

A Study of the Influence of Teaching Models on the Consumer Psychology of Higher Education Students



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Abstract: In the current era where the consumer market is becoming increasingly diversified and complex, college students, as a special consumer group, have their consumer psychology influenced by a multitude of factors. The teaching model, as an integral part of higher education, plays a pivotal role in shaping and developing the consumer psychology of students. Guiding college students to form a positive consumer psychology has thus become an important issue. This paper discusses how teaching models can guide college students towards a positive consumer psychology and proposes strategies from multiple aspects. In terms of teaching strategies, adjustments are made according to different teaching models such as lecture-based, project-based, and inquiry-based models. At the level of university education management and services, strategies include improving the curriculum system, conducting campus consumption activities, and strengthening the management of the campus consumption environment. In terms of home-school cooperation and social collaboration, strategies involve maintaining communication between schools and parents, enhancing government supervision, disseminating correct concepts through media, and providing high-quality services and education by businesses. The implementation of these strategies can help guide college students to establish a positive and healthy consumer psychology in an all-round way, enhance their consumer awareness and capabilities, avoid blind and impulsive consumption, and promote the formation of correct consumer concepts and good consumption habits among college students, thereby facilitating their comprehensive development.

Keywords: teaching model, higher education students, consumer psychology, guidance strategies, home-school cooperation, social collaboration

1.Introduction

Driven by the tide of the times, the field of education is undergoing profound changes, with university teaching models presenting a wide array of approaches. From the traditional lecture-based teaching to project-based and inquiry-based teaching that emphasize practice and collaboration, and further to the blended online-offline teaching that integrates modern information technology, the diversified teaching models have injected new

vitality into higher education. Meanwhile, the consumer market of university students is also showing vigorous development. The consumption concepts and patterns of this student group are constantly evolving with the changing times and social development. Although teaching models and student consumer psychology seem to belong to different fields, they are actually interwoven and influence each other. Against this backdrop, it has become an important topic of both theoretical and practical significance to deeply explore the relationship between the two and reveal the working mechanisms of different teaching models on the

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consumer psychology of university students.

2. The Significance of Studying the Consumer Psychology of Higher Education Students

2.1 The current status and characteristics of the higher education students consumer market

The university student consumer market is characterized by a continuously expanding scale and high vitality. With the popularization of higher education, the increasing number of students has made their consumption potential increasingly prominent, making them an important force in the consumer market. This market has distinct characteristics. In terms of consumption demand, the diversity is significant, covering multiple fields such as learning materials, electronic products, catering and entertainment, and beauty and clothing, to meet their needs in learning, life, and social interactions. In terms of consumption concepts, university students pursue individuality and fashion, are willing to try new things, and are sensitive to brands and trends. At the same time, although they have a certain degree of independent consumption awareness, their consumption ability is limited by factors such as family economic status and personal part-time income, resulting in a high price sensitivity. In addition, the development of the Internet has made online consumption the mainstream, with convenient shopping methods and a wide range of product choices being highly favored by students. These current status and characteristics reflect the uniqueness and complexity of the university student consumer market, which is worth in-depth study and attention.

2.2 The theoretical significance of studying the consumer psychology of higher education students

From the perspective of interdisciplinary integration, the study of the consumer psychology of university students fills some of the gaps in the intersection of consumer psychology and education. Consumer psychology focuses on exploring the psychological mechanisms behind consumer behavior, while education is concerned with the impact of educational methods on student

development. Combining these two fields to study the consumer psychology of university students can build a new theoretical framework and inject new vitality into the development of related disciplines. In terms of theoretical refinement, existing consumer psychology theories mostly focus on general consumer groups and do not delve deeply enough into the special group of university students. By conducting in-depth research on the consumer psychology of university students, the theoretical system of consumer psychology can be enriched, clarifying the unique patterns of this group in terms of consumption cognition, emotion, and will, and correcting and perfecting the parts of existing theories that are not applicable or incomplete. Moreover, this research can provide a theoretical basis and research direction for subsequent related studies. The mechanisms of consumer psychology formation and influencing factors revealed by it can provide strong support for further research on the consumption behavior and consumption education of university students, promoting the continuous in-depth exploration of the academic field in this direction and enhancing the systematicness and scientific nature of academic research.

2.3 The practical significance of studying the consumer psychology of higher education students

In practical terms, for university education management, studying the consumer psychology of university students can help schools carry out consumption education in a targeted manner. By understanding students' consumption concepts, habits, and preferences, schools can develop more targeted education programs to guide students in establishing correct consumption views, avoid blind and competitive consumption, help students plan their living expenses reasonably, cultivate financial awareness and capabilities, and promote the psychological health and comprehensive quality improvement of students. From the perspective of the business field, enterprises can accurately target this consumer group based on the research findings of the consumer psychology of university students. By gaining a deep understanding of students' needs and

preferences, enterprises can develop products and services that are more in line with their tastes and formulate more effective marketing strategies to enhance market competitiveness and better tap into the university student consumer market to achieve growth in economic benefits (Gao, 2024). At the same time, for families, parents can communicate more effectively with their children and provide more reasonable financial support and consumption guidance by understanding their children's consumer psychology, thus promoting harmonious family relationships.

3. The Impact of Teaching Models on the Consumer Psychology of Higher Education Students

3.1 Restructuring the consumption motivation pattern of higher education students

Teaching models, as the core structure of university teaching activities, have a significant restructuring effect on the consumption motivation pattern of university students. Under the traditional lecture-based teaching model, students' consumption motivation is relatively singular. Since teaching is mainly based on the one-way transmission of knowledge by teachers, students have limited channels to obtain information, and their consumption is mainly focused on learning essentials such as textbooks and stationery to meet classroom learning needs (Li, 2025). In this model, students' consumption motivation is mostly a rigid demand generated by passively receiving knowledge. However, with the rise of new teaching models such as project-based and inquiry-based teaching, students' consumption motivation has gradually diversified. In project-based teaching, students need to collaborate in teams to complete actual projects, which prompts them to have consumption motivations such as purchasing professional books and attending training courses to improve project quality. Inquiry-based teaching encourages students to explore independently, stimulating their desire to consume advanced technology products and experimental equipment to meet in-depth exploration needs. The

blended online-offline teaching model further expands students' consumption motivation. The rich online learning resources make students have consumption motivations such as purchasing electronic learning devices and paying for online courses, while the offline practice links generate consumption demands such as participating in internships and purchasing related practice supplies. It can be seen that different teaching models, by changing students' learning methods and needs, have restructured the consumption motivation pattern of university students, making their consumption behavior more diversified and personalized.

3.2 Redirecting the consumption cognition of higher education students

Teaching models, like an invisible hand, have an undeniable redirecting effect on the consumption cognition of university students. Under the traditional lecture-based teaching model, knowledge transmission is relatively one-way, and students' consumption cognition mostly stays at the level of passive acceptance. They often form a rather rigid impression of consumption based on the content of textbooks and teachers' teachings, with their consumption cognition mainly focusing on learning supplies and basic living materials, considering consumption as meeting basic learning and living needs, and lacking deep thinking about the multiple values and meanings of consumption (Zheng, 2024). In contrast, project-based and inquiry-based teaching models provide students with more opportunities for independent exploration and practice. During the project advancement process, students need to plan budgets and purchase materials independently, which makes them start to pay attention to the cost-effectiveness of products, the value behind brands, and the impact of consumption on project outcomes. Their consumption cognition shifts from purely functional needs to value-based and strategic considerations. The blended online-offline teaching model further broadens students' horizons. The rich online information resources expose students to a wide range of consumption concepts and models, while offline practice allows them to experience

different consumption scenarios firsthand. Under this model, students no longer confine themselves to traditional consumption concepts but begin to focus on the sustainability, personalization, and significance of consumption for their own growth and development. Their consumption cognition direction gradually shifts from blindly following trends and pursuing material enjoyment to rational consumption and a focus on spiritual satisfaction, forming a more mature and diverse consumption cognition system.

3.3 Reshaping the consumption value orientation of higher education students

Teaching models, as a key element in university talent cultivation, have the power to reshape the consumption value orientation of university students. In the traditional lecture-based teaching model, teaching focuses on knowledge impartation, and students lack opportunities for active participation and exploration. This results in a relatively singular consumption value orientation, where students tend to prioritize the practicality and price of goods. Their consumption behavior is mainly aimed at meeting basic learning and living needs, with less attention paid to the cultural, emotional, and other value factors behind consumption.

In contrast, project-based and inquiry-based teaching models grant students more autonomy. During project practice, students need to consider multiple factors such as cost, quality, and innovation comprehensively. This prompts them to re-evaluate the value of consumption (Sun, 2023). They begin to realize that consumption is not only about material acquisition but also an investment in enhancing their own capabilities and optimizing project outcomes. Gradually, they start to value the knowledge growth and skill enhancement brought about by consumption.

The blended online-offline teaching model further enriches students' consumption experiences. Online resources expose students to diverse consumption concepts and cutting-edge trends, while offline practice allows them to experience the significance of consumption in real-life scenarios.

Under this model, students' consumption value orientation shifts from merely seeking material satisfaction to pursuing personalization, quality, and spiritual enjoyment. They place greater emphasis on the alignment of consumption with their personal interests and values, thereby forming a more mature, diverse, and meaningful consumption value orientation.

3.4 Guiding the transformation of consumption decision-making in higher education students

Teaching models play a significant role in guiding the transformation of consumption decision-making among university students. Under the traditional lecture-based teaching model, students mainly rely on teachers' explanations to acquire knowledge, with relatively limited sources of information. When making consumption decisions, they often depend on intuitive factors such as past experiences, peer recommendations, or simple price comparisons. This decision-making approach is relatively passive and one-sided, lacking a comprehensive and in-depth understanding of products. It is easily influenced by short-term external factors, leading to impulsive consumption or blind following of trends (Cao, 2024).

In contrast, project-based and inquiry-based teaching models encourage students to actively explore and practice. During the project implementation process, students need to conduct independent research, analyze the market, and evaluate plans. This greatly enhances their abilities in information collection, analysis, and judgment. When facing consumption choices, they become more rational in considering various factors such as product performance, quality, after-sales service, and the match with their own needs. The decision-making process becomes more rigorous and scientific.

The blended online-offline teaching model further reinforces this transformation. The rich online information resources enable students to access a vast amount of product reviews and comparative data, while offline practice allows them to experience the strengths and weaknesses of different products firsthand. This enables students to make consumption

decisions based on comprehensive information and rational thinking, rather than being easily swayed by advertising propaganda. They can make consumption decisions that better align with their own interests and long-term development.

4. Pathways to Guide Positive Consumer Psychology in Higher Education Students Based on Teaching Models

4.1 Adjusting teaching strategies according to different teaching models

To guide university students in forming a positive consumer psychology, it is necessary to adjust teaching strategies according to different teaching models. In traditional lecture-based teaching, teachers can incorporate content related to consumer education. For example, when explaining professional courses, they can timely integrate consumer knowledge, such as analyzing the relationship between consumer behavior and market mechanisms in economics courses, to help students understand the importance of rational consumption. At the same time, introducing real-life consumption cases and guiding students to think about how to avoid blind and competitive consumption through case analysis can be beneficial. Additionally, setting up classroom discussion sessions to organize students to discuss hot consumption topics can stimulate their attention to and thinking about consumption issues, thereby cultivating their rational consumption awareness.

In project-based teaching, teachers can design project tasks themed around consumption. For example, students can be asked to conduct a campus consumption market research project, where they need to develop a research plan, collect data, analyze results, and propose rational consumption suggestions. During the project implementation process, teachers should provide students with sufficient guidance and support to help them master market research methods and data analysis skills. Through hands-on experience, students can gain a deeper understanding of the consumption market and their own consumption behavior, and thus learn to

make consumption decisions based on actual needs and budgets (Yu, 2024).

In inquiry-based teaching, teachers can guide students to independently explore knowledge related to consumer psychology. By posing thought-provoking questions such as "How do social media influence the consumption decisions of college students?" and encouraging students to find answers through literature review and experiments, students' independent thinking and critical thinking skills can be cultivated. This enables them to rationally view various consumption information and phenomena and form healthy consumption concepts.

4.2 Strategies at the level of higher education university management and services

To guide university students in forming a positive consumer psychology, universities can take multi-dimensional approaches at the level of education management and services. In terms of curriculum system construction, universities should offer specialized consumer education courses and include them in the general education or elective course categories. The course content can cover consumer psychology, financial planning, consumer rights protection, etc., to help students systematically understand consumer knowledge and master scientific consumption methods and financial skills. At the same time, integrating consumer education elements into other professional courses, such as guiding students to think rationally about advertising propaganda in marketing courses to avoid being guided by excessive marketing, is also important.

In terms of campus culture construction, universities can carry out a variety of consumer education activities. Hosting consumer knowledge lectures, themed class meetings, and consumption case sharing sessions, and inviting experts, scholars, or consumer gurus to share their experiences, can create a campus atmosphere that encourages rational consumption (Song et al., 2023). Conducting consumption-themed club activities, such as consumption research clubs and financial clubs, allows students to enhance their consumption awareness and capabilities through practice.

In terms of student service and support, universities should strengthen the management of the campus consumption environment. Regulating the business practices of commercial outlets on campus, ensuring product quality and service levels, and eliminating false advertising and price fraud are essential. Establishing consumer consultation and complaint channels to promptly address students' consumption disputes and protect their legal rights and interests is also crucial. Additionally, providing necessary financial aid and psychological support to students from economically disadvantaged families can help them overcome economic pressures and avoid developing irrational consumption psychology and behaviors due to financial issues. This can guide students to establish a positive and healthy consumer psychology in an all-round way.

4.3 Home-School cooperation and social collaboration strategies

Guiding university students to form a positive consumer psychology is crucial and requires the combined efforts of home-school cooperation and social collaboration. Schools should take the initiative to build communication bridges. Regularly holding online parent exchanges to popularize scientific consumer education concepts and methods, and informing parents about students' consumption status and potential issues at school, is important. Parents should actively cooperate with schools, pay attention to their children's consumption dynamics, maintain equal communication with them, and guide them in establishing correct consumption concepts (Dai et al., 2023). For example, parents can work with their children to set monthly living expense budgets and discuss the rationality of consumption plans together, to cultivate rational consumption habits. At the same time, parents should lead by example, demonstrating healthy consumption behaviors in daily life to set a good example for their children.

At the social collaboration level, the government should take the lead in strengthening the supervision of the consumer market, cracking down on illegal activities such as false advertising and

price fraud, and creating a fair and honest consumption environment. The media should take on social responsibilities, disseminate positive and healthy consumption culture, and guide college students to establish correct consumption values through public service advertisements and special reports. Enterprises should also actively participate by providing more high-quality and affordable products and services to university students, and conducting consumer education activities to enhance students' consumption awareness and capabilities. Only through the joint efforts of home-school cooperation and social collaboration can we guide university students to form a positive and rational consumer psychology in an all-round and multi-level.

Conclusion

The teaching model has a profound impact on the consumer psychology of university students. It not only reconstructs the pattern of consumption motives, redirects the direction of consumption cognition, and reshapes the orientation of consumption values, but also guides the transformation of consumption decisions. To guide university students to form a positive consumer psychology, a multi-pronged approach is necessary. Families, schools, and society need to actively work together in teaching strategies, university education management and services, and home-school cooperation and social collaboration. Only through close cooperation and joint efforts among these three parties can we guide university students to establish a positive and healthy consumer psychology, and help them grow into new-era youths with correct consumption concepts and good consumption habits.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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