

Conversation Export

Date: September 14, 2026

User

I want to do a 15 minute survey about the drivers behind intent to purchase for back-to-school items among the drivers to test I want to include excitement about back-to-school anticipation about back-to-school the enjoyment of office supplies, prices of office supplies and school supplies, and brand recognition.

Suggest other drivers to be tested. I want to be able to generate data that can then be analyzed using factor analysis and regression analysis to truly determine what drives intent to purchase for back to school items.

Assistant

Suggested additional drivers included perceived value, product quality, variety and selection, convenience, availability, one-stop shopping, promotions and discounts, budget pressure, need urgency, planning/readiness, child or student influence, parent confidence, social norms, self-expression, novelty and trends, sustainability, trust, retailer experience, omnichannel convenience, school requirements, perceived risk, and seasonal ritual.

The recommended survey design used 4–5 items per driver on a consistent 5- or 7-point agreement scale, multiple purchase-intent outcomes, and an analysis sequence of exploratory factor analysis, reliability testing, construct scoring, regression, controls, interaction testing, and validation. A sample of at least 300 respondents was recommended, with 500 or more preferable for subgroup analysis.

User

What is the dependent variable for this particular study?

Assistant

The primary dependent variable is intent to purchase back-to-school items. It should be measured with multiple questions covering likelihood of purchasing back-to-school items, school or office supplies, preferred-retailer purchase, and additional non-required items. These can form a purchase-intent index if reliability is acceptable.

Secondary dependent variables could include expected spending, expected number of items, likelihood of switching brands or retailers, and likelihood of recommending the retailer.

User

How would you change this if the dependent variable was likelihood to buy premium or branded over private label and audience of parents buying for K-12 kids?

Assistant

The study should be repositioned around the conditions under which parents choose premium or national brands instead of comparable private-label products.

The dependent variable should measure premium/branded purchase preference.

Recommended measures included:

- Preference for private label versus national or premium brands
- Willingness to pay more for a premium or national brand
- Likelihood of choosing the branded product at 10%, 20%, 30%, and 50% higher prices
- Expected mix of private-label versus national or premium purchases

The study should also use product-specific choices because parents may choose private label for pencils but branded products for backpacks, shoes, technology, or lunch containers.

Important drivers included perceived quality, durability, functional risk, brand trust, brand familiarity, perceived value, price sensitivity, budget constraints, promotions, school requirements, product importance, child preferences, social influence, self-expression, sustainability, convenience, and availability.

The recommended regression model was:

Premium/branded preference = quality expectations + functional risk + brand trust + child influence + perceived value + price sensitivity + promotions + school requirements + product importance + controls

Ordered logistic regression was recommended for an ordinal 1–7 preference scale, logistic regression for binary category-level choices, and multilevel logistic regression for repeated product-category observations.

User

Rewrite the study with this in the mix of audiences, parents of K-12 children, and dependent variable is likelihood to buy premium or branded over private label.

Assistant

A rewritten 15-minute study was provided with parents or legal guardians of K–12 children as the primary segment, plus adults purchasing for themselves or other K–12 students as

additional segments.

The study included:

Screening

- Involvement in back-to-school purchasing
- Whether the purchase is for the respondent, a K–12 child, or another student
- Grade level
- Decision-making involvement
- Product categories expected to be purchased

Shopping context

- Timing of shopping
- Expected spending
- Planning completed
- Who pays
- Shopping channels

Driver battery

All items used a 1–7 strongly-disagree to strongly-agree scale. The tested constructs and sample items were:

- Excitement: “I feel excited about back-to-school shopping.”
- Anticipation and preparation: “I enjoy preparing for a new school year.”
- Enjoyment of supplies: “I enjoy browsing school and office supplies.”
- Quality and durability: “Premium or national brands generally offer better quality.”
- Functional risk: “I worry that a cheaper product may fail or need to be replaced.”
- Brand familiarity and recognition: “Familiar brands make me more confident in my purchase.”
- Brand trust: “I am willing to pay more for a brand I trust.”
- Perceived value: “A premium product can be a better value if it lasts longer.”
- Price sensitivity and budget pressure: “My budget limits how often I choose premium brands.”
- Promotions and discounts: “A sale makes premium brands more attractive.”
- Product importance and school requirements: “I am more likely to choose premium brands for products used every day.”
- Child or student influence: “My child requests specific brands.”

- Social influence and self-expression: “Recognizable brands matter to the student’s sense of identity or style.”
- Sustainability: “I would consider paying more for a more sustainable product.”
- Convenience and availability: “I expect the products I want to be in stock.”

Primary dependent variable

The primary dependent variable was the Premium/Branded Purchase Likelihood Index, calculated by averaging these items if they demonstrate acceptable reliability:

1. Likelihood of choosing premium or national brand instead of private label
2. Likelihood of paying more for premium or national brand
3. Likelihood of choosing a familiar brand when private label is available
4. Likelihood of choosing premium or national brand for products used every day
5. Likelihood of choosing premium or national brand when durability matters
6. Likelihood of choosing premium or national brand for products selected by the student
7. Likelihood of buying premium or branded products when they are not on sale

A secondary outcome measured likelihood of recommending premium or national brands.

Price tradeoff module

Respondents were asked how much more they would pay for a premium or national brand compared with a similar private-label product, followed by purchase likelihood at 10%, 20%, and 30% price premiums.

Product-category module

Respondents compared private label, no preference, and national or premium brand across:

- Writing instruments
- Notebooks and paper
- Binders and folders
- Art or classroom supplies
- Backpack or bag
- Lunchbox or water bottle
- Calculator or electronics
- Clothing or shoes

Brand importance was measured separately for each category.

Brand-recognition module

The study included aided recognition, prior purchase, most-likely purchase, and best-overall-brand questions using a randomized list containing national, premium, private-label, and fictitious brands.

Parent profile variables

The study captured age, gender, income, number of K–12 children, grade of the primary child, school type, region, school-supply shopping frequency, general price sensitivity, expected spending, planning stage, decision involvement, and child participation in brand selection.

Analysis plan

The primary dependent variable is premium/branded purchase likelihood. Factor analysis should identify the underlying driver dimensions, followed by reliability testing and construct scoring. Regression should estimate the impact of each factor while controlling for income, number of children, grade level, school type, expected spending, planning stage, parent versus non-parent status, decision involvement, and general price sensitivity.

For the 1–7 index, ordinary least squares may be used if assumptions are acceptable, with ordered logistic regression as a robustness check. Category-level choices should use logistic regression, with multilevel modeling when each respondent evaluates multiple product categories.