

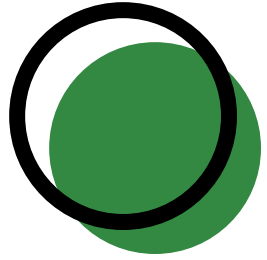
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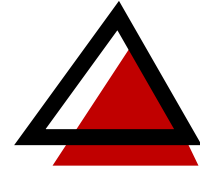
Identity and
Approaches
to Applied Business
Research

LIN LING
2006204

Assignment 2



CONTENTS



1. Justification for the choice of topic



2. A critical review of the question context

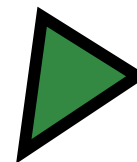
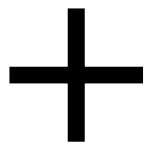


3. A critical review of academic contextual information



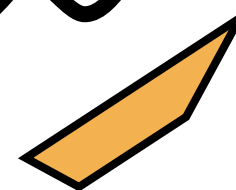
4. justification of a proposed methodological approach





PART ONE

**Topic
Choice**



Does family life cycle stage influence e-shopper's post-adoption behaviour in southern part of China?

An examination using the UTAUT-2 model.



1.1 Applied Justification



self-reflexivity

- backstage
- buried seeds



the social identity map

- educational experience
- working experience

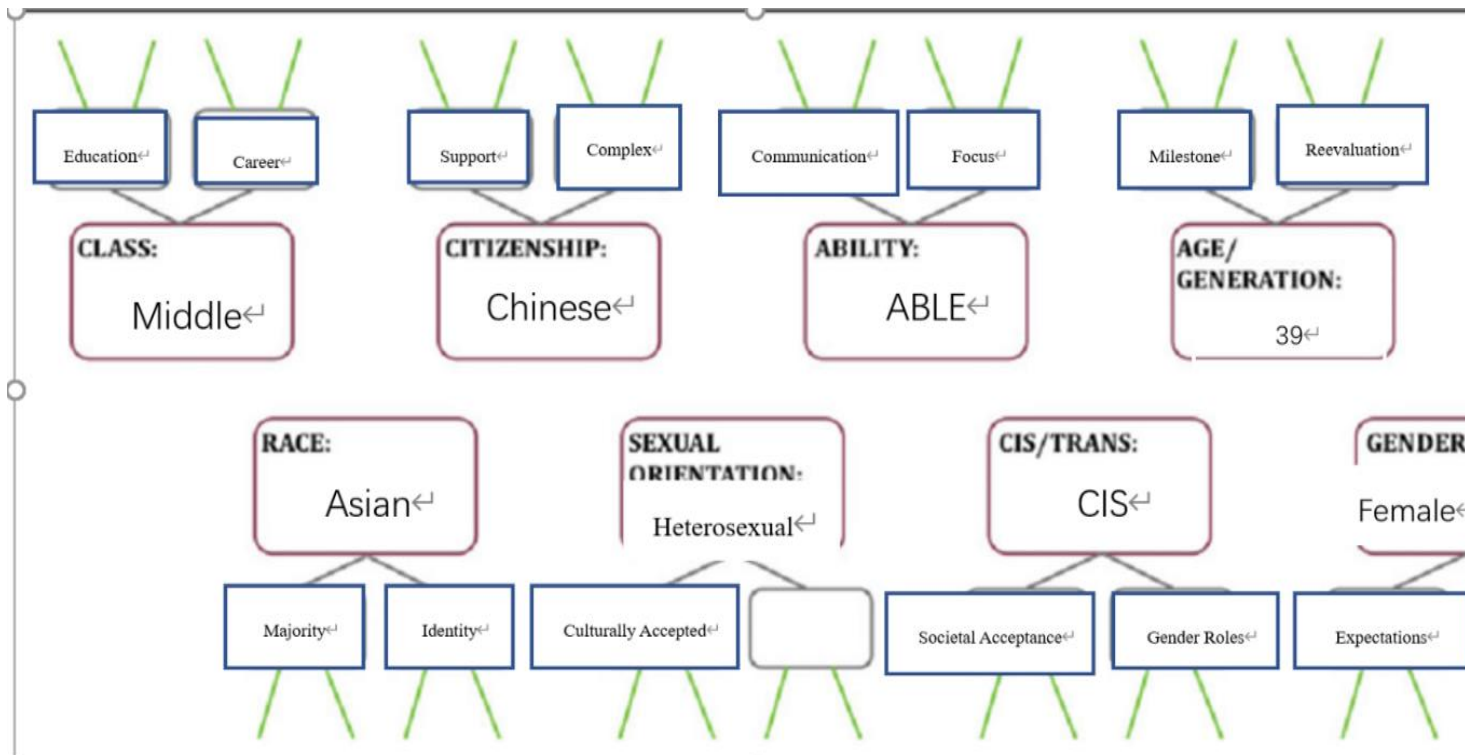
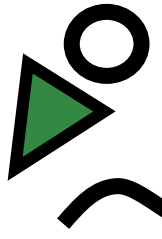


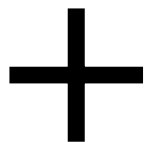
Figure 1 My social identity map (adapted from source: Jacobson and Mustafa, 2019, p.3)



1.2 Academic Justification

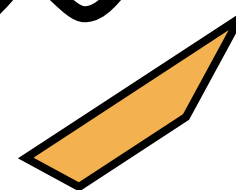
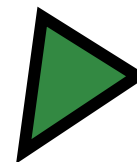
- From “nice-to-haves” to “musts”
- research of Post-adoption behavior of e-shoppers as differentiation strategy
- the study regarding to the influence of FLC stages on e-shoppers' post-adoption behavior remains scant





PART TWO

Question
Context



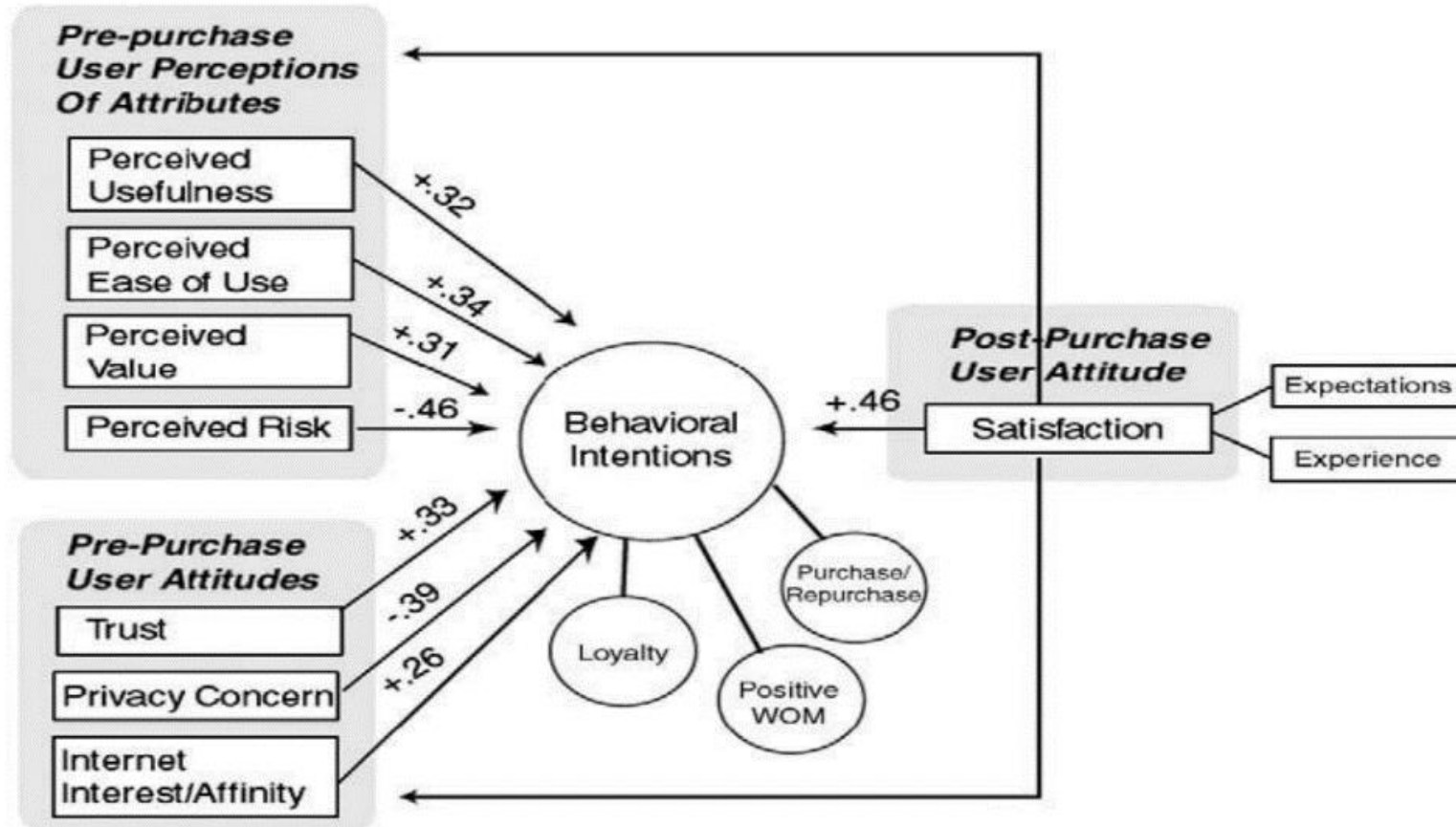


Figure 2 An integrative model of online purchasing behavior
(Source: Taylor and Strutton, 2010)

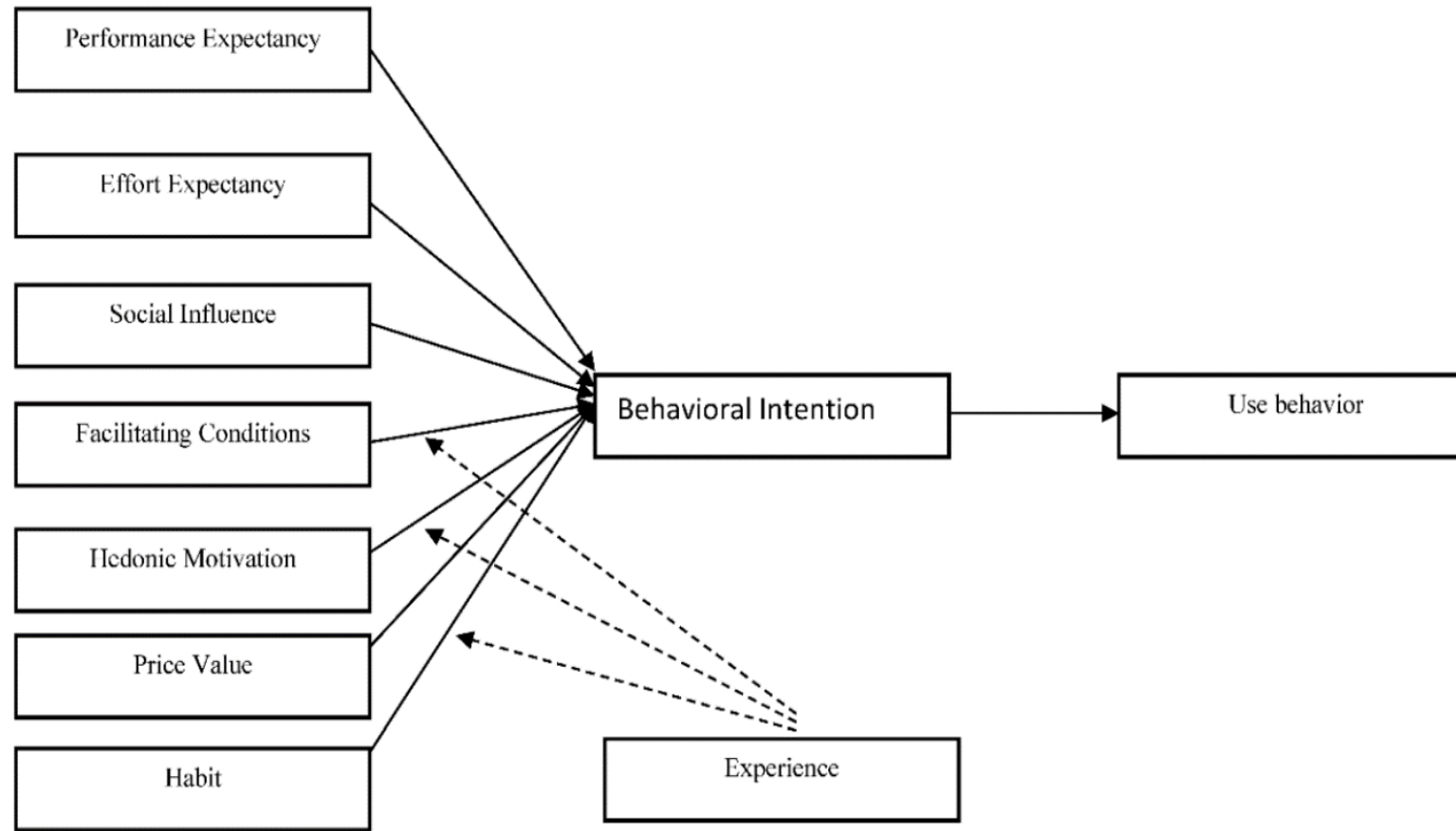


Figure 3 Unified theory of acceptance and use of technology (UTAUT-2)
(source: Saha, Zhuang and Li, 2020)

Theory↵	Author (year)↵	Function↵
Innovation Diffusion Theory↵	Moore and Benbasat, 1991↵	It studied the innovation characteristics and their impact on the technology adoption↵
Theory of Reasoned Action (TRA)↵	Fishbein and Ajzen, 1975, reviewed by Hill, 1977↵	It proposes that the behavior intention is the main predictor of human behaviors↵
Technology Acceptance Model (TAM)↵	Davis, 1989↵	Information technology acceptance is addressed and applied in the organisation↵
Motivational Model↵	Davis, et al. 1992↵	It addresses the explanation of user behaviour↵
Theory of Planned Behaviour (TPB)↵	Ajzen, 1991↵	The shoppers' internal control variables are added↵
Decomposed Theory and Planned Behaviour (DTPB) ↵	Taylor and Todd, 1995↵	Combination of TPB and TAM, it incorporates TPB predictors and TAM perceived usefulness↵
Model of Personal Computer Utilization (MPCU) ↵	Thompson, et al., 1991↵	It refined the Triandis' model in the IS/IT context to predict usage behavior instead of intention.↵
Social Cognitive Theory (SCT)↵	Compeau, et al., 1995↵	It was used to elucidate human behavior extensively↵

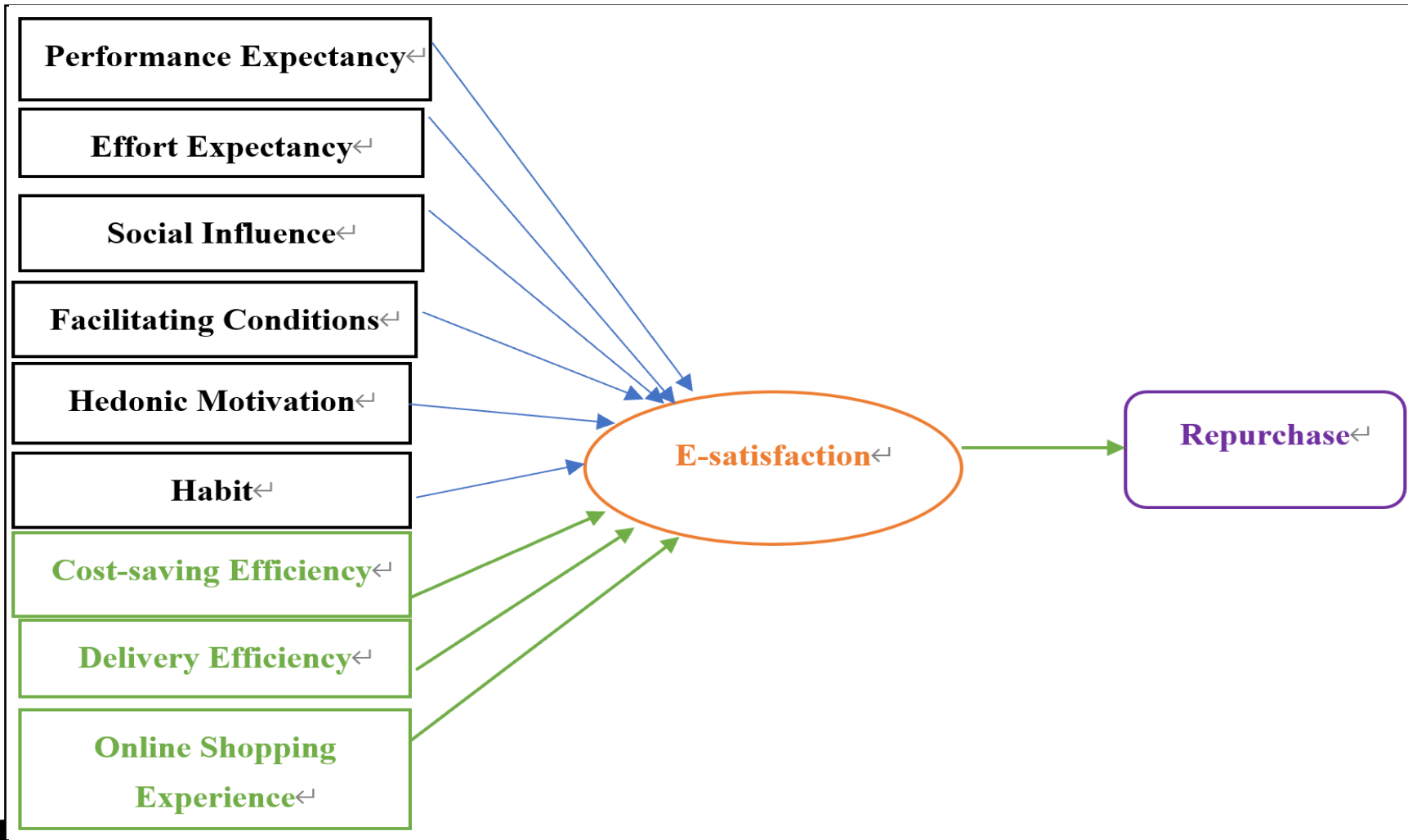
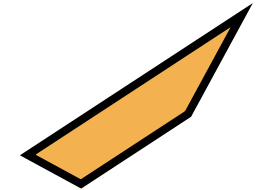
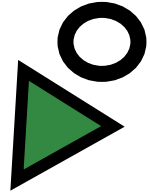
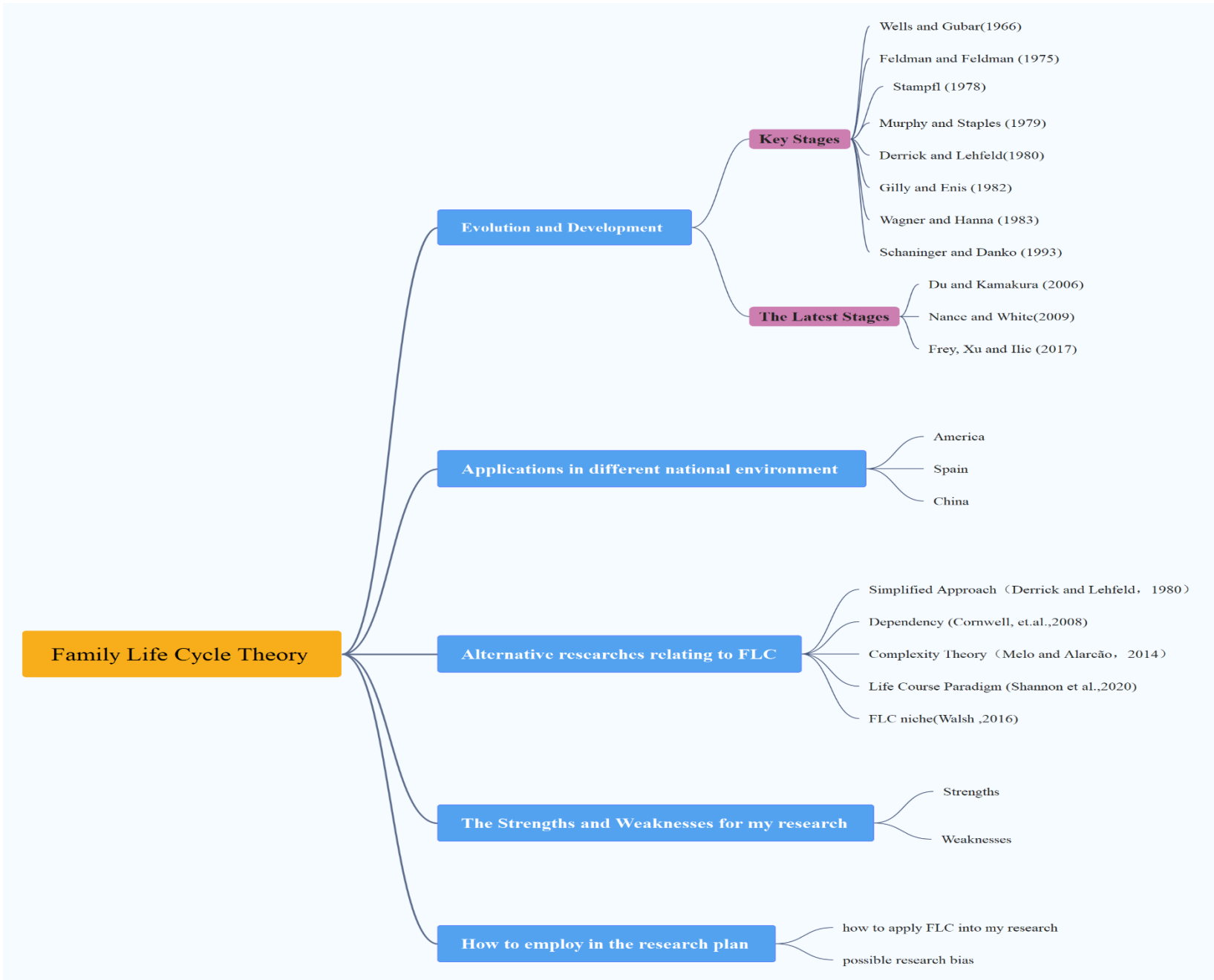
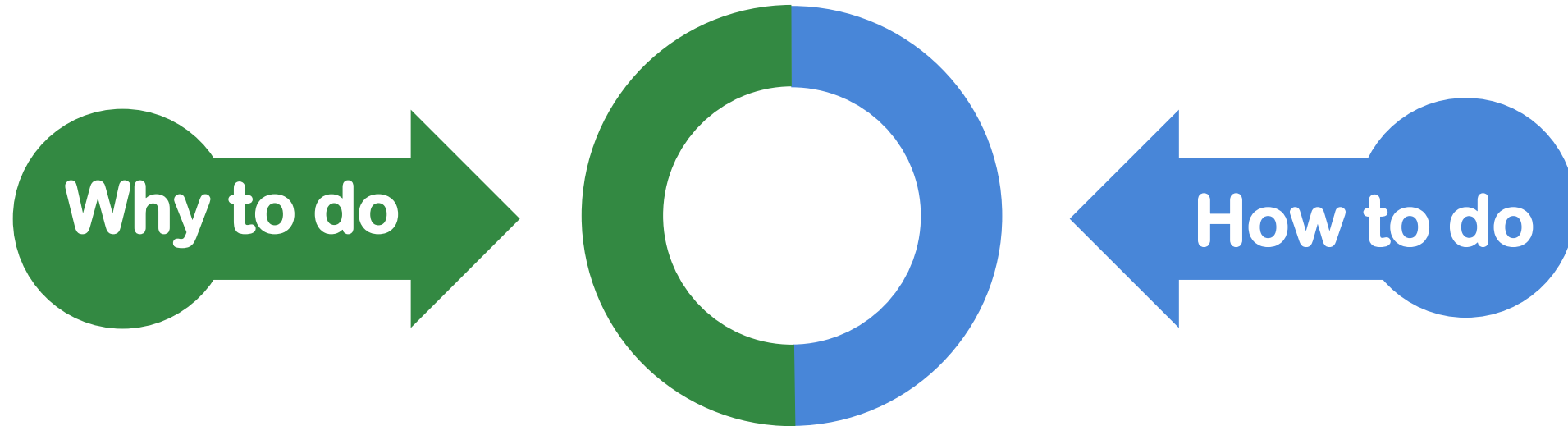


Figure 4 The adapted unified theory of acceptance and use of technology (UTAUT-2)



2. Why FLC in my research?

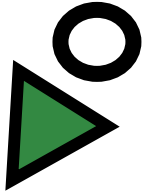


*Applied in many literature

*It is significant in China context

*based on Liu's model

*focus on the southern part of China



1. Bachelor I; (under 35 years)↵
2. Bachelor II;(35-60 years)↵
3. Bachelor III; (over 60 years)↵

Couple without children, with/without other person↵

4. Couple I (cohabitation)↵
5. Couple II (young couple without children, female head under 35 years)↵
6. Couple III (middle-aged couple without children, female head over 35 years, male head under 60 years)↵
7. Couple IV (male head over 60 years, without children or no living at home)↵

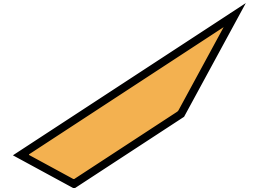
Couple or single parent with youngest child under six; with/without other persons↵

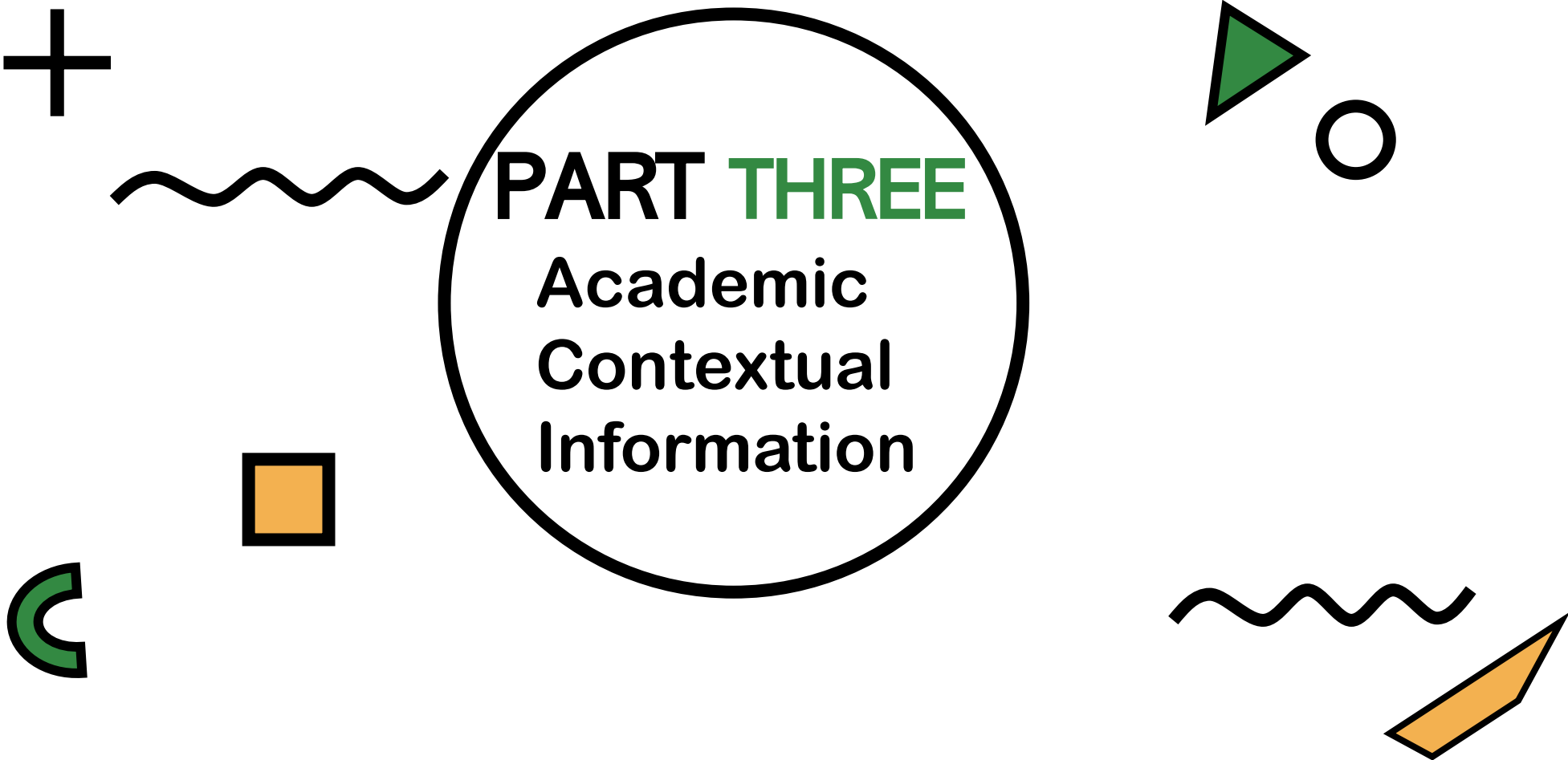
8. Dependent Nest I (couple or single parent with preschool children)↵
9. Dependent Nest II (couple or single parent with school children)↵
10. Dependent Nest III (couple or single parent with teenage children)↵
11. Dependent Nest IV (couple or single parent with adult dependents)↵

Extended family↵

12. Extended family I (3 generation living together, with preschool grandchildren, grandparents still work)↵
13. Extended family II (3 generation living together, with school grandchildren, grandparents still work)↵
14. Extended family III (3 generation living together, with teenager grandchildren, grandparents retired)↵

(Source: Liu, 2008)





A decorative graphic featuring a central circle with text. Surrounding the circle are several abstract elements: a black plus sign at the top left, a black wavy line extending from the left side of the circle, a green semi-circle at the bottom left, an orange square at the bottom left, a green triangle at the top right, a black circle at the top right, a black wavy line at the bottom right, and an orange parallelogram at the bottom right.

PART THREE

Academic
Contextual
Information

Figure 1.2 Elements of a Conceptual Framework

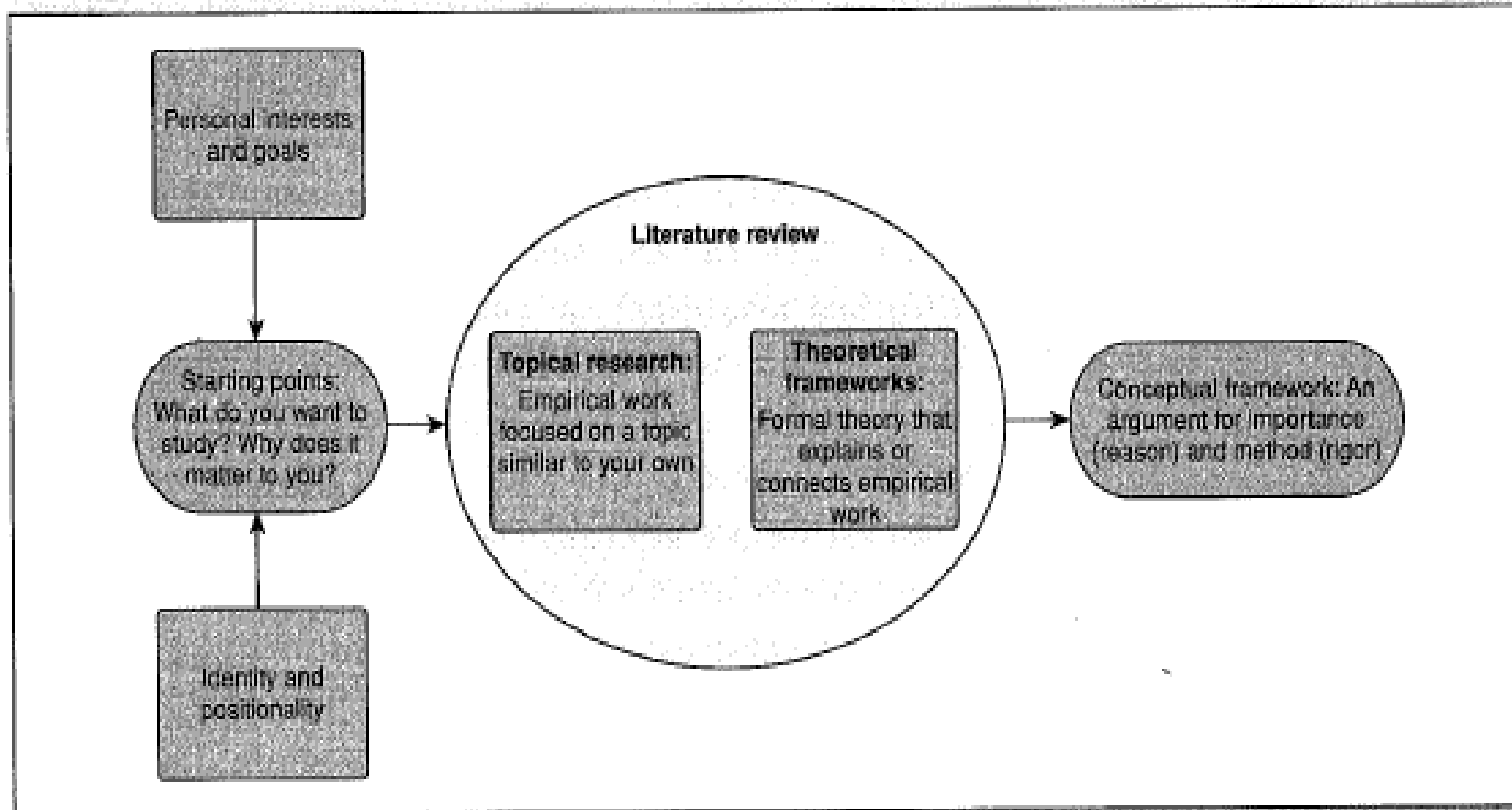


Figure 5 Elements of a Conceptual Framework
(source: Ravitch & Riggan, 2017, p. 9)

Family Life Cycle Stages



Cost-saving Efficiency

Delivery Efficiency

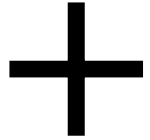
Online Shopping
Experience

E-satisfaction

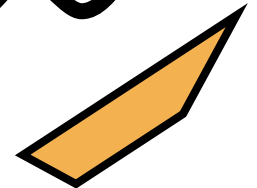
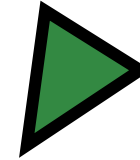
Repurchase

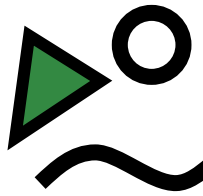
Intention

Figure 7 Influence on FLC stages on UTAUT-2 variables/conceptual model

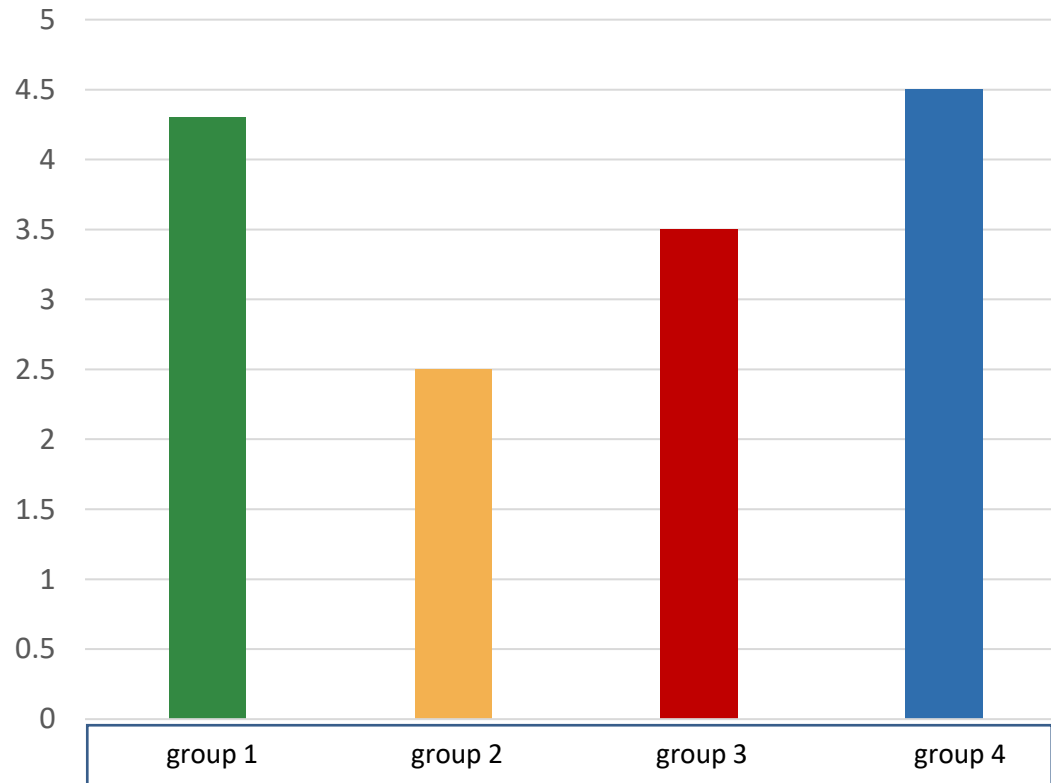


PART FOUR
Methodological
Approach





4.1 Justification of the research method choice



***Why choose quantitative approach?**



-  The homogeneity and commonality of measurements
-  conducted with deductive logic
-  the positivist paradigm
-  be objective and quantifiable

3. Justification of the research method choice



*Mixed Approach is also applicable

- create their own measuring variables
- dynamic, emergent, less-understood digitization world
- positive stance and harnessing the “generalizability” of findings
- needs plenty of time and commitment

4.2 Research Methodology

E-questionnaire

Part 1

Part 2

Survey

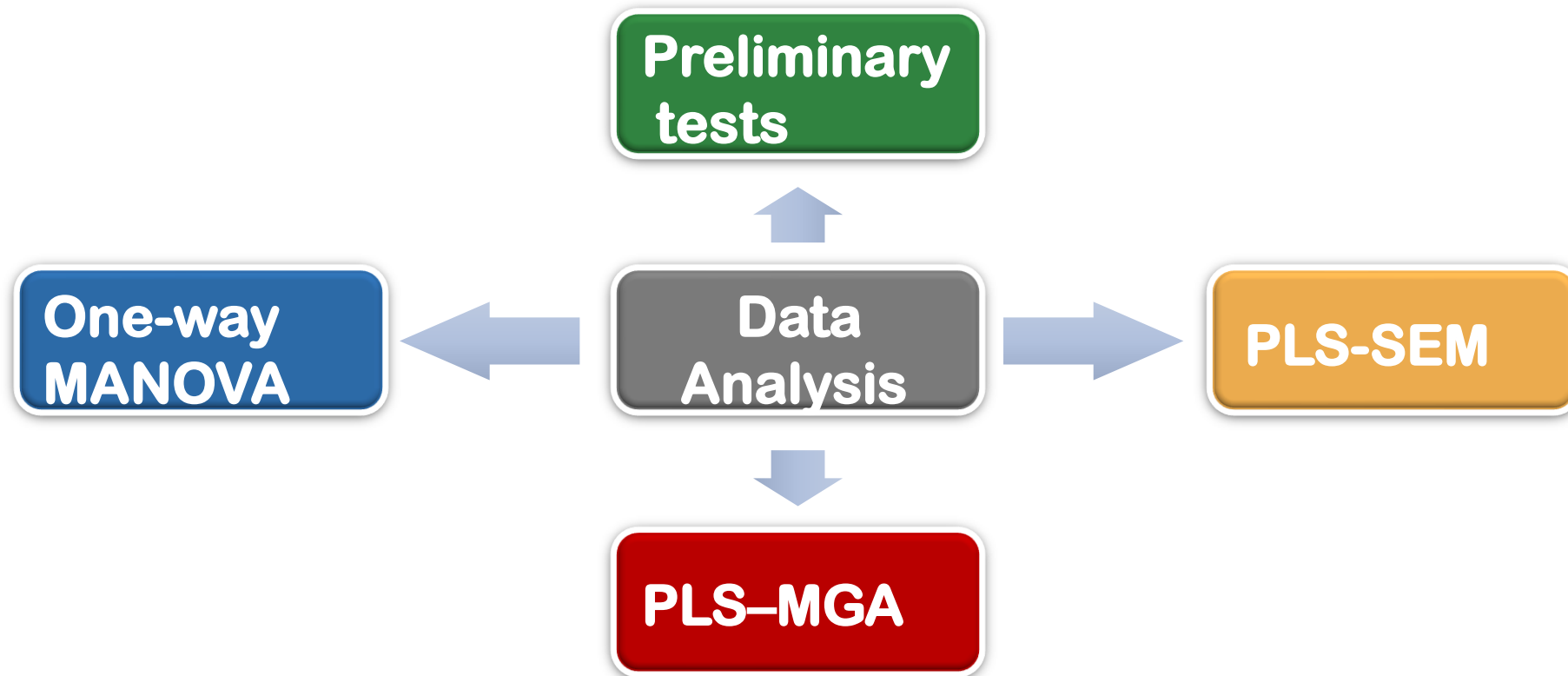
25 items

CSE (5 items), DE (5 items),

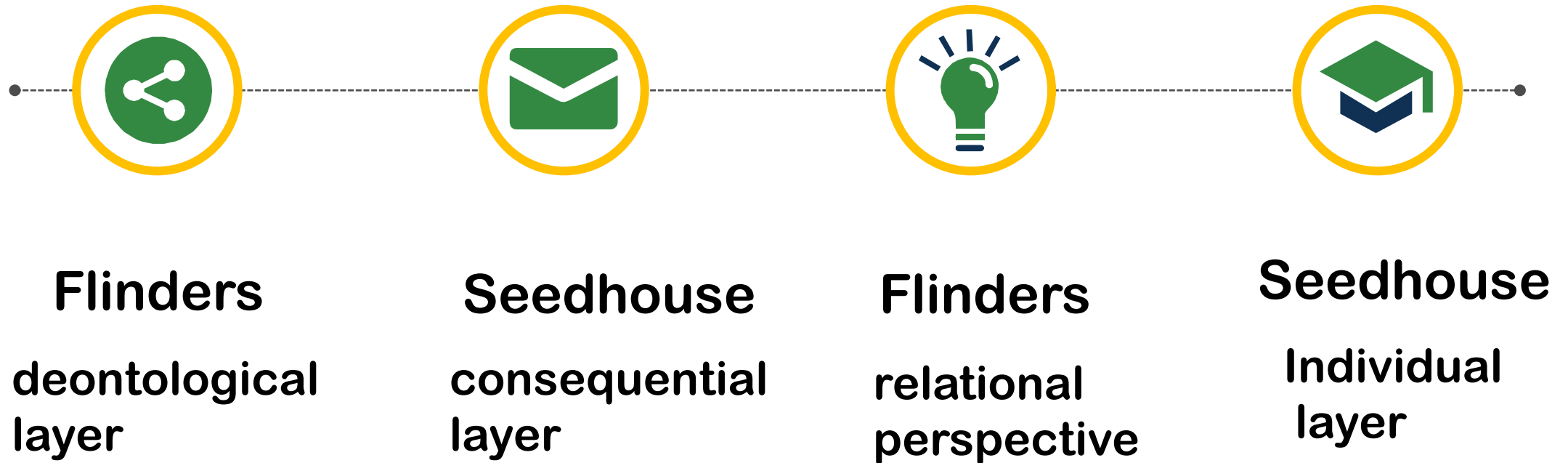
OSE (5 items), ES (5 items)
and RI (5 items)

A seven-point Likert scale

4.3 Data Analysis



4.4 Research ethic risks



(Source: Stutchbury and Fox, 2009)

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