



# Influence of the Style of Live-Streaming E-Commerce Hosts on the Purchasing Behavior of College Students

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**Abstract-** This study concludes that different live-streaming e-commerce host styles significantly influence college students' purchasing behavior. Among the three examined styles, authoritative live-streaming style demonstrates the strongest positive impact, followed by friendly live-streaming style and professional live-streaming style. The findings also indicate that college students generally show moderate-to-high recognition of host styles and exhibit relatively active purchasing tendencies in live-streaming contexts. In addition, demographic characteristics such as gender, grade level, and monthly disposable income are associated with variations in purchasing behavior. To obtain these results, this research investigated the effects of Professional live-streaming style, Friendly live-streaming style, and Authoritative live-streaming style on College Student Purchasing Behavior through a structured questionnaire survey of college students in mainland China with live-stream shopping experience. Descriptive statistics, reliability analysis, correlation analysis, difference tests, and multiple regression analysis were conducted to examine the proposed hypotheses. The empirical evidence confirms that all three host styles have significant positive effects on purchasing behavior, providing theoretical support for understanding interpersonal influence mechanisms in live-streaming e-commerce and offering practical implications for platform operations and marketing strategy optimization.

**Keywords:** Professional Live-Streaming Style, Friendly Live-Streaming Style, Authoritative Live-Streaming Style, College Student Purchasing Behavior, Live-Streaming E-Commerce.

## I. Introduction

Live-streaming e-commerce has rapidly evolved from an emerging sales channel into a central force driving China's digital economy (Lu & Chen, 2021). By integrating real-time video demonstration, interactive communication, and instant purchasing, it creates an immersive shopping experience that significantly enhances consumer engagement and decision-making efficiency. College students, as typical "digital natives," constitute one of the most active and influential user groups in this new retail landscape. The host serves as the core medium in live-streaming e-commerce, acting as both a product demonstrator and an emotional connector (Huanyu et al., 2024; Sima et al., 2025a). However, current academic research remains relatively broad in scope, lacking targeted investigation into how specific host styles distinctly affect the purchasing behavior of college students. Therefore, this study aims to address this research gap by conducting a focused examination of the relationship between three predominant host styles (professional, friendly, authoritative) and the multi-dimensional purchasing behavior of college students.

This study identifies the key ideas of live-streaming e-commerce development and clarifies the importance of host style as a core influencing factor. It poses the research question of how professional, friendly, and authoritative live-streaming host styles affect college students' purchasing behavior, and the findings will enrich consumer behavior theory in live-streaming e-commerce scenarios and provide guidance for platform operation and marketing optimization.

### 1.1 Research Objective

1. To explore the perceived levels of Professional live-streaming style, Friendly live-streaming style, and Authoritative live-streaming style among college students.
2. To examine whether there are significant differences in Professional live-streaming style, Friendly live-streaming style, Authoritative live-streaming style, and College Student Purchasing Behavior across different demographic characteristics.
3. To analyze the direct influence of Professional live-streaming style, Friendly live-streaming style, and Authoritative live-streaming style on College Student Purchasing Behavior.

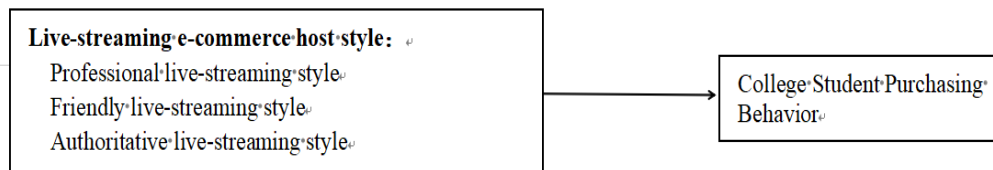


Figure 1. Research Framework

## II. Literature Review

This section reviews the main literature related to live-streaming e-commerce host styles and college students' purchasing behavior, and summarizes the theoretical basis and research status of this study.

### 2.1 Conceptual Theories and Principles

This study adopts Social Cognitive Theory (Bandura, 1986), the Stimulus-Organism-Response Model (Mehrabian & Russell, 1974), Para-social Interaction Theory (Horton & Wohl, 1956), Social Presence Theory (Short et al., 1976), Source Credibility Theory (Hovland & Weiss, 1951; Ohanian, 1990), and Social Power Theory (French & Raven, 1959) as its theoretical basis. These theories explain how host behavior influences internal cognition and emotion, and how these internal changes influence College Student Purchasing Behavior.

### 2.2 Application of Theories to Live-Streaming Host Styles

Professional live-streaming style enhances perceived information quality and reduces perceived risk through source credibility (Ohanian, 1990); Friendly live-streaming style fosters parasocial interaction and emotional attachment via social presence (Horton & Wohl, 1956; Short et al., 1976; Sima et al., 2025b); Authoritative live-streaming style shapes consumer trust and purchase intention through social power and reputation credibility (French & Raven, 1959; Belanche et al., 2021).

### 2.3 Relevant Research

Existing studies have confirmed the positive impact of host professionalism, friendliness, and authority on consumer purchase intention, but few studies systematically compare the differential effects of these three styles on college students' multi-dimensional purchasing behavior (Huanyu et al., 2024; Sima et al., 2025b).

## III. Methodology

### 3.1 Population and Sample

The target population consists of full-time undergraduate and junior college students in Guangxi Zhuang Autonomous Region, China (total 1,515,000). The minimum sample size calculated by Yamane's formula (1967) is 400, and 400 valid questionnaires were finally collected through convenience sampling.

### 3.2 Research Instruments

The primary data collection tool was a structured questionnaire comprising three parts. Part 1 collected demographic information (5 items: gender, age, grade, monthly disposable income, and prior live-streaming purchase experience). Part 2 measured three dimensions of live-streaming e-commerce host style: Professional live-streaming style (4 items), Friendly live-streaming style (4 items), and Authoritative live-streaming style (4 items). Part 3 measured College Student Purchasing Behavior across four dimensions: Purchase Intention (4 items), Purchase Decision (4 items), Perceived Value (4 items), and Repurchase Intention (4 items). All measurement items were adapted from established scales in prior literature (e.g., Ohanian, 1990; Wongkitrungrueng & Assarut, 2020) and rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

### 3.3 Data Collection

Data were collected online via Wenjuanxing platform from January to February 2026, with 412 questionnaires collected and 400 valid samples retained after screening (effective rate 97.09%).

### 3.4 Data Analysis Methods

The analytical methods employed included descriptive statistics to summarize respondent characteristics and key variable distributions, reliability analysis to assess internal consistency using Cronbach's alpha coefficients, Pearson correlation analysis to examine bivariate relationships among host styles and purchasing behavior, independent sample t-tests and one-way analysis of variance (ANOVA) to examine differences across demographic characteristics, and multiple regression analysis to test the hypothesized relationships between the

three live-streaming host styles and college students' purchasing behavior.

#### IV. Results

##### 4.1 Descriptive Statistics

**Table 1.** Characteristics of the respondents (N = 400)

Variables	Category	Frequency	Percentage(%)
Gender	Man	147	36.75
	Female	253	63.25
	Total	400	100.00
Age	18 - 25 years old	387	96.75
	26 - 30 years old	13	3.25
	31 - 40 years old	0	0.00
	41 - 50 years old	0	0.00
	Total	400	100.00
Grade	Freshman (Year 1)	57	14.25
	Sophomore (Year 2)	81	20.25
	Junior (Year 3)	152	38.00
	Senior (Year 4)	82	20.50
	Vocational College (Years 1-3)	28	7.00
	Total	400	100.00
Monthly Disposable Income	500 - 1,000 RMB	93	23.25
	1,100 - 3,000 RMB	258	64.50
	Above 3,000 RMB	49	12.25
	Total	400	100.00
Have you ever watched a live stream and made a purchase on a live-streaming e-commerce platform	Yes	400	100.00
	No	0	0.00
	Total	400	100.00

From Table 1, the general information of the respondents is as follows.

**Gender:** A total of 400 valid samples were obtained in this study. there were 147 male samples,accounting for 36.75% of the total sample, and 253 female samples, accounting for 63.25%. The proportion of female samples was significantly higher than that of males.

**Age:** The samples were mainly concentrated in the 18–25 age group, with 387 respondents,accounting for 96.75% of the total sample. There were 13 samples aged 26–30, accounting for 3.25%, and no samples aged 31 and above (31–40, 41–50). This indicates that the sample was dominated by young people with a high age concentration.

**Grade:** Juniors (third-year students) formed the largest group with 152 samples,accounting for 38.00%, followed by seniors (fourth-year students) with 82 (20.50%), sophomores (second-year students) with 81 (20.25%), freshmen (first-year students) with 57 (14.25%), and vocational college students (Grades 1–3) with 28 (7.00%). The sample covered different academic years, with a relatively high proportion of upper-grade students (juniors and seniors), consistent with the grade distribution of young consumer groups.

**Monthly Disposable Income:** the samples were mainly concentrated in the range of 1100–3000 yuan, with 258 respondents, accounting for 64.50%; 93 respondents were in the range of 500–1000 yuan (23.25%), and 49 respondents had a monthly disposable income of more than 3000 yuan (12.25%). The overall distribution was characterized by a majority of middle-income respondents supplemented by low- and high-income groups, which is consistent with the income level of young college students.

**Have you ever watched a live stream and made a purchase on a live-streaming e-commerce platform:** The survey on livestream shopping experience showed that all 400 respondents had watched livestreams and completed purchases on livestream e-commerce platforms (such as Taobao Live, Douyin, Kuaishou, JD Live, etc.),accounting for 100.00%. All respondents had experience with livestream shopping, indicating that all samples had basic livestream e-commerce consumption behavior and met the screening requirements of the research topic.

**Table 2.** Descriptive statistics of key variables (N = 400)

Variable	Min	Max	Mean	SD
Professional live-streaming style	1.000	5.000	3.362	0.938
Friendly live-streaming style	1.250	5.000	3.374	0.944
Authoritative live-streaming style	1.250	5.000	3.448	0.949
College Student Purchasing Behavior	1.625	5.000	3.404	0.842

The descriptive statistics results show that the scores for each variable are within a reasonable range. Among them, Authoritative Live-stream Style has the highest mean (3.448), and Professional Live-stream Style has the lowest mean (3.362); the means of the three live-stream styles are relatively close, all at an above-medium level. The mean for Purchasing Behavior is 3.404, also at an above-medium level, indicating that respondents generally have favorable evaluations of the three live-stream styles and exhibit a relatively positive tendency towards purchasing behavior. Regarding distribution shape, the absolute skewness values for all variables are less than 1 (ranging from 0.030 to 0.194), suggesting that the variable distributions are approximately symmetrical. The kurtosis values are all negative (ranging from -0.902 to -0.831), indicating that the distributions are platykurtic, with a relatively moderate degree of data dispersion. This conforms to the reasonable distribution characteristics for descriptive statistics, and the data are suitable for subsequent statistical analysis.

#### 4.2 Reliability and Validity

**Table 3.** Reliability of each variable

Dimension	Cronbach alpha	Number of items
Professional live-streaming style	0.850	4
Friendly live-streaming style	0.852	4
Authoritative live-streaming style	0.859	4
College Student Purchasing Behavior	0.953	16

Table 3 presents Cronbach's  $\alpha$  of professional style is 0.850, friendly style 0.852, authoritative style 0.859, purchasing behavior 0.953, and total scale 0.939, indicating good reliability. All IOC values are greater than 0.6, showing good validity. The results in Table 2 show that all Cronbach's  $\alpha$  values exceeded 0.85, indicating good to excellent internal consistency.

**Table 4.** Overall reliability analysis

Cronbach alpha	Sample size	Number of items
0.939	400	28

As presented in Table 4, the overall scale reliability of 0.939 confirms that the questionnaire reliably measures the intended constructs.

#### 4.3 Correlation Analysis

**Table 5.** Pearson correlation analysis

		PLS	FLS	ALS	PB
PLS	Pearson correlation	1			
	SIG.(two-tailed)				
FLS	Pearson correlation	0.393***	1		
	SIG.(two-tailed)	0.000			
ALS	Pearson correlation	0.331***	0.361***	1	
	SIG.(two-tailed)	0.000	0.000		
PB	Pearson correlation	0.322***	0.379***	0.401***	1
	SIG.(two-tailed)	0.000	0.000	0.000	

Note: PLS = Professional live-streaming style; FLS = Friendly live-streaming style; ALS = Authoritative live-streaming style; PB = College Student Purchasing Behavior. \*\*\*  $p < 0.001$ .

The results of the Pearson correlation analysis show that there are significant positive correlations among all core variables (all Sig. (2-tailed) values are  $0.000 < 0.001$ ). The specific correlation characteristics are as follows:



First, correlations among the three live-stream styles. Professional Live-stream Style shows a significant positive correlation with Friendly Live-stream Style ( $r=0.393$ ,  $p<0.001$ ), indicating that the higher the respondents' evaluation of Professional Live-stream Style, the higher their evaluation of Friendly Live-stream Style. Professional Live-stream Style shows a significant positive correlation with Authoritative Live-stream Style ( $r=0.331$ ,  $p<0.001$ ), suggesting a positive association between the evaluations of these two styles, but the degree of association is slightly lower than that between Professional and Friendly styles. Friendly Live-stream Style shows a significant positive correlation with Authoritative Live-stream Style ( $r=0.361$ ,  $p<0.001$ ), with the degree of association falling between the previous two. Overall, the positive correlations among the three live-stream styles are moderate, indicating that the evaluation logic for the three styles has some consistency but also possesses unique characteristics.

Second, correlations between live-stream styles and Purchasing Behavior. All three live-stream styles are significantly positively correlated with Purchasing Behavior. Among them, Authoritative Live-stream Style has the highest correlation with Purchasing Behavior ( $r=0.401$ ,  $p<0.001$ ), followed by Friendly Live-stream Style ( $r=0.379$ ,  $p<0.001$ ), and Professional Live-stream Style has the relatively lowest correlation with Purchasing Behavior ( $r=0.322$ ,  $p<0.001$ ). However, all three exhibit moderate positive correlations. This result indicates that the higher the respondents' evaluations of the three live-stream styles, the more positive their tendency towards live-stream e-commerce purchasing behavior. Among them, Authoritative Live-stream Style has the relatively strongest positive association with Purchasing Behavior.

#### 4.4 Difference Analysis

Female students, senior students, students aged 26–30 and those with higher monthly disposable income have significantly higher recognition of host styles and stronger purchasing behavior ( $p < 0.05$ ).

**Table 6.** Results of difference analysis by Gender (N = 400)

	Gender (mean±std)		t	p
	Male (n=147)	Female (n=253)		
PLS	3.129 ± 0.830	3.497 ± 0.972	-4.008	0.000***
FLS	3.109 ± 0.809	3.529 ± 0.983	-4.614	0.000***
ALS	3.150 ± 0.800	3.621 ± 0.986	-5.201	0.000***
PB	3.030 ± 0.671	3.621 ± 0.856	-7.649	0.000***

As displayed in Table 6, female students scored significantly higher than males on all variables ( $p < 0.001$ ), indicating stronger recognition of host styles and higher purchasing tendencies.

**Table 7.** Results of difference analysis by age (N=400)

	Age (mean±std)		t	p
	18– 25 years old (n=387)	26– 30 years old (n=13)		
PLS	3.342 ± 0.923	3.942 ± 1.221	-2.280	0.023*
FLS	3.351 ± 0.930	4.077 ± 1.124	-2.750	0.006**
ALS	3.428 ± 0.931	4.019 ± 1.289	-2.220	0.027*
PB	3.374 ± 0.827	4.279 ± 0.828	-3.877	0.000***

\* $p<0.05$  \*\* $p<0.01$  \*\*\* $p<0.001$

Table 7 reveals that respondents aged 26-30 scored higher than those aged 18-25 across all measures ( $p < 0.05$ ), particularly in purchasing behavior ( $p < 0.001$ ).

**Table 8.** Results of difference analysis by grade (N=400)

	Grade (mean±std)					F	p
	Freshman (Year 1) (n=57)	Sophomore (Year2) (n=81)	Junior (Year 3) (n=152)	Senior (Year 4) (n=82)	Junior College (Years 1-3) (n=28)		



PLS	3.154 ± 0.905	3.111 ± 0.867	3.401 ± 0.914	3.753 ± 1.021	3.152 ± 0.695	6.468	0.000***
FLS	3.145 ± 0.870	3.120 ± 0.848	3.362 ± 0.914	3.841 ± 1.068	3.277 ± 0.629	7.923	0.000***
ALS	3.237 ± 0.794	3.015 ± 0.808	3.508 ± 0.909	3.927 ± 1.096	3.393 ± 0.675	11.392	0.000***
PB	2.985 ± 0.688	3.081 ± 0.778	3.473 ± 0.786	3.990 ± 0.869	3.096 ± 0.359	21.216	0.000***

\* $p < 0.05$  \*\* $p < 0.01$  \*\*\* $p < 0.001$

As shown in Table 8, significant grade-level differences were found for all variables ( $p < 0.001$ ). Senior students consistently reported the highest scores, followed by juniors, suggesting that upper-year students are more responsive to host styles and exhibit stronger purchasing behavior.

**Table 9.** Results of difference analysis by monthly disposable income (N=400)

	Monthly Disposable Income (mean±std)			F	p
	500-1000 RMB (n=93)	1100-3000 RMB (n=258)	Above 3000 RMB (n=49)		
	PLS	3.121 ± 0.851	3.359 ± 0.902		
FLS	3.156 ± 0.801	3.340 ± 0.933	3.969 ± 1.028	13.146	0.000***
ALS	3.277 ± 0.757	3.402 ± 0.936	4.010 ± 1.141	10.940	0.000***
PB	3.015 ± 0.627	3.411 ± 0.816	4.105 ± 0.885	30.951	0.000***

\* $p < 0.05$  \*\* $p < 0.01$  \*\*\* $p < 0.001$

Table 9 indicates that students with higher monthly disposable income reported significantly higher scores for all host styles and purchasing behavior ( $p < 0.001$ ), indicating that income level is a key factor distinguishing consumer responses.

#### 4.5 Multiple Regression Analysis

**Table 10.** The Regression analysis results (N=400)

	Non-standardize d coefficients		Standardized coefficients	t	p	VIF	R <sup>2</sup>	Adjusted R <sup>2</sup>	F
	B	Standard error	β						
Constant	1.460	0.179		8.159	0.000				
PLS	0.129	0.044	0.144	2.952	0.003	1.243	0.241	0.235	F(3,400)=41.884,p=0.000
FLS	0.200	0.044	0.224	4.541	0.000	1.272			
ALS	0.242	0.043	0.273	5.664	0.000	1.208			

*A Dependent: College Student Purchasing Behavior D-W: 1.943*

As you can see from the Regression analysis table, the model formula is (Non-significant coefficients are not included): College Student Purchasing Behavior evaluation = 1.460+0.129\*Professional live-streaming style evaluation+0.200\*Friendly live-streaming style evaluation+0.242\*Authoritative live-streaming style evaluation, after r-square 0.235, this means that Professional live-streaming style evaluation, Friendly live-streaming style evaluation, Authoritative live-streaming style evaluation can explain why College Student Purchasing Behavior of 23.512% changed. Indicating that livestream host style represents an important but not exhaustive determinant of college students' purchasing behavior. Consumer decision-making in live-streaming contexts is multifaceted and may also be influenced by factors such as price promotion intensity, product type, peer influence, platform algorithm exposure, and individual personality traits.

Check the Multicollinearity of the model, all VIF values are less than 5, which means there is no collinearity problem in the model; and the D-W value is near the number 2, which indicates that there is no autocorrelation in the model, and f-check the model and find that the model passes F-test (F=41.884,  $p=0.000 < 0.001$ ), which means that Professional live-streaming style evaluation, Friendly live-streaming style evaluation, Authoritative live-streaming style evaluation in at least one item has an impact on College Student Purchasing Behavior, model better. The final analysis is as follows:



The regression coefficient of Professional live-streaming style evaluation is 0.129( $t = 2.952$ ,  $P = 0.003 < 0.01$ ), which means that Professional live-streaming style evaluation has a significant positive direction effect on College Student Purchasing Behavior. the regression coefficient of Friendly live-streaming style evaluation is 0.200( $t = 4.541$ ,  $P = 0.000 < 0.001$ ), which means that Friendly live-streaming style evaluation has a significant positive direction effect on College Student Purchasing Behavior. the regression coefficient of Authoritative live-streaming style evaluation is 0.242( $t = 5.664$ ,  $P = 0.000 < 0.001$ ), which means that Authoritative live-streaming style evaluation has a significant positive direction effect on College Student Purchasing Behavior.

#### 4.6 Summary of Hypothesis Testing

Based on the theoretical analysis, this paper proposes the following research hypotheses, and conducts tests on the hypotheses put forward in this paper through empirical analysis. The specific test results are as follows:

**Table 11.** Results of the hypothesis test

Hypothesis	Hypothesis Content	Result
H1	There is a significantly positive-directional influence relationship between Professional live-streaming style and College Student Purchasing Behavior	Supported
H2	There is a significantly positive-directional influence relationship between Friendly live-streaming style and College Student Purchasing Behavior	Supported
H3	There is a significantly positive-directional influence relationship between Authoritative live-streaming style and College Student Purchasing Behavior	Supported

#### V. Discussion

The results are consistent with SOR model, source credibility theory and social power theory (Mehrabian & Russell, 1974; Ohanian, 1990; French & Raven, 1959). Authoritative style has the strongest influence because it reduces consumer perceived risk through accumulated reputation (Belanche et al., 2021); friendly style enhances emotional connection; professional style provides reliable product information. Demographic differences reflect the heterogeneity of college student groups

#### VI. Conclusion

This study confirms that professional, friendly, and authoritative live-streaming e-commerce host styles all have significant positive effects on college students' purchasing behavior, with the authoritative style being the most influential. Demographic characteristics such as gender, grade, age, and monthly disposable income moderate these relationships. The research provides theoretical support for studies on consumer behavior in live-streaming e-commerce and offers practical suggestions for hosts, platforms, and brands (Huanyu et al., 2024; Sima et al., 2025a; Lu & Chen, 2021).

For live-streaming hosts and MCN agencies, hosts should strategically position their style according to target audiences. Enhancing authoritative credibility and professional competence may yield stronger purchasing influence, especially among higher-grade and higher-income students. For live-streaming platforms, platforms may optimize algorithmic recommendations by matching host styles with specific user segments. For brands, brands should consider selecting hosts whose style aligns with product type and target student demographics to maximize conversion effectiveness. For future research, future studies may incorporate mediating variables such as trust, perceived risk, or emotional engagement to further explain the internal mechanism between host style and purchasing behavior. Structural Equation Modeling could be used to test more complex path relationships. Future research may compare different product categories to examine whether host style effects vary across high- and low-involvement products. A broader age distribution sample could improve generalizability.

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