

Impact of Anchor's Attributes on Consumer's Online Behavioral Intention in Private University, Sichuan Province, China

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Abstract

This research aims to analyze the teaching anchor's attributes factors' effect on consumers' intrinsic state and consumers' online behavioral intention, and the mediating role of consumers' intrinsic state between teaching anchors attributes and consumers' online behavioral intention. In order to achieve this objective. This research was quantitative research, collected data from private university students in the Sichuan Province of China, sample of 418 respondents. They were selected by systematic random sampling technique has been employed, the instrument for collecting data was a questionnaire with a content validity (IOC) of .892 and a reliability value of Cronbach's alpha coefficient of .879. When the analysis techniques were SPSS, and SEM by AMOS and applied to the collected data, the research found that:

1. Teaching anchor's attributes factors were personal charisma, professional level, and interactive ability direct effect on consumers' intrinsic state classifier by consumer value, consumer trust, and consumer excitement.

2. Mediating role: 2.1). Consumer's intrinsic state excellence, value, and trust play mediating role impact between teaching anchor's attributes with personal charisma and online behavioral intention, 2.2). Consumer's intrinsic state excellence, value, and trust play mediates role impact between teaching anchor with professional level positively and online behavioral intention, 2.3). Consumer's intrinsic state excellence, value, and trust play mediates role impact between teaching anchor's attributes with interactive ability positively and online behavioral intention. The Teaching anchor's benefits in personal

charisma, professional level, and interactive ability had a direct impact on consumers' intrinsic state classifiers of consumer value, trust, and enthusiasm.

Keywords: Teaching Anchor's Attributes; Consumer Intrinsic State; Consumer's Online Behavioral Intention; Private University, China

Introduction

The online live streaming industry is developing rapidly, with strong demand for online education and rapid market growth (CNNIC, 2021) (Khantanapha, 2022), Teaching live streaming, as an emerging teaching mode, integrates the professionalism of teachers, the virtuality of teaching, and the participation of students, attracting many consumers. Improving the competitiveness of online education platform institutions is of great significance. However, teaching anchors are the core of live streaming, and differences in personal abilities directly affect the effectiveness of live streaming and consumer purchasing behavior.

At present, broadly speaking, anchors are mainly divided into stars and network anchors. Stars bring their own traffic, with high visibility, attraction, and appeal. Network anchors are more common and carry out live business broadcasting in vertical areas. Existing literature is mainly based on the stimulus–organization–response (S–O–R) theoretical model to explain the impact of anchors mainly based on network celebrities or opinion leaders on consumer's purchase intention, and some scholars have studied the impact of certain characteristics of network celebrities or opinion leaders on consumer's purchase intention from the perspective of the information source. As celebrities are typical and webcasters are universal, this paper takes teaching anchors in the vertical field as experimental objects to explore the influence of their attributes on consumer's online purchase intention and the inner operation mechanism.

During the live broadcast, teaching anchors, with their excellent professional knowledge and professional authority, provide consumers with cost–effective information to meet their learning needs and help them make purchase decisions at the same time. At the same time, most teaching anchors are talented, virtuous and attractive. Through their professional teaching, warm–hearted language, easy–to–understand explanations and warm images, they attract many valued consumers and greatly influence their purchase intentions. Compared with the traditional teaching mode, education live broadcast is more interactive, breaking the boundaries of time and space, in line with the current

consumer characteristics, more in line with the essence of education, this quality is more real in the teaching anchor. When users are watching live teaching, they can send pop-ups to the anchor anytime and anywhere to ask their own learning questions, or express their personal feelings or feedback on learning, and the anchor will answer or reply at the first time. It is based on this two-way communication between the anchor and the user, on the one hand to eliminate the distance between the two, so that users feel close; on the other hand, the user is in the teaching anchor live process, this active participation in the consumer's sense of ownership multiplied, not only to increase the consumer's goodwill to the teaching anchor, enhance the consumer stickiness, but also to make it highly valued feeling, improve consumer satisfaction.

These attributes of teaching anchors have an impact on consumers at a level that is difficult for professional marketers, online or offline, to achieve. With the rapid development of social economy, the pace of people's life and work is getting faster and faster, and the pursuit of convenience and comfort is reflected in all aspects of life and work. Companies are also optimizing their business models, improving their products and services, and providing more accurate marketing models to obtain consumers and provide them with more relevant services. The emergence of the direct broadcasting model has provided new ideas and unlimited space for companies. Especially as a customer-oriented online education institution, the emergence of live teaching provides a new marketing approach and is highly sought after. Therefore, it is difficult for consumers to make the right consumer choice by sifting through the limited time and infinite cyberspace to find the information that meets their needs. For this reason, consumers prefer teaching anchors who have authority in live streaming platforms.

Research Objectives

1. To analyze teaching anchor's attributes factors direct effect of on consumers' intrinsic state and consumers' online behavioral intention.
2. To analyze the mediating role of consumers' intrinsic state impact between teaching anchor attributes and consumers' online behavioral intention.
3. To improve on consumers' intrinsic state and consumers' online behavioral intention.

Research Hypothesis

1. Hypothesis Impact of teaching anchor's attributes on consumer's intrinsic state

Teaching anchors have a certain degree of expertise and authority in the vertical field, as well as in the process of interaction with consumers, the gradual formation of personal charisma, which can make consumers feel like in the real communication scenarios, which triggers changes in the internal state of the consumer. Hsu et al. found that the attractiveness of the anchor, professional knowledge of the positive impact on the consumer excitement and trust, and through the degree of acceptance of the information on the purchase intention to have an impact (Li & Ye (2020); Kim & Lee study also found that anchor attractiveness has a positive effect on consumer excitement. Therefore, this study proposes the following hypotheses:

H1: Teaching anchor's attributes with personal charisma positively affect consumer excitement

H2: Teaching anchor's attributes with personal charisma positively affect consumer value

H3: Teaching anchor's attributes with personal charisma positively affect will enhance consumer trust

H4: Teaching anchor's attributes with professional level positively affect consumer excitement

H5: Teaching anchor's attributes with professional level positively affect consumer value

H6: Teaching anchor's attributes with professional level positively affect consumer trust

H7: Teaching anchor's attributes with interactive ability positively affect consumer excitement

H8: Teaching anchor's attributes with interactive ability positively affect consumer value

H9: Teaching anchor's attributes with interactive ability positively affect consumer trust

2. Hypothesis of impact of consumer's intrinsic state on their online behavioral intention

Holbrook argued that hedonic services awaken consumers, which in turn creates pleasurable, positive emotions and ultimately leads to successful consumption (Hsu & Lin, 2014). Westbrook investigated the relationship between consumer emotions and purchasing behaviors and stated that consumer's emotions are directly affected by their shopping experience, and that the higher the satisfaction, the more positive the consumer's emotions Kim & Lee (2017). Ghose and Sinha suggest that consumer emotions can significantly influence their online purchase decisions and purchase intentions. Therefore, this study proposes the following hypotheses:

H10: Consumer excitement positively affect positively affect online behavioral intention

H11: Consumer value positively affect online behavioral intention

H12: Consumer trust positively affect online behavioral intention

3. Hypothesis of mediating role of consumer's intrinsic state Kim, J., & Lee, Y study found that podcast attractiveness has a positive effect on consumer excitement and further found that consumer trust mediates the relationship between podcast attractiveness and purchase intention⁹. Wang, Wu & Bloch found that consumer excitement may mediate the relationship between social media recommendations and purchase intentions. Han & Toms (2010) A study of consumer value perceptions mediating the relationship between service quality and consumer trust. Therefore, this study proposes the following hypotheses:

H13: Excellence plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention

H14: value plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention

H15: Trust plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention

H16: Excellence plays a mediating role between teaching anchor with professional level positively and online behavioral intention

H17: value plays a mediating role between teaching anchor's attributes with professional level positively and online behavioral intention

H18: Trust plays a mediating role between teaching anchor's attributes with professional level positively and online behavioral intention

H19: Excellence plays a mediating role between teaching anchor's attributes with interactive ability positively and online behavioral intention

H20: value plays a mediating role between teaching anchor's attributes with interactive ability and online behavioral intention

H21: Trust plays a mediating role between teaching anchor's attributes with interactive ability and online behavioral intention

Review of The Literature

Theoretical background

SOR theory (Stimulus–Organism–Response Theory) is an important theory in the behavioral sciences, proposed by American psychologists (Mehrabian & Russell in 2024). The theory focuses on the interaction between environmental stimuli, intrinsic factors within the individual and behavioral responses, and provides an important theoretical basis for understanding and explaining human behavior.

Research on anchors focuses on two main aspects: first, it focuses on the anchors' own factors that influence consumer's purchase intentions and attitudes. The second is to study the impact of anchor characteristics on marketing effectiveness. Anchors are generally active in live broadcasting platforms and therefore have certain media attributes. Sokolova and Kefir found that when consumers buy products under the influence of anchors, they experience emotional internalization and identification, which are related to the attributes of anchor characteristics and are influenced by social interaction (Wang, 2018). Source reliability can have a significant impact on consumer's desire to buy, and Sussman believes that the most important variables of source reliability are professionalism and trustworthiness (Han & Toms, 2020).

Numerous studies have shown that celebrity anchors have the effect of increasing brand awareness, enhancing brand image, attracting consumer attention, and increasing consumer purchase intention (Karina Sokolova, Hajer Kefir (2020)). There are many factors affecting marketing effectiveness, mainly including the credibility and attractiveness of the anchor, the match between the anchor and the product, and the negative information of the anchor. Numerous studies have shown that when a celebrity has a high credibility or is a good match for the brand, the effectiveness of the endorsement will be enhanced.

In the webcasting scenario, anchors act as opinion leaders to communicate and interact with consumers, and their professionalism and authority are of particular interest to enterprises and consumers. In addition, as an anchor, his or her own attractiveness, reliability and other qualities can also enhance consumer trust and brand attitude, and these related characteristics are known as source credibility in the field of communication. Specifically, source credibility refers to the ability and motivation of the information source to generate accurate and true information perception for the information

receiver (Tzoumaka, Tsiotsou & Siomkos, 2019), which is the target audience's perception of the information source of the product or service (Spry, Pappu & Cormwell, 2021). Meanwhile, source credibility has always been an anchor characteristic highly valued by enterprises and consumers, and anchors with high credibility tend to have a greater competitive advantage in terms of network popularity and enterprise selection preference. In addition to the anchor's own characteristics, its quasi-social interaction with consumers has become a major attraction for viewers. Quasi-social interaction is a clear communication-oriented behavior that occurs between individuals to satisfy their own interpersonal communication needs, and the characters and contents in the media through media channels. Media characters have a large audience due to their influence and popularity, but the media characters do not fully grasp the information and psychological demands of the audience, and this kind of unilateral interactive relationship is called quasi-social interaction. Therefore, quasi-social interaction can be an important dimension of anchor-consumer interaction characteristics (Jin & Lingjing (2021).

In previous studies on the relationship between anchor attributes and consumer sentiment, Milyuan Shan et al. conducted an empirical study on opinion leaders using Sina celebrity microblogs as an example and identified the dimensions of consumer opinion leaders as three components: consumer trust in celebrities, consumer trust in microblog marketing information, and celebrity microblogging activity. The study shows that all three dimensions of consumer opinion leaders can have a positive impact on consumer attitudes (Teng, Khong, Goh et al., 2020). Fei Meng divide's opinion leaders into three dimensions, namely opinion leader characteristics, consumer perceived value and opinion leader recommendation information, and conducts an empirical study on the impact of these three dimensions and opinion leaders on consumer's purchase intention. In the opinion leader characteristics dimension, He argues that opinion leader characteristics include four dimensions: professionalism, product involvement, popularity, and interaction, all of which have a positive impact on consumer's purchase intention. Juan Liu takes clothing consumers as the research object and adopts the characteristics of popularity and professionalism of opinion leaders. The results show that the popularity and professionalism of opinion leaders have a positive effect on consumer's purchase intention (Shan, Li, Liu, 2019).

Some scholars have found in the process of simulating human mental arithmetic that individuals in the process of making decisions are not completely pursuing the maximization of utility on the ideal cognitive level, but rather pursuing the maximization of satisfaction on the emotional level, in other

words, the emotional experience is more capable of influencing the decision-making behavior of individuals (Meng (2022)). From the individual level, consumers who watch e-commerce live broadcasts are full of emotional experiences such as curiosity, pleasure, and interest when they are influenced by the attributes of e-commerce anchors.

Scholar Zeithaml pointed out that perceived value is the result of a comparison of trade-offs, which is a game in which consumers weigh the benefits against the costs of their expenditures, resulting in an overall evaluation of the value of a product or service (Juan Liu (2018)). Parasuraman's study found that the perceived value of consumers is affected by the quality of products and services, and that the price can also affect the perceived value of consumers to a certain extent (Tao Wang., Nan Cui., Kui Yang (2019)). Wolfgang investigated the effect of promotional messages on perceived value, and Ahearne investigated the effect of perceived value on corporate identity, noting that consumers perceive the value of a company through its external image, characteristics, and the overall state of its salespeople (Parasuraman,1997).

Stewart found that similarity and business links are two important prerequisites for the transfer of trust in the Internet (Wolfgang (2021).), and Bart pointed out that when one party develops trust in another, it will lower its own standards of monitoring others, subconsciously believing that the other party's behavior starts from the point of view of their own interests, and is willing to take the risk of exposing itself to the other party's chain of interests. According to the trust transfer theory, trust transfer refers to the transfer of formed and maintainable trust between credible and unknown entities, and between familiar and unfamiliar environments, and it is a process of trust building through latent cognition. Zafeiropoulou points out that trust as a kind of social relationship positively influences consumer's purchasing behavior (Stewart, 2023).

This study will investigate whether teaching anchor attributes influence consumer emotions, whether consumer emotions influence purchasing behavior, and the mediating role of consumer emotions between teaching anchors attributes and purchasing behavior.

Conceptual Framework

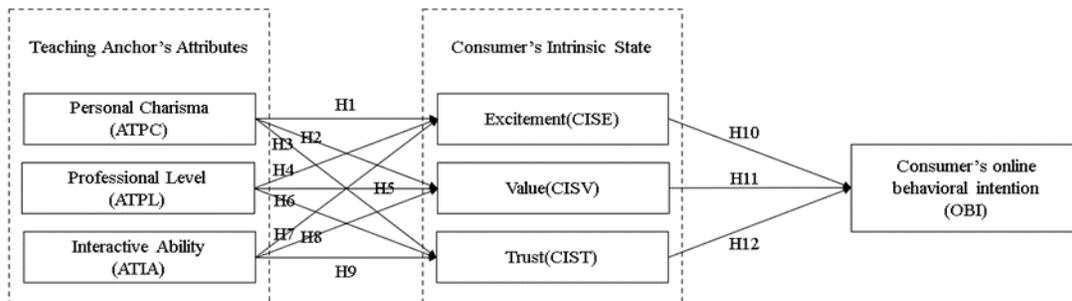


Figure 1 Conceptual framework model

The conceptual model is based on the above assumptions, as shown in Figure 1. where teaching anchor attributes are the independent variables, consumer's intrinsic state is the mediating variable, and consumer online behavioral intention is the dependent variable.

Research Methodology

1. Population and Samples Based on the Taro–Yaman formula, the total population was private university students in Sichuan Province is 3 million, with an expected sampling error of 5%, the sample size was calculated to be 378 respondents. Through online questionnaire research, 418 valid questionnaires were collected, and the sample size meets the empirical needs. From the distribution of characteristics of the sample data, 90.46% of the research subjects who have watched live broadcasts for more than 1 year were able to answer the questionnaire objectively. The proportion of private university students among the research subjects is 89.74%, which is in line with the actual situation as the main force of watching live teaching.

2. Sampling and data collection Data collected for this study is actually the input obtained from proportion of private university students in Sichuan Province of China and all the data collected from these firms was then accumulated together. The data has been collected from 418 private university students in Sichuan Province of China. The systematic random sampling technique has been employed by the researcher so that an appropriate sample via online questionnaire research. The indicators that have been used by the researcher in this study are obtained from the past studies and thus the validity of the measures can be made sure. The questionnaire used for the research process

was carefully designed by using appropriate order of questions and the content easily understood by the respondents.

3. Statistical analysis In order to analyze the collected data, SPSS and SEM by Amos26 have been used by the researcher. Different tests and techniques have been employed through these software and the analysis results have been obtained by the researcher. Factor analysis have been obtained from SPSS. In the similar way, confirmatory factor analysis and structure equation modeling have been obtained by using AMOS.

4. Variable in this research Variable in this research was seven types of variables were selected for this study, teaching anchor's personal charisma, professional level, interactive ability, consumer's excitement, value, trust, and online behavioral intention, and the design of the scales and questions was mainly based on relatively mature scales at home and abroad, with appropriate modifications based on the characteristics of this study. The variables were measured using Likert's 5-point scale (1=completely disagree, 5=completely agree), as shown in Table 1.

5. Variable and measurement

Table 1 Scales and Source

| Variables | Number of Item | Source |
|-----------------------------|----------------|-------------------------|
| Personal charisma | 9 | Ohanian Le & Watkins |
| Professional level | 5 | |
| Interactive ability | 6 | |
| Excitement | 3 | Na Wu Zafeiropoulou |
| Value | 4 | |
| Trust | 5 | |
| Online behavioral intention | 3 | Park & Lin |

Research Result

The data from the sample of 418 questionnaires was analyzed using Structure Equation Modeling SEM SPSS23 and the results are presented below:

1. Reliability and Validity

Table 2 KMO and Bartlett's test of sphericity

| Measurement | Items | Cronbach's α | KMO | Bartlett's Test of Sphericity | | |
|-----------------------------|-------|------------------------|-------|-------------------------------|----|------|
| | | | | Approx. Chi-Square | df | Sig. |
| Personal charisma | 9 | .899 | .872 | 4601.112 | 36 | .000 |
| Professional level | 5 | .969 | .903 | 2795.870 | 10 | .000 |
| Interactive ability | 6 | .972 | .918 | 3447.832 | 15 | .000 |
| Excitement | 3 | .957 | .777 | 1353.402 | 3 | .000 |
| Value | 4 | .958 | .743 | 2472.115 | 6 | .000 |
| Trust | 5 | .971 | .907 | 2850.665 | 10 | .000 |
| Online behavioral intention | 3 | .946 | 0.769 | 1211.059 | 3 | .000 |

Cronbach's α was used for the reliability test, as shown in Table 2, the Cronbach's α of each variable is greater than 0.8, indicating that the scale has a high degree of reliability, and the items of consistency of the measurement questions is high, which meets the requirements for follow-up analyses and empirical tests. The structural validity of the scale was analyzed by KMO test and Bartlett's test of sphericity. The KMO values of personal charisma, professional level, interactive ability, excitement, value, trust, and online behavioral intention scales are all greater than 0.7, and the Sig values of Bartlett's test of sphericity are all less than 0.05, which indicates that the four scales in this study have good structural validity.

2. Structural equation modelling Carrying out structural equation construction generally requires the researcher to determine the initial research theoretical model based on previous research results, including the measurement relationship of the model, the influence relationship, and the determination of the name of the model latent variable. After a review of relevant literature and existing research results, the measurement relationship, influence relationship, and model latent variables of the model are determined. Structural equation model Figure 2.

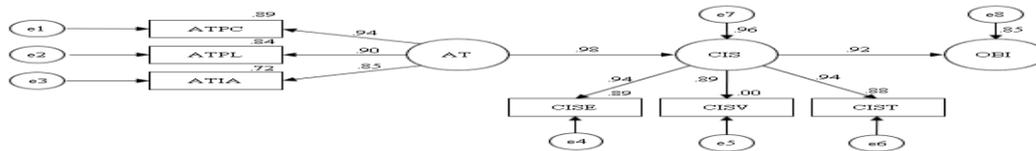


Figure 2 Structural equation model

Data analysis using AMOS 26, The model fitting indicators show that the chi-square degrees of freedom ratio is $4.720 < 5$, $GFI = 0.942 > 0.9$, $RMSEA = 0.094 < 0.1$, and NFI, IFI, TLI, and CFI are all greater than 0.9, and the indicators are all within the standard ranges, which indicates that the research model is better, and the results of the model are reliable. As shown in Table 3.

Table 3 Indicators of model fit

| X2/df | GFI | NFI | IFI | TLI | CFI | RMSEA |
|-------|------|------|------|------|------|-------|
| 4.720 | .942 | .973 | .979 | .969 | .978 | .094 |

Research result objective 1. To analyze teaching anchor’s attributes factors direct effect of on consumers’ intrinsic state and consumers’ online behavioral intention

3. Direct effect test

Table 4 Direct effect result

| ID | Path | St. Error | Z(CR) | P | SPC |
|-----|-----------|-----------|--------|-------|--------|
| H1 | ATPC→CISE | 0.045 | 6.564 | 0 | 0.235 |
| H2 | ATPC→CISV | 0.099 | 2.382 | 0.017 | 0.196 |
| H3 | ATPC→CIST | 0.045 | 6.983 | 0 | 0.258 |
| H4 | ATPL→CISE | 0.050 | 3.656 | 0 | 0.168 |
| H5 | ATPL→CISV | 0.110 | -1.168 | 0.243 | -0.123 |
| H6 | ATPL→CIST | 0.050 | 1.921 | 0.055 | 0.091 |
| H7 | ATIA→CISE | 0.046 | 12.745 | 0 | 0.554 |
| H8 | ATIA→CISV | 0.100 | 0.118 | 0.906 | 0.012 |
| H9 | ATIA→CIST | 0.045 | 13.346 | 0 | 0.599 |
| H10 | CISE→OBI | 0.043 | 8.32 | 0 | 0.346 |
| H11 | CISV→OBI | 0.053 | 6.42 | 0 | 0.3 |
| H12 | CIST→OBI | 0.059 | 6.231 | 0 | 0.312 |

As shown in Table 4, When ATPL had an impact on CISV, this pathway did not show significant ($z=-1.168$, $p=0.243>0.05$), indicating that ATPL did not have an impact on CISV. When ATPL had an impact on CIST, this pathway did not show significant ($z=1.921$, $p=0.055>0.05$), indicating that ATPL did not have an impact on CIST. When ATIA affects CISV, this pathway does not show significant ($z=0.118$, $p=0.906>0.05$), indicating that ATIA does not have an impact on CISV. H5, H6, and H8 are unacceptable.

The standardized path coefficients for the direct effects of the other hypotheses are all greater than 0 and the p-values are all greater than 0, indicating that all paths show significance at the 0.01 level. H1, H2, H3, H4, H7, and H9 are acceptable.

Research result objective 2 to analyze the mediating role of consumers' intrinsic state between teaching anchor attributes and consumers' online behavioral intention.

4. Mediation effect test

Table 5 Mediating effect result

| ID | Path | Total effect | Indirect effect | Direct effect | (95% BootCI) | z/t | P |
|-----|-----------------------|--------------|-----------------|---------------|------------------|-------|-----------|
| H13 | ATPC → CISE → O BI | 1.006 | 0.273 | 0.242 | 0.089~0.331 | 4.374 | 0.00 0 |
| H14 | ATPC → CISV → O BI | 1.006 | 0.001 | 0.242 | - 0.005~0.007 | 3.388 | 0.00 0 |
| H15 | ATPC → CIST → O BI | 1.006 | 0.491 | 0.242 | 0.248~0.518 | 7.088 | 0.00 0 |
| H16 | ATPL → CISE → O BI | 0.850 | 0.292 | 0.070 | 0.112~0.403 | 3.917 | 0.00 0 |
| H17 | ATPL → CISV → O BI | 0.850 | 0.001 | 0.070 | - 0.002~0.006 | 3.578 | 0.00 0 |
| H18 | ATPL → CIST → O BI | 0.850 | 0.487 | 0.070 | 0.297~0.570 | 6.970 | 0.00 0 |
| H19 | ATIA → CISE → OB I | 0.894 | 0.233 | 0.223 | 0.054~0.367 | 2.915 | 0.00 0 |

| ID | Path | Total effect | Indirect effect | Direct effect | (95% BootCI) | z/t | P |
|-----|----------------------|--------------|-----------------|---------------|------------------|-------|-------|
| H20 | ATIA → CISV → OB | 0.894 | 0.001 | 0.223 | – 0.002~0.006 | 3.526 | 0.000 |
| H21 | ATIA → CIST → OB | 0.894 | 0.437 | 0.223 | 0.251~0.555 | 5.592 | 0.000 |

As can be seen from Table 6, In the mediating role of consumer value between teaching anchor's attributes and consumer's online behavioral intention, H14, H17, and H20 p less than .05 hold as the 95% confidence interval BootCI contains 0, P is greater than 0.05, and with an indirect effect of 0.001, suggesting that there is a partial mediating effect. So, H14, H17, and H20 are acceptable.

Since the 95% confidence interval BootCI does not contain 0, p is less than 0.05, and both indirect and direct effects are present, the mediating utility of consumer excitement and trust between the personal charisma and interactive attributes of teaching anchors and consumer online behavioral intentions were identified as partial mediators, respectively, suggesting that there is a partial mediating effect, and H13, H15, H19, and H21 are acceptable.

The mediating utility of consumer excitement and trust between the attributes of teaching anchor's professional level and consumers' online behavioral intentions, respectively, is significant because the 95% confidence interval BootCI does not contain 0, P is less than 0.05, and the value of the indirect effect is much larger than the value of the direct effect, which indicates that the mediating effect of consumer excitement and trust have fully mediated effects. So, H16 and H18 are acceptable.

Discussion

This paper focuses on the mechanism of the influence of teaching anchor attributes on consumers' online behavioral intentions and the mediating role of consumers' internal states. Through a combination of qualitative and quantitative methods, using interviews and questionnaire tools, the study found that the level of teaching anchor professionalism has no direct influence on consumer value and trust. Interaction ability has no direct effect on consumer value perception. Meanwhile, value perception does not have a mediating role between teaching anchor attributes on consumers' online behavioral

intentions. Here, the results of the mediating effect of consumer intrinsic state and the results of the direct effect of teaching anchor's attributes on consumer intrinsic state are discussed.

Among the mediating roles of consumers' intrinsic states, the findings of the mediating role of consumer value perceptions are inconsistent with the findings of Han & Toms (2020). The authors argue that anchor characteristics may have a direct effect on consumer purchase intentions without being mediated through consumer value perceptions. For example, anchor characteristics such as popularity, expertise, and social influence may directly motivate consumers' purchase intention. Second, purchase intention is a complex concept that may be influenced by a variety of factors, not just consumer value perceptions. For example, price, brand, availability, and personal consumer characteristics may also have an impact on purchase intent. Thus, anchor characteristics may be just one of the factors that, together with other factors, contribute to purchase intention. In addition to consumer value perceptions, there may be other mediating variables that play a role between anchor characteristics and purchase intention. For example, consumer trust, information quality and online word-of-mouth may also have an impact on purchase intention.

In the role of teaching anchor's attributes in directly influencing consumer intrinsic state, the results of the impact of teaching anchor professionalism level on consumers' perceptions of value and trust are inconsistent with the findings of Hsu's (2019) study.

The authors argue that consumers cannot quickly perceive the expertise of the anchor due to lack of knowledge. Even though the anchors have professional knowledge, consumers may not fully trust them at first, but need to observe and experience them for a period and gradually confirm the anchors' professionalism and reliability before they develop a sense of trust. Secondly, even if the anchor has professional knowledge, the anchor's professionalism may not be able to directly affect the consumer's value perception and trust if the consumer's needs and perception of the product are not clear enough, or the product is not directly related to the consumer's daily life. Finally, consumers' personal experiences, values, shopping habits, and other factors may also affect their perception of and trust in the anchor's professionalism.

The results of the effect of teaching anchor attributes on consumer arousal are consistent with the findings of the KIM (2019) study.

Results of hypothesis testing This study explored the effects of teaching anchor's attributes on consumer's online behavioral intention and their mechanisms of action. The direct effect of teaching anchor's attributes on consumer's intrinsic states, the direct effect of consumer's intrinsic states on their online behavioral intention and the mediating effect of consumer's intrinsic states were tested. The results of the specific hypothesis testing are shown in the Table 6.

Table 6 Results of hypothesis testing

| ID | Hypothetical content | Results |
|-----|--|----------|
| H1 | Teaching anchor's personal charisma effect consumer excitement | Accepted |
| H2 | Teaching anchor's personal charisma effect consumer value | Accepted |
| H3 | Teaching anchor's personal charisma effect consumer trust | Accepted |
| H4 | Teaching anchor's professional level effect consumer excitement | Accepted |
| H5 | Teaching anchor's professional level effect consumer value | Accepted |
| H6 | Teaching anchor's professional level effect consumer trust | Accepted |
| H7 | Teaching anchor's interactive ability effect consumer excitement | Accepted |
| H8 | Teaching anchor's interactive ability effect consumer value | Accepted |
| H9 | Teaching anchor's interactive ability effect enhance consumer trust | Accepted |
| H10 | Consumer excitement effect their online behavioral intention | Accepted |
| H11 | Consumer value will affect their online behavioral intention | Accepted |
| H12 | Consumer trust will affect their online behavioral intention | Accepted |
| H13 | Excellence plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention | Accepted |
| H14 | value plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention | Accepted |
| H15 | Trust plays a mediating role between teaching anchor's attributes with personal charisma and online behavioral intention | Accepted |
| H16 | Excellence plays a mediating role between teaching anchor with professional level positively and online behavioral intention | Accepted |
| H17 | value plays a mediating role between teaching anchor's attributes with professional level positively and online behavioral intention | Accepted |

| ID | Hypothetical content | Results |
|-----|--|----------|
| H18 | Trust plays a mediating role between teaching anchor's attributes with professional level positively and online behavioral intention | Accepted |
| H19 | Excellence plays a mediating role between teaching anchor's attributes with interactive ability positively and online behavioral intention | Accepted |
| H20 | value plays a mediating role between teaching anchor's attributes with interactive ability and online behavioral intention | Accepted |
| H21 | Trust plays a mediating role between teaching anchor's attributes with interactive ability and online behavioral intention | Accepted |

This study adopts a mixed research method combining qualitative and quantitative to conduct an exploratory study on the mechanism of the influence of teaching anchor attributes on consumers' online behavioral intention in the live broadcasting environment. It was examined through sample data analysis, and the following main conclusions were finally obtained:

1. On the relationship between the direct effects of teaching anchor attributes on consumers' intrinsic states, the personal charisma of the teaching anchor has a positive effect on consumer excitement (H1). The personal charisma of the teaching anchor has a positive effect on consumer value (H2). The personal charisma of the teaching anchor has a positive effect on consumer trust (H3). The professionalism of teaching anchors has a positive effect on consumer excitement (H4). The interactive ability of teaching anchors has a positive effect on consumer excitement (H7). The interactive ability of teaching anchors has a positive effect on consumer trust (H9). The professional level of teaching anchors in positively on consumer value is significant (H5). The professional level of teaching anchors in positively on consumer trust is significant (H6). The interactive ability of teaching anchors in positively on consumer value is significant (H8).

2. On the relationship between the direct effect of consumers' internal states on their online behavioral intentions, Consumer excitement has a positive effect on their online behavioral intention (H10). Consumer value has a positive effect on their online behavioral intention (H11). Consumer trust has a positive effect on their online behavioral intention (H12).

3. Mediating effects on consumers' intrinsic states, Teaching anchor's personal charisma can stimulate consumer excitement, which in turn promotes online behavioral intention(H13).Teaching

anchor's personal charisma can enhance consumer trust, which in turn promotes online behavioral intention(H15).Teaching anchor's professional level can stimulate consumer excitement, which in turn promotes online behavioral intention(H16).Teaching anchor's professional level can enhance consumer trust, which in turn promotes online behavioral intention(H18).Teaching anchor's interactive ability can stimulate consumer excitement, which in turn promotes online behavioral intention(H19).Teaching anchor's interactive ability can enhance consumer trust, which in turn promotes online behavioral intention(H21). Teaching anchor's personal charisma effect consumer value, which in turn promotes online behavioral intention (H14).Teaching anchor's professional level effect consumer value, which in turn promotes online behavioral intention (H17).Teaching anchor's interactive ability effect consumer value, which in turn promotes online behavioral intention (H20).

Conclusion

From research result it can occlusion

1. For direct effect: teaching anchor's attributes factors were personal charisma, professional level, and interactive ability effect direct effect of on consumers' intrinsic state classifier by consumer value, consumer trust, and consumer excitement.

2. For mediating role:

2.1. Excellence plays, value plays, and trust plays mediating role a between teaching anchor's attributes with personal charisma and online behavioral intention

2.2. Excellence plays, value plays, and trust plays mediating role between teaching anchor with professional level positively and online behavioral intention

2.3. Excellence plays, value plays, and trust plays mediating role between teaching anchor's attributes with interactive ability positively and online behavioral intention

Sugession And Recommendation

In a real business environment, the findings of this paper are instructive for online educational institutions to conduct live teaching and specify marketing strategies. Firstly, enterprises should target to shape the attributes of teaching anchors in terms of personal charisma, professionalism, and interactive ability to improve their display effect and accurately match consumer's emotional needs.

Secondly, to strengthen the emotional stimulation of consumers, enhance the experience perception, produce a sense of excitement and trust, and enhance their willingness to buy online. Finally, through technical means, optimize the live broadcasting scene, increase interactive functions, and strengthen the link between teaching anchors and consumers.

By taking these steps, brands and marketers can better fulfil consumer's emotional needs, create an emotional connection, and stimulate their internal state, which in turn can lead to more positive engagement with and support for the brand. This not only increases sales, but also builds long-term, loyal customer relationships.

Research Benefit

These results have a model of Teaching anchor's attributes factors were personal charisma, professional level, and interactive ability direct effect on consumers' intrinsic state classifier by consumer value, consumer trust, and consumer excitement. The approach of various theoretical, practical, and policy-making implications as discussed by the author.

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