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Unveiling the Influencers of Online Shopping Intentions: A Case Study of Public University Students in Chengdu, China

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Abstract

Purpose: This study investigates the determinants influencing students' inclination to online shopping at a public university in Chengdu, China. The research framework is constructed upon attitude, subjective norm, perceived behavioral control, positive anticipated emotion, negative anticipated emotion, tech readiness, and desire. **Research design, data, and methodology:** The study focused on a population and sample size of 500 students who have engaged in online shopping for at least one semester from public universities in Chengdu, China. Various sampling techniques were employed to gather data, including judgmental, quota, convenience, and snowball sampling. Questionnaires were used as the primary instrument for data collection from the target population, with distribution conducted among undergraduates in three selected universities in Chengdu, China. Data analysis involved using the Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA) to assess model fit, reliability, and validity of constructs. **Results:** The findings indicated that attitude, subjective norm, tech readiness, behavioral intention, and desire significantly influence online shopping behavior. Seven hypotheses were supported, suggesting that attitude, behavioral intention, and desire are crucial in assessing influencers and intentions to enhance online shopping behavior. **Conclusion:** The research findings suggest that positive anticipated emotions have a strong impact on online shopping intentions, although this influence may decrease over time. Negative anticipated emotions, such as dissatisfaction and unhappiness, also affect online shopping behavior.

Keywords: Online Shopping, Attitude, Subjective Norm, Perceived Behavioral Control, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The introductory chapter of the study presents an overview of the research, focusing on the conceptual background of online shopping both globally and specifically in Chengdu, China. Tsai (2019) posited that online shopping involves utilizing web-based applications to access necessary resources. Souza and Amaral (2014) highlighted the crucial role of information and communication technology (ICT) in facilitating the acquisition, dissemination, formation, and global sharing of expertise. Yang (2009) viewed online shopping as an innovative technique that has emerged with the advent of the Internet, serving as a fundamental aspect of modern distance shopping to offer convenience to consumers. Online shopping behavior, also referred to as online buying behavior or Internet shopping/buying behavior, entails the process by which customers use mobile phones or computers to make purchases. Wei et al. (2014) interpreted online shopping as an independent method for users to acquire items based on their needs, utilizing network and computer communication as the medium, without being constrained by time and space. Online shopping typically pertains to consumer behavior on the Internet, synonymous with distance shopping and online shopping, resembling network training (Schøtt & Cheraghi, 2015). Khlaisang and Likhitdamrongkiat (2015) elucidated online shopping as a process that leverages digital mediums to provide various materials and information to users. Online shopping involves consumers purchasing necessary items

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using mobile phones, iPads, computers, and other internet-enabled devices. The ability to purchase through mobile devices at any time and location is a key feature of online shopping (Georgiev et al., 2004). Trends in computer research have shown that technological advancements, such as mobile devices and applications, have significantly impacted the shopping process (Davies & Chun, 2012). The shopping process has been widely disseminated and shared through various communication channels, driven by the rapid advancement of mobile technologies (Thalmann et al., 2014). Innovations in mobile technologies, including high bandwidth, extensive infrastructure, and real-time access, have facilitated the transition from online to mobile shopping (Nour, 2014).

The rapid expansion of e-commerce in China in recent years has led to a significant increase in the acceptance and utilization of online shopping among the Chinese populace, particularly the younger demographic. The 37th Statistical Report on Internet Development in China revealed that the number of online shopping users in China reached 413 million by the end of 2015, marking a 14.3% year-on-year increase. This growth underscores the widespread acceptance of online shopping in China.

Compared to traditional consumption methods, online shopping presents numerous advantages, such as unrestricted access and time flexibility. While it does not entirely supplant traditional consumption practices, online shopping can complement and aid consumers in accessing a broader array of options tailored to their specific requirements (Amirrudin, 2005). Furthermore, online shopping encourages consumers to diversify their consumption habits and provides a convenient platform for decision-making using devices like iPads, tablets, or mobile phones. Consequently, many educational institutions have invested in Internet infrastructure and systems to incorporate online shopping environments within their campuses (Wannasiri et al., 2012).

The integration of online shopping in the educational sector has witnessed rapid global growth, yet concerns persist regarding its design, specifics, effectiveness, and how to evaluate its impact on usage (Bourlova & Bullen, 2005). In consumption, it is imperative to evaluate the potential positive impacts of online shopping on students' performance and address any challenges or areas for improvement in shopping outcomes before fully embracing online shopping habits. Additionally, the challenge of online shopping usage lies in its capacity to enhance student satisfaction and contribute to the university's brand image (Ayshah & Lydia, 2016).

Online shopping is not just a mode of consumption, but an innovative one that has the potential to significantly enrich the shopping experience through the application of internet technologies. Educational institutions such as universities and schools have adopted online shopping methods to broaden the spectrum of shopping opportunities available. The shift from traditional to online settings facilitated by online shopping eliminates the necessity for physical space. Moreover, the benefits of online shopping, including timeliness, user-friendliness, and cost-effectiveness, have fueled the escalating demand for higher education in developing nations, particularly considering shortages of specialized goods and updated styles.

In recent years, the landscape of higher education has experienced significant transformations in response to the rapid advancements and widespread adoption of online technologies. The impact of online shopping on higher education has been particularly noteworthy, with researchers examining its implications for social media and online platforms compared to traditional face-to-face consumption (Southard et al., 2010). Various studies have explored the advantages and disadvantages of online shopping (Santouridis & Trivellas, 2010), often viewing it as a form of distance shopping that utilizes different tools and video conferencing spaces (Ei Su et al., 2020).

Furthermore, the design of online shopping platforms often overlooks the factors influencing consumer acceptance. While the accessibility and variety of online shopping content encourage participation, challenges such as high dropout rates and low sustained utilization hinder the efficient sharing of high-quality resources. Despite offering users autonomy, online shopping presents limited interaction, low participation, and weak motivation for continued use, leading to resource wastage. Therefore, understanding the factors that influence consumer acceptance of online shopping is crucial.

While there has been a gradual increase in research on the factors influencing the adoption of online shopping among undergraduate students in China over the past decade, there is still a lack of comprehensive research on resource design and application modes. Despite significant scholarly focus on mobile learning participation, there has been no systematic analysis of behavioral intention and a comprehensive strategy proposed. This highlights the need for a comprehensive strategy to understand the factors influencing the adoption of online shopping among undergraduate students in China.

As technology continues to evolve, the factors influencing undergraduates' acceptance of online shopping are constantly changing. Given that undergraduates primarily engage in online shopping autonomously, understanding their willingness to use it is essential. This understanding would enable users, mobile device hardware developers, software designers, and educational institutions to enhance online shopping and effectively promote online shopping behavior. Therefore, investigating the factors influencing undergraduates' behavioral intention is

imperative to cultivating a conducive online shopping environment.

2. Literature Review

2.1 Attitude

Kim and Niehm (2009) defined attitude as an individual's cognitive and affective disposition towards objects, individuals, and abstract ideas, encompassing thoughts and emotions. Ajzen and Fishbein (1980) described attitude as one's perspective on a situation and assessment of its utility, influencing the acceptance of information system applications. Shergill and Chen (2005) highlighted the significance of attitude in determining users' future engagement and concern with system usage. Kaplan-Leiserson (2018) suggested that repeated evaluations of preferences for specific objects can shape individuals' attitudes, leading to positive or negative emotional responses. Park et al. (2014) noted that attitude reflects an individual's inclination towards distinct and unusual aspects. Hausknecht (1990) explored how attitudes express internal and external feelings, including satisfaction. Ajzen (1991) proposed that attitude can prompt engagement in activities based on feelings, influencing behavioral intentions. Attitude is also crucial in predicting mobile learning acceptance (Shin & Kang, 2015), with the affective component eliciting emotional reactions in individuals in specific situations.

H1: Attitudes has a significant impact on consumers' desire.

2.2 Subjective Norm

Al-Swidi and Al-Hosam (2014) observed that subjective norms have a powerful influence on collective intention. They noted that these norms indirectly impact the willingness to use through attitudes towards use, significantly influencing intentions for online shopping. Onboarding, the process by which newly hired individuals acquire an understanding of the values, skills, expected behaviors, and social information relevant to their specific organizational role, is also influenced by subjective norms. These norms refer to an individual's beliefs about the recognition and approval of specific behaviors by others (Bojan et al., 2022), which are influenced by pre-existing social norms and societal pressures. Subjective norms are considered essential for collective intention due to their significant role in influencing people's actions (Akhavan et al., 2015).

Subjective norm is a concept used to evaluate the impact of the work environment on newcomers' behavior, particularly concerning workplace regulations and norms (La Barbera & Ajzen, 2020). It conveys individuals perceived social pressures and expectations regarding accepted practices to their colleagues and supervisors, eliciting social support and shaping their behavioral intentions (Jermsittiparsert et al., 2023).

H2: Subjective norm has a significant impact on consumers' behavioral intention.

2.3 Perceived Behavioral Control

Thøgersen et al. (2013) posits that perceived behavioral control, encompassing perceived impairment and perceived ability, plays a crucial role in shaping consumer purchasing decisions. Perceived Behavioral Control (PBC) refers to an individual's perceived capability to manage factors that impact their behavior. Consequently, individuals' confidence in their ability to regulate behavioral factors and overcome obstacles positively correlates with their behavioral intention and subsequent actions (Chennamaneni & Bhadauria, 2022). Ajzen (1991) integrated the concept of 'perceived behavioral control' into his theory of planned behavior as a determinant influencing both behavioral intention and actual behavior.

Perceived behavioral control represents an individual's subjective belief in their capacity to control a specific behavior toward achieving a goal (Ajzen, 1991). It also signifies the individual's perception of the difficulty of executing the behavior. According to the theory of planned behavior, a strong perceived control will bolster an individual's intention to engage in the desired behavior, resulting in increased commitment of time and effort (Ajzen & Fishbein, 1980). The theory underscores that, alongside attitudes and subjective norms, an individual's behavior is influenced by their intentions and perceived behavioral control (Vraimaki & Chatzoglou, 2009).

H3: Perceived behavioral control has a significant impact on behavioral intention.

2.4 Positive Anticipated Emotion

Anticipated positive emotions, such as happiness, joy, and cheerfulness, are feelings individuals may experience when they foresee a successful outcome, such as a successful operation (Bagozzi, 2006). In future business ventures, visualizing successful results can evoke emotions of happiness and excitement, which align with the concept of positive anticipated emotions (Tsai & Bagozzi, 2014).

Perugini and Bagozzi (2001) discovered that positive anticipatory emotions are beneficial in influencing the connection between individuals' attitudes toward shopping and their specific implementation behaviors. These positive anticipated emotions refer to the expected emotional consequences following the accomplishment of a particular goal. When consumers consider their shopping objectives, their anticipated emotions significantly impact their

motivation to achieve these goals (Perugini & Bagozzi, 2001). Consumers' assessment of positive anticipated emotions acts as a factor in their decision-making process regarding fulfilling a shopping goal (Perugini & Bagozzi, 2001).

H4: Positive anticipated emotion has a significant impact on consumers' desire.

2.5 Negative Anticipated Emotion

Negative anticipated emotions are those individuals do not foresee experiencing upon achieving their desired objectives (Bagozzi et al., 2016). Studies have demonstrated an inverse relationship between negative anticipated emotions and the propensity to visit shopping centers (Cox & Dale, 2005). When individuals anticipate failure in their shopping endeavors, they may encounter feelings such as sadness, discontent, and stress, all falling within the realm of negative anticipated emotions (Bagozzi & Dholakia, 2006).

Negative anticipated emotions have been recognized as a significant element in the connection between attitude and behavior (Perugini & Bagozzi, 2001). Furthermore, various research works have suggested that the impact of pro-environmental conduct resulting from personal environmental attitudes (positive anticipated emotions) is considerably more significant than that of normative environmental attitudes (negative anticipated emotions). These emotions pertain to the predicted emotional outcomes of failing to achieve a goal and can impact an individual's drive toward that goal (Perugini & Bagozzi, 2001).

H5: Negative anticipated emotion has a significant impact on consumers' desire.

2.6 Tech Readiness

Technology readiness is the propensity of an individual to adopt novel technologies to accomplish personal or professional objectives (Abbaspur-Behbahani et al., 2022). This concept encompasses individuals' eagerness to accept and employ new technologies to achieve goals in both personal and professional environments. This meta-analysis aims to advance the understanding of technology readiness by reassessing its dimensional components, investigating mediating mechanisms, and examining moderating factors in the association between technology readiness and technology usage (Parasuraman & Zeithaml, 2005).

The preparedness of individuals to interact with technology has been shown to positively influence their ability to effectively navigate online platforms, particularly among adult learners (Watkins, 2004). Additionally, the impact of adult learners' online proficiency on their readiness for e-learning has been highlighted in the literature (Levin & Hansen, 2008). Recent studies have underscored the significance of technology readiness in predicting an individual's propensity to adopt and utilize technology across diverse contexts (Salloum et al., 2019).

H6: Tech readiness has a significant impact on consumers' desire.

2.7 Desire

Desire is a psychological construct denoting an individual's yearning and determination to achieve their goals, often accompanied by a sense of unfulfillment (Schölin et al., 2021). It represents the emotional response from a lack or unmet needs (Aldrich & Cliff, 2003). According to Oliver (1997), customer desire is an internal feeling resulting from the fusion of customers' uncertain expectations and past interactions with customer service. It involves meeting customers' expectations throughout purchasing (Pereira et al., 2016).

Lin (2003) contended that customer desire is not solely influenced by individual transactions but is shaped by ongoing consumption patterns. Maintaining and enhancing competitive advantage is crucial for marketers. Electronic desire is fueled by consumer preferences for online platforms that offer convenience and cost-effectiveness (Godin, 1999). Sharma and Lijuan (2015) proposed that customers' satisfaction with the online shopping experience hinges on the quality of service and information provided, influencing their likelihood of continued platform usage.

H7: Consumers' desire has a significant impact on behavioral intention.

3. Research Methods and Materials

3.1 Research Framework

The theoretical foundation was established by drawing upon existing theories and models closely associated with theoretical frameworks. Hair et al. (2013) noted that the conceptual framework functions as a visual representation that depicts the interrelationships among variables in research. Initially, the theoretical framework incorporated three variables: attitude, subjective norm, and behavior intention. Subsequently, a revised theoretical framework expanded to include four variables: attitude, subjective norm, purchase intention, and buying behavior. A third iteration of the theoretical framework introduced variables such as behavioral desire and behavioral intention, which were classified as independent, dependent, and mediator variables (Hair et al., 2013).

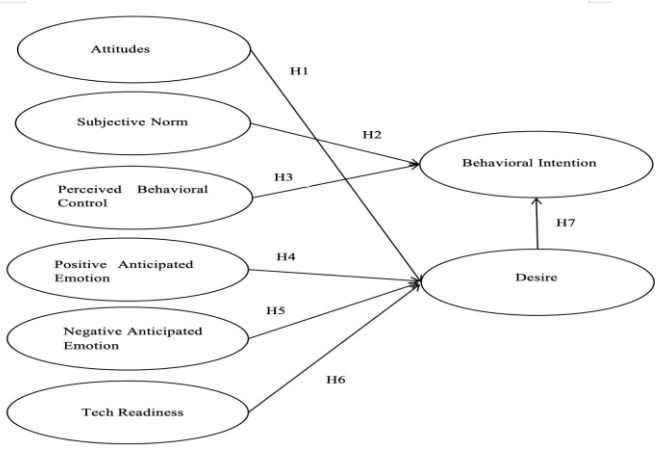

Figure 1: Research Conceptual Framework

H1: Attitudes has a significant impact on consumers' desire.
H2: Subjective norm has a significant impact on consumers' behavioral intention.
H3: Perceived behavioral control has a significant impact on behavioral intention.
H4: Positive anticipated emotion has a significant impact on consumers' desire.
H5: Negative anticipated emotion has a significant impact on consumers' desire.
H6: Tech readiness has a significant impact on consumers' desire.
H7: Consumers' desire has a significant impact on behavioral intention.

3.2 Research Methodology

The primary objective of this research is to examine the behavioral inclination of students enrolled in a public university located in Chengdu, China, specifically about their online shopping activities. The theoretical framework encompasses factors such as attitude, subjective norm, perceived behavioral control, positive and negative anticipated emotions, technological readiness, behavioral intention, and desire. These elements are posited to significantly shape students' propensity towards engaging in online shopping behaviors.

3.3 Population and Sample Size

This research focused on first and senior-year students at Si Chuan University in Chengdu, China, who were familiar with mobile learning and engaged in online shopping as part of their daily routines. A sample of 500 students from a public university in Chengdu, China, with online shopping experience was selected for the study. Various sampling techniques were utilized, such as judgmental sampling, quota sampling, convenience sampling, and snowball sampling. The validity of the content was ensured using Item-Objective Congruence (IOC) based on expert evaluations, while data reliability was assessed through a pilot study involving 50 participants. A questionnaire comprising screening questions, measurement items, and demographic details was administered to the 500 participants for data collection.

3.4 Sampling Technique

The researcher employed nonprobability sampling techniques in their study, specifically judgmental sampling, to identify the top four publicly listed property subjects based on market capitalization. Subsequently, quota sampling was utilized to ensure representation of the total population of 2467 students, as indicated in Table 1. Following this, convenience sampling was employed to administer the questionnaire online and offline.

Table 1: Sample Units and Sample Size

Four Main Subjects	Total Number of University Students	Proportional Sample Size (Total number of university students)
Management	1088	220
Foreign Languages	680	138
Information Technology	418	85
Automobile	282	57
Total	2467	500

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The profile of the demographic targets 500 students and is concluded in Table 2. Male respondents represent 54.7%, and female respondents account for 45.3%. For the age group, the biggest segment in this research was 31-40 years old, representing 53.0% of respondents, 27.0% of 41-50 years old, 16.3% less than 30 years old, and 3.7 % over 50 years old. In terms of the educational background of respondents, the major group was Bachelor's degrees 86.5%, whereas Master's degrees accounted for 9.7%, below the Bachelor's degree 2.5% and Doctorate 1.3% respectively.

Table 2: Demographic Profile

Demographic Information (n=500)		Frequency	Percentage
Gender	Male	233	46.6%
	Female	267	53.4%
Sample source	Less than 20 years old	167	33.4%
	20-25 years old	305	61%

Demographic Information (n=500)		Frequency	Percentage
	More than 25 years old	28	5.6%
Main Subjects	Management	220	44%
	Foreign Languages	138	27.6%
	Information Technology	85	17%
	Automobile	57	11.4%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a specialized statistical technique commonly employed in the social sciences to evaluate theoretical models' researchers propose. In CFA, researchers establish a hypothesis regarding the latent factors to be measured, or this hypothesis may be embedded within a specified model. The primary purpose of CFA is to assess the factor structure underlying a particular phenomenon. By examining factor loadings with values exceeding 0.30 and p-values below 0.05, researchers can preliminarily evaluate the conceptual validity of their models, and test proposed hypotheses (Costa & Sarmento, 2019). Additionally, construct reliability exceeding the threshold of 0.7 and average variance extracted surpassing 0.5, as Fornell and Larcker (1981) suggested, were observed in Table 3, with all estimates being statistically significant.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Attitude (ATT)	Kaplan-Leiserson (2018)	4	0.810	0.653-0.671	0.810	0.520
Subject Norm (SN)	Lee (2005)	4	0.840	0.652-0.716	0.840	0.570
Perceived Behavioral Control (PBC)	Ajzen (2002)	6	0.890	0.624-0.673	0.890	0.570
Positive Anticipated Emotion (PAE)	Tsai and Bagozzi (2014)	4	0.820	0.624.0.678	0.830	0.540
Negative Anticipated Emotion (NAE)	Cox and Dale (2005)	4	0.850	0.674-0.704	0.850	0.580
Tech Readiness (TR)	Parasuraman and Zeithaml (2005)	5	0.880	0.643-0.697	0.880	0.590
Behavioral Intention (BI)	Simons (2021)	5	0.890	0.666-0.748	0.890	0.630
Desire (FP)	Schölin et al. (2021)	5	0.890	0.678-0.731	0.890	0.620

Furthermore, in Table 4, the square root of the average variance extracted indicated that all correlations were higher than the corresponding values for each variable. Model fit in CFA testing was assessed using indicators such as GFI, AGFI, NFI, CFI, TLI, and RMSEA.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.929
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.917
NFI	≥ 0.80 (Wu & Wang, 2006)	0.921
IFI	≥ 0.80 (Bentler, 1990)	0.985
CFI	≥ 0.80 (Sharma et al., 2005)	0.985
RMSEA	< 0.08 (Pedroso et al., 2016)	0.200
Model Summary		**Acceptable Model Fit**

Remark: GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, IFI = Incremental Fit Indices, CFI = comparative fit index and RMSEA = root mean square error of approximation

Convergent and discriminant validity were confirmed in this study, as evidenced by the values presented in Table 5. exceeding acceptable thresholds. Consequently, both convergent and discriminant validity were established. These findings not only support discriminant validity but also provide validation for subsequent structural model estimations.

Table 5: Discriminant Validity

	ATT	SN	PBC	PAE	NAE	TR	BI	D
ATT	**0.722**							
SN	0.111	**0.756**						
PBC	0.099	0.041	**0.753**					
PAE	-0.038	0.003	-0.088	**0.738**				
NAE	-0.029	-0.002	0.013	-0.064	**0.764**			
TR	0.000	0.024	0.029	-0.042	-0.023	**0.766**		
BI	0.150	0.290	0.352	0.080	0.105	-0.001	**0.796**	
D	0.265	0.032	-0.000	0.334	0.311	-0.052	0.336	**0.790**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

Structural equation modeling (SEM) has been increasingly prevalent in social science and has become an essential tool for researchers in conducting their studies (Hooper et al., 2008; Yuan, 2005). SEM is primarily utilized for testing theoretical frameworks, and its confirmatory methods offer researchers a comprehensive approach to assess and refine theoretical models. The goodness of fit indices for the Structural Equation Model (SEM) is measured as demonstrated in Table 5.2. The model fit measurement should be higher than 0.85 for GFI, and CFI should be higher than 0.8, as Coulacoglou and Saklofske

(2017) recommended. The calculation in SEMs and adjusting the model by using SPSS AMOS version 26, the results of the fit index were presented as a good fit, which are GFI = 0.929, AGFI = 0.917, NFI = 0.920, CFI = 0.985, TLI = 0.984 and RMSEA = 0.021, according to the acceptable values are mentioned in Table 6.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.929
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.917
NFI	≥ 0.80 (Wu & Wang, 2006)	0.920
IFI	≥ 0.80 (Bentler, 1990)	0.985
CFI	≥ 0.80 (Sharma et al., 2005)	0.985
RMSEA	< 0.08 (Pedroso et al., 2016)	0.021
Model Summary		**Acceptable Model Fit**

Remark: GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, IFI = Incremental Fit Indices, CFI = comparative fit index and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The research model is calculated based on the significance of each variable from its regression weights and R2 variances. The result from Table 7 postulated that all hypotheses were supported with a significance at p = 0.05. Positive anticipated emotion support has the strongest influence on desire, resulting in 0.366, whereas negative anticipated emotion support (β =0.342) and attitude(β = 0.289). Perceived behavioral control support strongly influences behavioral intention, resulting in 0.341, desire(β = 0.327), and subjective norm (β = 0.265), respectively. The model demonstrated online shopping behavioral intention variance, as illustrated in Table 7.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: ATT→D	0.289	5.816*	Supported
H2: SN→BI	0.265	5.678*	Supported
H3: PBC→BI	0.341	7.293*	Supported
H4: PAE→D	0.366	7159*	Supported
H5: NAE→D	0.342	6.888*	Supported
H6: TR→D	-0.028	-0.722	Not Supported
H7: D→BI	0.327	7.124*	Supported

Note: * p<0.05
Source: Created by the author

The result from Table 7 can be refined that:

Hypothesis 4 (H4) has indicated that positive anticipated emotion is crucial in stimulating the desire for online shopping, with a standardized coefficient value of 0.366 in the structural pathway. Research has shown that positive anticipated emotion directly influences desire during the initial phases of technology adoption, but this connection loses significance as adoption progresses (Gruzd et al., 2012). Therefore, it is essential to appropriately manage positive anticipated emotions to enhance students' desire for online shopping.

Regarding Hypothesis 5 (H5), the analysis results have supported the hypothesis that negative anticipated emotion significantly impacts behavioral intention, with a standardized coefficient value of 0.342. A global study by Im et al. (2012) revealed that the influence of negative anticipated emotion on the behavioral inclination of Korean users toward online shopping was more pronounced than that of US users.

Hypothesis 3 (H3) has proposed that perceived behavioral control support significantly affects students' behavior, with a standardized coefficient value of 0.341. Perceived behavioral control substantially impacts behavioral intention in both early and later stages of adoption, while perceived ease of use only significantly affects behavioral intention in the early stage (Karahanna et al., 1999).

Hypothesis 7 (H7) has shown that desire has a standardized coefficient value of 0.327. Mungania and Reio (2005) have defined "desire" in the context of online shopping as an individual's ability to search for desired information efficiently, interact with instructors or others, and effectively utilize online shopping tools.

Hypothesis 1 (H1) confirmed attitude's significant influence on behavioral intention, with a standardized coefficient value of 0.289. Davis (1989) has suggested that desire reflects customers' intention to engage in specific behaviors influenced by attitude and desire.

Lastly, the subjective norm on behavioral intention has demonstrated a standardized coefficient value of 0.265, reinforcing the significant impact of Hypothesis 2 (H2). Previous studies by Gagne (2007) and Lee (2010) have highlighted the positive influence of subjective norms on students' intention to adopt new products.

5. Conclusion and Recommendation

5.1 Conclusion

This study investigates the factors influencing the behavioral intention toward online shopping among students from public universities in Chengdu, China. The research proposes hypotheses as a conceptual framework to examine the impact of attitude, subjective norm, perceived behavioral control, positive anticipated emotion, negative anticipated emotion, tech readiness, and desire on behavioral intention. Questionnaires were administered to students with online

shopping experience in Chengdu, China. Data analysis was conducted to identify the factors affecting online shopping behavioral intention in this specific student population. Confirmatory Factor Analysis (CFA) was employed to assess the validity and reliability of the conceptual model. The study utilized Structural Equation Modeling (SEM) to analyze the influential factors affecting behavioral intention.

The research findings indicate that positive anticipated emotion strongly impacts online shopping behavioral intention. Previous studies have shown that while positive anticipated emotion significantly influences the intention to use online systems, this effect may diminish over time. Additionally, negative anticipated emotions influenced students' behavioral intention, with dissatisfaction and unhappiness affecting their online shopping behavior. Perceived behavioral control was also identified as a significant factor impacting online shopping behavioral intention. Previous research has highlighted the importance of perceived control over one's behavior in influencing intention to adopt new technologies.

Furthermore, desire, influenced by attitude and desire, was a significant predictor of behavioral intention. Subjective norms were also identified as a key factor in accepting new technologies, particularly among customers with greater internet experience. Additionally, technology readiness was found to significantly impact desire, especially in cultures with high levels of uncertainty avoidance. In conclusion, this study demonstrates that attitude, subjective norm, perceived behavioral control, positive anticipated emotion, negative anticipated emotion, tech readiness, and desire are crucial determinants of online shopping behavioral intention among students from public universities in Chengdu, China.

5.2 Recommendation

The researcher identified key factors influencing online shopping behavioral intention among students from a public university in Chengdu, China, including attitude, subjective norm, perceived behavioral control, positive anticipated emotion, negative anticipated emotion, tech readiness, and desire. The recommendations suggest developing and enhancing these factors university-wide to improve intention performance. Literature and practical implications indicate that focusing on attitude and positive anticipated emotion can promote perceived behavioral control and subjective norm, ultimately enhancing behavioral intention. Students play a crucial role in online shopping behavior, with research showing that "desire" positively impacts online shopping intention (Yi & Im, 2004). Chiu and Wang (2008) found a positive correlation between "desire" and the intention to adopt online shopping, predicting users' acceptance and continued use. Therefore, uplifting students' positive anticipated emotions and perceived behavioral control is recommended to enhance online shopping behavioral intention. Additionally, favorable attitudes toward online shopping are linked to a greater likelihood of continued use. Students have the power to influence online shopping behavioral intention, and the study results can help stimulate their intention and foster a proper understanding of shopping and consumption.

5.3 Limitation and Further Study

One limitation of the research is the focus on a specific population and sample, namely students from a public university in Chengdu, China. It is important to acknowledge that varying results may arise when examining populations from different universities with diverse sizes, majors, cultures, or countries. Future studies could explore additional constructs that may impact online shopping behavioral intention, such as perceived organizational support, team shopping, or family shopping. Furthermore, there is potential for further investigation into how behavioral intention influences online shopping performance, particularly in developing new products, services, or processes resulting from such behaviors.

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