig.(2-tailed)		.000
	N	382	382
Perceived Value (PV)	Pearson Correlation	.614**	1
	Sig.(2-tailed)	.000	
	N	382	382

** Correlation is significant at the 0.01 level(2-tailed).

As demonstrated in Table 4.5, there is a substantial positive correlation between perceived value and buy intention at the 0.01 level, the hypothesis H3 is preliminarily verified, that is, perceived value in online education has a positive effect on consumers' purchase intention. A validation analysis can then be performed.

Table 4. 5 Perceived Value Purchase Intention Correlation

		Perceived Value	Purchase Intention
Perceived Value (PV)	Pearson Correlation	1	.571**
	Sig.(2-tailed)		.000
	N	382	382
Purchase Intention (PW)	Pearson Correlation	.571**	1
	Sig.(2-tailed)	.000	
	N	382	382

** Correlation is significant at the 0.01 level(2-tailed).

4.2.2.2 Regression analysis

Based on the findings of the preceding correlation study, the next phase in this research will be to investigate the connection between the variables using regression analysis.

Regression: to assure the scientific character of the data analysis results, three markers were identified in the regression model, the significance of the F-test, when the indicator P-value 0.05, indicates that the model is legitimate; followed by R^2 , the higher the value of R^2 , the better the goodness of fit of the model; the variance inflation factor, multicollinearity When the VIF value is between 1 and 10, there is no multicollinearity between the independent variables and the model.

B coefficient of regression, t-value of standard error, and Sig value of unstandardized coefficients. In general, the bigger the absolute value of the standardized coefficient, the stronger the effect of the predictor variable, in this case, the factor, on consumer purchase intention.

Examine the relationship between brand image (product image, corporate image, user image) and purchase intention

According to the model summary in Table 4.6, that the adjusted R-squared coefficient of the three independent variables, product image, corporate image and user image, on consumer purchase intention is 0.727, implying that these three metric independent variables can explain 72.7% of the variance in consumer perception.

Contains the multivariate regression equation: $Y=0.247$ product image + 0.267 corporate images + 0.266 user image. According to the coefficients, product image has a positive and significant effect on consumers' willingness to purchase ($b=0.247$, $p0.01$), corporate image has a significant and positive effect on consumers' willingness to purchase ($b=0.267$, $p0.01$), user image has a significant and positive effect on willingness to purchase ($b=0.266$, $p0.01$). Corporate image has the greatest effect, followed by user image and product image, and hypotheses H1a, H1b, and H1c are correct.

Table 4. 6 Brand Image Purchase Intention Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		Adjusted R Square
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	.555	.240		2.313	.021			.727
PI	.277	.052	.247	5.335	.000	.828	1.208	

CI	.293	.051	.267	5.793	.000	.831	1.203	
UI	.279	.047	.266	5.918	.000	.871	1.148	

a. Dependent Variable: PW

Examination of the relationship between brand image and perceived value

As indicated in the model summary in Table 4.7, the adjusted R-squared coefficient of brand image on customer perceived value is 0.775, implying that the brand image independent variable can explain 77.5% of the variation in consumer purchase intention the quantity of. Brand image has a positive and significant influence on customer perceived value ($b=0.614$, $p<0.01$), thus hypothesis H2 is correct.

Table 4.7 Brand Image Perceived Value Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		Adjusted R Square
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	.419	.227		1.849	.065			.725
Brand Image	.889	.059	.614	15.164	.000	1.000	1.000	

a. Dependent Variable: PV

Examination of the relationship between perceived value and purchase intention

The model overview in Table 4.8 shows that the adjusted R-squared coefficient of brand image on customer perceived value is 0.724, implying that this perceived value independent variable can explain 72.4% of the variation in consumer purchase intention. Perceived value has a positive and significant influence on customer purchase intention ($b=0.571$, $p<0.01$), thus hypothesis H3 is correct.

Table 4.8 Perceived Value Purchase Intention Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		Adjusted R Square
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	1.574	.169		9.340	.000			.724
PV	.581	.043	.571	13.553	.000	1.000	1.000	

a. Dependent Variable: PW

4.2.3 Mediating Effect Test

This type of analysis is used to investigate indirect effects within a causal series, specifically the influence of a variable on the outcome variable via additional variables (Chen & Fritz, 2021). The independent variable is x , the mediating variable is M , and the dependent variable is Y . The relationship between the variables can be explained in Figure 4.1 assuming that the variables have been standardized, where C is the total effect of X and Y , a and b are the mediating effects through the mediating variable M , and C' is the direct effect of X on Y (Hayes, 2013; MacKinnon, Fairchild, & Fritz, 2007).

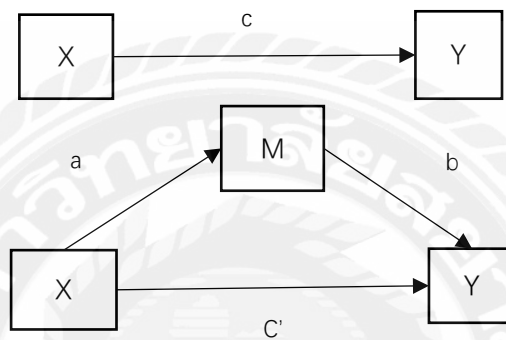


Figure 4. 1 Mediating Effect Test

Bootstrap is a computationally intensive method that involves repeated data collection statistical methods and in repeated data collection mediating effect estimates are calculated, by repeating this process several times, the sampling method of ab is created and the confidence interval of the mediating effect is obtained (Özdil & Kutlu, 2019) , if the confidence interval does not contain 0, it indicates the presence of a mediating effect. MacKinnon, Lockwood, and Williams (2004) said, the Bootstrap test has lower standard error values and is favored over alternative approaches. Andrew F Hayes (2009) similarly came to the conclusion that Bootstrap is a superior choice for assessing indirect effects and is compatible with a wide range of structural equation model software. As a result, the Bootstrap approach with asymmetric confidence intervals will be used in this investigation.

Table 4. 9 Process Stepwise Regression Mediation Effect

Steps	Y	X	R	R-sq	F	β	t
Step 1	PW	PI	0.423	0.179	82.927***	0.476	9.106 ***
Step 2	PV	PI	0.448	0.201	95.287***	0.495	9.762***
Step 3	PW	PI	0.601	0.361	107.068***	0.236	4.566***
		PV				0.485	10.387***
Step 1	PW	CI	0.435	0.189	88.523***	0.477	9.409***

Step 2	PV	CI	0.486	0.236	117.388***	0.523	10.835***
Step 3	PW	CI	0.599	0.358	105.800***	0.226	4.375***
		PV				0.479	10.001***
Step 1	PW	UI	0.419	0.175	80.669***	0.438	8.981***
Step 2	PV	UI	0.426	0.181	84.144***	0.438	9.173***
Step 3	PW	UI	0.603	0.364	108.199***	0.224	4.730***
		PV				0.488	10.590***

In accordance with the results of the above stepwise regression approach to mediating effect test, product image (PI) has a significant effect connections of the independent variable on the dependent variable ($\beta=0.476, p<0.01$) in the first step (model one) of the test, indicating that the total effect holds. There is a significant association between the independent variables and the mediating factors in the second phase (model two) of the test ($\beta=0.495, p<0.01$), There is additionally a significant effect of the independent variable's impact on the dependent variable ($\beta=0.236, p<0.01$), and a significant effect of the mediating variable on the dependent variable ($\beta=0.485, p<0.01$), in the third step (model three) test, indicating that the mediating effect of perceived value between product image and purchase intention holds and is partially mediated.

Corporate image (CI) There is a significant effect relationship between the independent variable on the dependent variable ($\beta=0.477, p<0.01$) in the first step (model one) of the test, indicating that the total effect holds, in the second step (model two) of the test, there is a significant effect relationship of the independent variable on the mediating variable ($\beta=0.523, p<0.01$), and in the third step (model three) of the test, the independent variable There is a significant effect for the dependent variable ($\beta=0.226, p<0.01$), and a significant effect for the mediating variable corresponding to the dependent variable ($\beta=0.479, p<0.01$), implying that the mediating effect of perceived value between corporate image and purchase intention exists and is partially mediated.

User image (UI) , there is a significant effect relationship of the independent variable for the dependent variable ($\beta=0.438, p<0.01$) in the first step (model one) of the test, indicating that the entire effect holds, in the second step (model two) of the test, it shows a significant effect relationship of the independent variable for the mediating variable ($\beta=0.438, p<0.01$), and in the third step (model three) of the test, the independent variable There is a significant effect for the dependent variable ($\beta=0.224, p<0.01$), a significant effect for the mediating variable ($\beta=0.488, p<0.01$), hus indicating that the mediating effect of perceived value between user image and purchase intention holds and is partially mediated.

Table 4. 10 Bootstrap Mediating Effect of Perceived Value

variable	effect relationship	Effect size	LLCI	ULCI	Proportion
Product Image (PI)	total effect	0.476	0.373	0.579	
	direct effect	0.236	0.134	0.337	50%
	indirect effect	0.240	0.176	0.314	50%
Corporate Image (CI)	total effect	0.477	0.377	0.576	
	direct effect	0.226	0.124	0.327	47%
	indirect effect	0.251	0.187	0.323	53%
User Image (UI)	total effect	0.438	0.342	0.534	
	direct effect	0.224	0.131	0.317	51%
	indirect effect	0.214	0.157	0.275	49%

In response to the analysis results in Table 4.10, it can be seen that using the Bootstrap technique to test the mediating effect of perceived value in the model, taking 5000 repetitions of the sampling test and verifying it at 95% confidence interval, the effect of perceived value between product image and purchase intention accounts for 50% (mediating effect proportion: indirect effect/total effect) and 95% confidence interval is (0.176, 0.314), not contain 0; The effect of perceived value between corporate image and purchase intention is 53%, and 95% confidence interval is (0.187, 0.323), which does not contain 0; the effect of perceived value between user image and purchase intention is 49%, and 95% confidence interval is (0.157, 0.275) does not contain 0; this indicates that perceived value plays a mediating effect in the model, H4 established.

4.2.4 Hypothesis Validation Results

When the findings of testing the model hypotheses in this chapter are summarized, it is clear that a total of four research hypotheses are proposed in this study, and all of them are experimentally supported, as shown in Table 4.11.

Table 4. 11 Hypothesis Validation Results

No.	Assumptions	Test Result
H1a	Product image of brand image in online education has a positive impact on consumers' purchase intention	Established
H1b	Corporate image of brand image in online education has a positive impact on consumers' purchase intention	Established
H1c	User image of brand image in online education has a positive impact on consumers' purchase intention	Established
H2	Brand image in online education has a positive impact on consumers' perceived value	Established
H3	Perceived value in online education has a positive effect	Established

	on consumers' purchase intention	
H4	Perceived value mediates the relationship between brand image and purchase intention.	Established

H1a established, proving the concluded that product image significantly influences purchase intention, which is consistent with the findings of Li et al. (2011) and Suki and Suki (2019), before they formally consume a company's goods or service, customers simulate that they have already picked this thing to view it, this sense of experience is the preconceived experience of consumers to measure the product or service that can bring them a certain function before consumption, there may not be a way to fully experience it before you have a real class within the online education industry, but generally, the institution will have a teacher demonstration experience course, which can let consumers know in advance whether the institution's products can attract them and familiarize them with the institution's faculty, and it is this experience that can make Consumers more willing to believe in the products brought by DUIA.

H1b established, the analysis in Chapter 4 leads to the same conclusion as Hem, De Chernatony, and Iversen (2003), that a good corporate image is conducive to increasing consumers' willingness to purchase, and that DUIA corporate image includes factors such as the strength of the company's size, the high level of industry recognition, and the high level of consumer acceptance. The higher the sense of consumer security, the higher the consumer's acceptance of the company or brand before implementing the consumption behavior, especially in the industry of DUIA online education, which is an industry that needs to focus on service and experience, every consumer who is willing to choose DUIA online education is Therefore, they will pay more attention to whether the institution can provide products or services that can help them achieve their goals, but at the same time, everyone's consumer experience is different from their learning base and different feelings, so consumer security is very important in DUIA online education, whether consumers trust enough when choosing DUIA. directly affects the final result of the choice.

H1c established ,the consumer image of enterprise products or services is generally influenced by social groups, social status, and other factors, according to the analysis of the previous study, it is believed that the user image positively affects the consumer, the same as the results of Li et al. (2011) study, the purchase intention in the industry of DUIA online education, a very strong service-oriented industry, the user classification of DUIA institutions is very clear, in Chapter 4 The descriptive statistical analysis shows that the largest proportion of DUIA users are professionals entering the society, the reason for this phenomenon is precise because DUIA is an online education and training institution mainly of vocational nature, and most of these users have an overall plan for their study or career, and they all know they want to reach a certain point. Therefore, when the characteristics of users gradually stabilize, the image

impression of consumers who also need to buy products will be associated in the minds of consumers.

H2 established, the regression analysis study shows that the product image, corporate image, and user image of DUIA online education brand image have a significant positive impact on consumers' perceived value, which is also consistent with the previous findings of Huang et al. (2019) that brand image positively affects perceived value. It can be seen that the price, quality, and professionalism of DUIA online education products or services impress consumers, DUIA's user image and corporate image also influence consumers' overall evaluation of the institution, and user image has a significant impact on consumers' perceived value, thus indicating that the DUIA online education brand personality is outstanding.

H3 established, based on previous empirical studies on perceived value and purchase intention, it can be obtained that there is a positive effect of this aspect on purchase intention, which also supports the findings of Novitasari (2022). In this paper, based on the combination of DUIA online education, further research on this aspect is done to study the effect of perceived value on purchase intention magnitude of the degree of the standard regression coefficient close to 1 determines the degree of its influence on consumers' willingness to purchase, and the standard regression coefficients of perceived value are:0.571. It proves that the stronger the consumers' perceived value of DUIA online education, the higher the consumers' willingness to purchase, making full use of consumers' insight, improving consumers' ability to premium market products, setting reasonable product prices, ensuring product quality. The perceived value is obtained from consumers' experience of DUIA online education brand products or services, and the perceived value has a significant impact on consumers' willingness to purchase.

H4 established, perceived value in the pair of an online education brand image and consumer purchasing intentions between a clear part of the intermediary role, indicating that online education consumer individuals are more likely to produce a strong psychological perception, in the consumer to make purchasing decisions first focus on the value of the DUIA, recognize the quality value of the DUIA online education products or services, triggering the consumer behavior, the higher the consumer's perceived value of the pair of an, the higher the positive impact of the brand image. The higher the perceived value of DUIA, the stronger the positive influence of brand image on purchase intention. Including the price of the course, the quality of the course, the teacher's strength, the help that can be brought, etc., will to a certain extent increase the possibility of purchasing to ah.com online courses.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This paper takes DUIA online education as the research object, based on the consumer perspective, tests the mediating effect of perceived value by using hierarchical regression and process program Bootstrap method with the help of SPSS20.0, the results prove that the three dimensions of the product image, corporate image and user image of DUIA online education brand image have a significant positive influence on purchase intention, and perceived value plays a partial mediating role between brand image and consumers' purchase intention, revealing the relationship between product image, corporate image, user image, perceived value and purchase intention of DUIA online education brand image. Based on prior literature, the author developed the research model using SOR theory and suggested four hypotheses on the basis of the research model to investigate the aspects of brand image influencing consumers' purchase intention.

The first factor discussed is the product factor in brand image, product image is an important factor when purchasing online education courses from DUIA, the price, quality, and word of mouth can affect the product image, should increase the quality of the course to ensure that the focus on the optimization of the image of the product or service. In terms of product image, course quality, market price, course reputation and professional services to the consumer's feelings and other factors are closely related to the product image, which can be learned that the construction of the brand of online education on DUIA should be aimed at the improvement of the quality of courses and professional services. However, due to the fierce competition in the online education market, how to stand out in the industry and create its own differentiation is particularly important. Therefore, it is particularly important to establish corporate characteristics and find out the focus of corporate services. After having a focus, the company mainly creates a certain aspect of differentiation, which will directly generate an extremely wide spread and high reputation among the consumer groups who have a strong demand for this aspect;

The corporate image in the brand image is the most important in this study. The size, responsibility, popularity and teaching staff of the institution all affect the corporate image. As an enterprise in the field of education, the core competitiveness is the quality of teaching. Therefore, it is necessary to improve the quality of education and teaching in enterprises. At the same time enterprises to enhance the brand image can provide consumers with some value-added services, serious and tracking services, in the next consumer purchase as much as possible to feel that the enterprise in order to consumers to do the change, so that consumers feel that the purchase of the brand

products are worthwhile, high value. Enterprises should also strengthen advertising, the use of newspapers and magazines, television, radio and the Internet and other media to publicize some of the enterprise's culture and products, and then, taking into account the psychological characteristics of our consumers' consumption, and generally also take into account the price, so when setting prices, but also to set price differences, to develop targeted pricing and carry out different promotional activities. Finally, enterprises should also strengthen the reputation management, enterprises can according to their own ability to make social donations, or set up a public welfare fund, and actively fulfill their social responsibility, try to maintain a good reputation in the community;

User image in the brand image, the overall image that the company creates in its interaction with the customer also affects the willingness to buy . According to the survey, the product image, corporate image, and user image have a significant positive impact on the consumer's willingness to buy, so to enhance and shape the ah online education brand image from the three core dimensions of the image, but also pay attention to the improvement of the level of customer perception, only in this way can we effectively promote the consumer's willingness to buy, expanding the brand awareness of the ah online education brand, and enticing customers to buy. Brand market share and coverage, in order to build its own brand's distinctiveness.

The second is to maintain good interaction with consumers to enhance consumers' perception of brand image. Through the processing of consumer feedback, good interactive communication with consumers is conducive to enhancing consumer feelings towards the brand and the perceived value of the product image, thus promoting the possibility of consumers purchasing the online education product.

The third is perceived value, where perceived value expectations have a significant impact on consumers' purchase intentions. This study shows that consumers assess value perceptions based on the information they learn before purchasing a DUIA online education course. For example, once consumers learn about DUIA's faculty, overall service, accountability, overall quality, and price, they will make an assessment of whether it is worth the purchase compared to the cost they pay. Knowledge about the product can help consumers choose the right kind of product, and without the proper knowledge and information, it can be difficult to figure out a good product. Understanding the needs and wants of consumers can help companies focus on the features and attributes of their products, thus increasing the consumer's willingness to make future purchases. In this case, the continued purchase of DUIA online education depends heavily on whether the consumer is satisfied when the course or service is purchased.

The last one is that perceived value plays a partial mediating role in the impact of

online education brand image on consumer purchase intention. Perceived value is the perceptual understanding of the brand and belongs to the category of subjective evaluation. Therefore, a positive and positive online education brand image can prompt consumers to make more positive subjective evaluations, that is, to obtain higher perceived value. Perception is a subjective judgment generated by comprehensive brand information, and it is also a comprehensive evaluation related to brand attitude. A positive attitude guides consumers' thoughts and actions, directly affecting the generation of purchase intention.

5.2 Recommendation

Concentrating on the "DUIA online education brand image-perceived value-consumer purchase intention" research model, this paper examines the relationship between three dimensions of DUIA brand image on perceived value and consumer purchase intention, as well as tests the hypothesis of the relationship between product or service image, user image, and corporate image on consumer purchase intention. The study is constrained by the objective realistic setting and personal academic research level, and it still has numerous flaws. The sample size of this study is limited, only within China, due to the human, material, and financial resources of realistic fieldwork, and no wider brand research has been conducted, and the breadth and depth involved are insufficient, which to some extent affects the general applicability of the findings. Furthermore, this study created a questionnaire for DUIA customers based on the features of DUIA brand items and the research findings of other academics, and the study's conclusions are not necessarily applicable to other kinds of online education. Therefore, further research is needed on the following points:

- 1) The sample's restrictions should be widened, and more in-depth and extensive research should be undertaken in nations where DUIA is utilized to enlarge the sample data and improve the general application and scientific validity of the study findings.
- 2) More in-depth research may be undertaken in the future in tandem with the real growth of the online education business, and a more mature and comprehensive questionnaire can be devised to better the examination of the brand effect of online education.
- 3) This study is a division of the dimensions of the brand image of online educational institutions based on the research of the Bell model, but there is no unified, universally used dimensions, with the forward development of academics in this field, the dimensions of the brand image of the online educational institutions will be further refined, and it can be further researched in the future. For the mediating variable of perceived value, this paper only

adopts a single dimension to study, and does not study all the dimensions of perceived value, and in real life, other dimensions may also play a role, so when using perceived value as a mediating variable in future research, comprehensive consideration should be made.

- 4) In future research, the brand image of online educational institutions can be studied in combination with various fields (sociology, psychology, etc.), so that the study of brand image of online educational institutions' products will be more extensive and more contemporary.



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APPENDIX A

DUIA Online Education Consumer Survey Questionnaire

Dear Ms./Mr.:

Hello, First of all, thank you for taking your valuable time to fill out this questionnaire, this survey will take DUIA online education training institution as the research object, and study the online education brand image, product image, corporate image, user image, and the relationship between perceived value and purchase intention, thank you very much for your assistance to bring me help. I would like to draw your attention to the fact that this questionnaire is intended for academic research purposes, and there are no right or wrong answers, no anonymous answers, and no adverse effects. Please read it carefully and reflect on your true thoughts, and if you encounter a question that is difficult to choose from, just check the box by intuition. I wish you good health and success in your career!

Part I: Personal Information

1. Gender: Male Female
2. Age: 20-30 30-40 40-50 50+
3. Occupation: Student Enterprise company personnel Institution personnel Government agency personnel Self-employed and freelance Other
4. Average monthly income: 2000 or less 2000-4000 4000-8000 8000 +
5. education level: junior high school and below high school/junior high school/technical school specialist and undergraduate graduate and above
6. Do you know DUIA online education: Yes No
7. which of the following online education brands are you familiar with besides DUIA: (multiple choice)
STG OETCL Tencent TaoBao Education
GaoTu Online LAIX

Part 2:

8. I think the courses purchased on the DUIA online education brand are a good value
 Strongly disagree Disagree Unsure Agree Completely Agree
9. I think the DUIA online education brand courses have a good reputation
 Strongly disagree Disagree Unsure Agree Completely Agree
10. I think the quality of DUIA's online education brand courses is generally good
 Strongly disagree Disagree Unsure Agree Completely Agree
11. I think the courses of the DUIA online education brand are more specialized
 Strongly disagree Disagree Unsure Agree Completely Agree
12. I think the DUIA online education brand provides timely answers and good service
 Strongly disagree Disagree Unsure Agree Completely Agree
13. I think the DUIA online education brand has a high level of awareness
 Strongly disagree Disagree Unsure Agree Completely Agree
14. I think the DUIA online education brand is large
 Strongly disagree Disagree Unsure Agree Completely Agree
15. I think the DUIA online education brand is socially responsible
 Strongly disagree Disagree Unsure Agree Completely Agree
16. I think the DUIA online education brand has a strong faculty
 Strongly disagree Disagree Unsure Agree Completely Agree
17. I think the DUIA online education brand adheres to the student-first philosophy
 Strongly disagree Disagree Unsure Agree Completely Agree
18. I think learning at DUIA Online Education Brand is for a better life afterward
 Strongly disagree Disagree Unsure Agree Completely Agree
19. I think most of the students who study with DUIA online education brand are very active
 Strongly disagree Disagree Unsure Agree Completely Agree
20. I think that studying with the DUIA online education brand will help me become the person I want to be
 Strongly disagree Disagree Unsure Agree Completely Agree
21. I think studying with the DUIA online education brand is better for me

- Strongly disagree Disagree Unsure Agree Completely Agree
22. For the price, I think it is worthwhile to purchase courses from the DUIA online education brand to study
- Strongly disagree Disagree Unsure Agree Completely Agree
23. Compared to other brands, I think the quality of DUIA online education courses is better, and the teachers' teaching methods are easier to understand and conducive to knowledge acquisition
- Strongly disagree Disagree Unsure Agree Completely Agree
24. Overall, I think that purchasing products from DUIA online education providers are worthwhile
- Strongly disagree Disagree Unsure Agree Completely Agree
25. I would consider purchasing a course from a DUIA online education brand
- Strongly disagree Disagree Unsure Agree Completely Agree
26. I would prefer to purchase a course from this provider over other brands of online education
- Strongly disagree Disagree Unsure Agree Completely Agree
27. I was going to recommend this online education brand to a friend
- Strongly disagree Disagree Unsure Agree Completely Agree