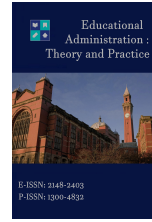




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The Influence of Internet Celebrities on Consumers' Purchase Intention and Its Educational Significance

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	Abstract
<p>Article History</p> <p>Article Submission 17 November 2022</p> <p>Revised Submission 19 December 2022</p> <p>Article Accepted 20 February 2023</p>	<p>University students in China are increasingly embracing the use of celebrity endorsement in teaching. Celebrities are now able to rapidly and easily reach a huge audience because of the growth of social media platforms like WeChat, Weibo, and Tik Tok, which makes them appealing marketing tools for educational institutions. The potential advantages of leveraging celebrity endorsements to advertise their programs and draw students have been acknowledged by educational institutions in China. In addition to examining educational celebrity endorsement and educational purchase intention attainment, the study examines students' desire to act as moderators and planned behavior theory in Chinese universities. 440 students from various Chinese universities participated in an online and in-person survey that collected the data for the analysis. According to the findings of structural equation modeling (SEM), teaching strategies have a positive impact on students' desires. The study's results also showed a connection between achieving educational purchase intentions and celebrity endorsement of educational products, student consumer choice, and student desire. Cross-sectional analysis, close-ended questions, and quantitative research are all used in the current study. In light of this, it is deemed crucial to use creative and engaging teaching strategies in the higher education sector. Educational institutions can create marketing plans that boost students' purchasing intentions and enrollment levels by focusing on attitudes, arbitrary standards, and perceived behavioral control. To demonstrate the relationships between the constructs under consideration, future researches on this topic should involve longitudinal or field testing. There are major policy recommendations, calls for future research, and recommended theoretical and practical implications.</p> <p>Keywords: Educational Celebrity Endorsement; Educational Purchase Intention Attainment; Planned Behavior Theory; Students Desire; Student's Consumer decision-making</p>

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Introduction

The rise of influencers, also referred to internet celebrities, has had a significant impact on how consumers choose products in recent years (Ho & Law, 2022). These influencers have developed into a major resource of knowledge and inspiration for customers looking to purchase goods or services thanks to their millions of followers and robust online presence. To promote their brands and products, many companies have changed their marketing strategies to involve working with influencers. This pattern has increased research interest in figuring out how online celebrities affect consumers' decision-making (Xu et al., 2022). Consumers are more likely to act on the advice of these influencers because, according to research, they tend to trust and value their opinions. This has important ramifications for the educational sector, which must carefully consider how to use influencer marketing to engage and successfully reach its target audience (Nguyen & Tran, 2022).

Furthermore, the importance of this subject for education cannot be overstated. It's critical to comprehend how these online influencers may affect our purchasing decisions as long as social media and digital media continue to dominate our lives (Shealy et al., 2021). Students can learn more about the psychological and social factors that influence our decision-making processes and develop strategies to make more informed and deliberate consumer decisions by researching the impact of online celebrities on consumers' purchase intentions (Rehman et al., 2022; Xu et al., 2022). Students' purchasing decisions can be studied to gain valuable knowledge about the bigger picture of consumer behavior. We can learn more about the elements that affect consumer behavior more broadly by understanding how students make purchasing decisions, including the significance of brand loyalty, the function of social influence, and the impact of perceived risk (Golnar-Nik et al., 2019; Shealy et al., 2021). Businesses and marketers wanting to target customers in various age groups and demographic groupings may find this information to be of great value.

Consumer decision-making is a crucial field of marketing study that aims to comprehend how people decide what to buy (Rehman et al., 2022). Because they frequently have limited financial resources and are making decisions that could have a long-term impact on their life, consumers can play a particularly important role in the lives of students (Javed et al., 2022). Therefore, organizations and marketers who are targeting this group may benefit greatly from understanding the aspects that affect their decision-making process. When it comes to buying purchases, students have their own set of difficulties. For instance, they might be swayed by social conventions or their classmates, and they might not have as much financial decision-making expertise (Liu et al., 2021; Trivedi & Sama, 2020). Additionally, they might not know much about the goods or services they are thinking about, which could affect their capacity to make wise decisions. Students are a key target market for internet celebrities because they frequently adopt new trends and technology before anyone else and are frequent users of social media sites where influencers are well-represented (Hartmann et al., 2020). Therefore, it is critical to do a study on how internet superstars affect students' buying intentions. Internet superstars can significantly impact students' purchase habits, according to studies. The social media accounts of their favorite influencers are frequently followed by students, who regularly watch their videos and consume their information (Mahasin & Fachira, 2022; Sustainability et al., 2019). They may therefore regard these influencers as reliable sources of advice, which can significantly affect their decision to make a purchase. Students may also be more inclined to practice "social buying", in which they look for goods and services that reflect their ideals and are recommended by their classmates or role models (Wang et al., 2017). As a result, internet celebrities may have a big impact on how students view what is desired or fashionable and how they make decisions about what to buy. The influence of internet celebrities on students' purchase intentions might vary depending on a range of factors, including their demographics, personal values, and level of connection with the influencer. It is crucial to remember that students are not a homogeneous population (Ho & Law, 2022). Therefore, more investigations are required to completely comprehend the complicated relationship between internet personalities and student purchasing patterns.

The present study determines the influence of internet celebrities on consumers' purchase intention and its educational significance. The current study established its own planned behavior

theory. The planned behavior theory refers to "a psychological model that seeks to explain and predict human behavior. It is widely used in the fields of social psychology and marketing to understand how people make decisions and take action" (Hellmich et al., 2019). The planned behavior theory claims that these three variables interact to affect behavior. Positive intentions to engage in behavior can be influenced by attitudes and subjective standards, and the degree of perceived behavioral control might affect a person's capacity to do so. An individual is more likely to carry out an activity if their intention to do so is greater (Judge et al., 2019). Health, environmental, and consumer behaviors are just a few of the many behaviors to which the planned behavior theory has been applied. For instance, the planned behavior theory contends that attitudes about a good or service, perceptions of others' opinions, and a person's perception of their ability to buy or utilize a good can all have an impact on their decision to make a purchase (Hellmich et al., 2019; Judge et al., 2019). Based on the planned behavior theory, this study aims to investigate the relationship between educational internet celebrity endorsement and the subsequent student consumer decision-making process.

Literature Review

Planned Behavior Theory

The well-known paradigm of planned behavior theory (PBT) is used to comprehend and forecast behavior. It implies that attitudes, arbitrary rules, and the perception of behavioral control all have an impact on behavior (Judge et al., 2019). Opinions refer to a person's favorable or negative evaluations of the behavior, subjective norms are the relative social influences or up-to standards to the activity, and perceived behavioral control is an ability to be aware of the ease or difficulty of doing the conduct. The employment of well-known individuals to promote educational goods or services is known as educational celebrity endorsement (Sánchez-Torres et al., 2017). Consumers' sentiments regarding the endorsed good or service are proven to be positively influenced by celebrity endorsement, increasing the likelihood that they will make a purchase. According to Wang et al (2017), celebrity endorsements for educational products or services may have a positive impact on people's attitudes towards those products or services as well as their subjective norms because they would indicate that using those products or services is a socially acceptable behavior. Additionally, if the celebrity endorser is seen as educated and reliable, this may boost the perception of behavioral influence over the individual's decision to buy the educational product or service (Cheng et al., 2018). As a result, the endorsement of an educational product or service by a well-known figure in the field of education may have a positive impact on consumers' perceptions of the product or service, their subjective norms, and their ability to control their behavior, all of which may increase their propensity to make a purchase. However, it's crucial to remember that other elements, like the item's cost, quality, and the buyer's values and views, may also have an impact on their decision to purchase (Sustainability et al., 2019).

According to Hellmich et al. (2019), students' attitudes toward specific academic behaviors, such as studying, finishing assignments, or attending courses, would play a significant role in forecasting their behavior when it comes to their desire. For instance, a student is more likely to engage in study behavior if they have a favorable attitude towards it (Judge et al., 2019). On the other side, students are less likely to engage in that action if they have a negative attitude toward studying. Subjective norms can affect a student's behavior in addition to attitudes. A student is more likely to engage in specific academic behavior if they believe that their classmates, parents, or teachers expect them to do so (Golnar-Nik et al., 2019). For instance, a student is more likely to attend all classes if they perceive that their parents expect them to do so. Finally, a student's behavior may be influenced by perceived behavioral control. A student is more likely to engage in specific academic conduct if they feel they have the abilities and tools to do so (Javed et al., 2022). For instance, a student is more likely to finish an assignment if they think they have the time and study skills to finish it.

Educational Celebrity Endorsement and Educational Purchase Intention Attainment

The potential advantages of leveraging celebrity endorsements to advertise their programs and draw students have been acknowledged by educational institutions in China (Shealy et al., 2021). Several colleges have even partnered with well-known people to create new courses or

research initiatives. These collaborations help educational institutions by increasing their visibility and luring students, but they also give celebrities a platform to advance their brands and gain more notoriety (Javed et al., 2022; Xu et al., 2022). However, employing celebrity endorsements in education may have unintended consequences. A university may be chosen by a student based on the celebrity endorser rather than the caliber of the education it provides, according to critics who claim that celebrity endorsements could damage the reputation of educational institutions. The employment of a well-known personality to promote educational goods or services is known as educational celebrity endorsement (Liu et al., 2021; Sánchez-Torres et al., 2017). This kind of endorsement aims to raise brand recognition, establish credibility and build a positive relationship between the product or service and the famous person. According to Shealy et al. (2021), Trivedi and Sama (2020), celebrity endorsements can significantly influence consumers' intentions to make purchases. An educational celebrity's endorsement of a product or service can have a beneficial impact on consumers' perceptions towards it, boost their confidence in the company, and improve their likelihood of considering buying it. By fostering a sense of social proof, celebrity endorsement for educational products can, among other things, raise purchase intentions. Using a well-known person to advertise a good or service can provide the impression that it is liked and accepted by many people, which can boost consumers' trust in the good or service and their propensity to buy it (Mahasin & Fachira, 2022). Educational celebrity endorsement can affect consumers' perceptions of the caliber of the good or service in addition to building a sense of social proof. Consumers may think that the good or service is of high quality and worthwhile investing in if they believe that the celebrity is competent and reliable in the field of education. Celebrity endorsement is a well-liked marketing tactic that many companies utilize to draw in and interact with their target market. Celebrity endorsement can be a successful strategy for educational institutions to draw students and increase brand recognition (Liang et al., 2022; Mahasin & Fachira, 2022; Waaland, 2016). In China, where celebrity culture is strong, educational institutions often cooperate with celebrities to promote their brand image and attract students. There are several well-known celebrities in China that are frequently linked to education and have taken part in some educational programs that are geared toward university students. In the educational industry, celebrity endorsement may be a potent marketing technique because it draws students' attention and promotes the institution's good reputation (Shahul Hameed et al., 2020).

A consumer's decision to buy an educational product or service, such as a course, training program, or instructional software, is referred to as the educational purchase intention attainment process (Ho & Law, 2022). Several steps, including awareness, interest, appraisal, and decision-making, go into achieving purchase intention. Awareness is the first step in realizing one's educational buying objective. Customers must be aware of and comprehend the benefits of the educational product or service (Javed et al., 2022). Social media, word-of-mouth marketing, and advertising campaigns can all be used to accomplish this. The consumer must show interest in the educational good or service after becoming aware of it. The benefits and attributes of the good or service can be highlighted in targeted marketing and advertising to achieve this (Xu et al., 2022). The consumer then reviews the educational good or service by their requirements and expectations during the evaluation stage. They could read reviews, compare them to comparable goods or services on the market, or ask for referrals from others (Hartmann et al., 2020). The consumer will decide whether to buy after assessing the good or service. Price, quality, convenience, and reputation are a few examples of variables that might have an impact on this choice. The consumer will next actually make the purchase, concluding the process of achieving their educational buy purpose (Trivedi & Sama, 2020). After making a purchase, a customer could offer comments or reviews that could affect other people's future buying decisions. A consumer's decision to acquire an educational good or service is the culmination of a sequence of steps in the attainment of their educational purchasing intention (Shealy et al., 2021). Marketers and educators can assist consumers in passing through these stages and achieving their purchase intention by using targeted advertising, social media, and good reviews.

H1: Educational Celebrity endorsement significantly impacts on educational purchase intention attainment.

Educational Purchase Intention Attainment and Student's Consumer Decision-making

The fulfillment of educational purchasing intentions and student consumer decisions are closely intertwined (Qin et al., 2021). A substantial portion of the target market for educational goods and services is students, and many of the same elements that affect consumer decision-making also play a role in the process of achieving educational purchase intentions (Ho & Law, 2022). Students go through a decision-making process when it comes to achieving their educational buying intentions that is similar to other consumer decisions. Problem identification, information search, alternative evaluation, purchase decision, and post-buy analysis are the five steps that make up this process (Nguyen & Tran, 2022). Students identify a need or a gap in their knowledge or abilities that they would like to fill during the problem-recognition stage. This could be motivated by personal interest, professional objectives, or curricular requirements (Sánchez-Torres et al., 2017). Students start gathering information about their alternatives as soon as they realize how important education is to them (Liu et al., 2021). This could entail doing online research, speaking with friends and family, or seeking advice from teachers or guidance counselors. They could assess the reliability of the educational institutions they come across. Students start assessing their options as they obtain knowledge (Rehman et al., 2022). This entails weighing the advantages and disadvantages of each choice, taking into account factors including price, reputation, instructional quality, and course content. They might also ask friends, colleagues, or former students for their opinions. Once pupils have analyzed their options, they will make a buying decision (Golnar-Nik et al., 2019; Hartmann et al., 2020). Cost, convenience, and the availability of scholarships or other financial help are among the variables that might have an impact on this. The reputation of the educational provider and the perceived value of the education provided may also have an impact on the choice to buy. Students will assess their experience after making the purchase and may offer feedback to others (Golnar-Nik et al., 2019). Positive reviews can enhance the educational provider's reputation and persuade others to use them again in the future.

The concept of educational purchase intention attainment is crucial for educational institutions as well as students (Shealy et al., 2021). Understanding how to achieve educational purchase intentions can help educational institutions create efficient marketing campaigns to advertise their educational goods and services to prospective students. Understanding the steps involved in achieving educational purchasing intentions can help students choose the educational goods and services that are best for them (Rehman et al., 2022; Trivedi & Sama, 2020). When it comes to educational institutions, they often employ a variety of marketing techniques to draw potential students to their educational goods and services. Advertising efforts, collaborations with other educational institutions, and direct outreach to prospective students are a few examples of these techniques (Judge et al., 2019). The attainment of educational purchase intentions can be understood by educational institutions, who can then use this knowledge to create marketing plans that specifically cater to the wants and needs of their target market. The process of realizing educational purchase intentions is influenced by many elements for students (Zheng & Bensebaa, 2022). Personal variables like their unique wants and aspirations, social elements like the influence of their friends or family, and marketing considerations like the standing of the educational institution or the caliber of the good or service being supplied are a few examples of these. While making decisions about what to buy, customers must go through a complex process called consumer decision-making (Xu et al., 2022). Everyone from various walks of life, including students, participate in this process while making purchases, therefore it is not exclusive to any one group of customers. When it comes to consumer decision-making, students in particular are a fascinating demographic to investigate (Golnar-Nik et al., 2019; Xu et al., 2022). They are frequently in a special era of life where they are making crucial decisions about their future and are frequently on a tight budget, which is why. As a result, a variety of factors, including their values, experiences, financial resources, and social networks, might have an impact on how they make decisions (Nguyen & Tran, 2022).

H2: Educational purchase intention attainment significantly impacts student consumer decision-making.

Mediating Role of Educational Purchase Intention Attainment

The relationship between educational celebrity endorsement and students' purchasing

decisions can be mediated by educational purchase intention attainment. The promotion of an educational good or service by a famous person is known as an educational celebrity endorsement (Hartmann et al., 2020; Liu et al., 2021). This might be a famous person, an athlete, or a professional in the area. The use of a celebrity endorsement can raise awareness, spark interest, and boost the idea that the educational good or service is worth more. Students may be more likely to proceed with making a decision and complete their intended purchase as a result (Zheng & Bensebaa, 2022). The relationship between educational celebrity endorsement and students' purchasing decisions would be mediated in this case by educational purchase intention attainment. In the mediation process, the student's consumer decision-making would be indirectly impacted by the celebrity endorsement because it would affect their attainment of educational purchase intentions, which would then affect their final purchase decision (Hartmann et al., 2020; Liu et al., 2021). Numerous variables, including the celebrity's credibility and reputation, the quality of the educational product or service, and the perceived value of the investment, can have an impact on the strength of the relationship between educational celebrity endorsement, educational purchase intention attainment, and student consumer decision-making (Hartmann et al., 2020; Nguyen & Tran, 2022; Trivedi & Sama, 2020; Xu et al., 2022). The process through which buyers decide whether to buy a course or program, for example, falls under the category of educational purchase intention attainment. This choice may be influenced by several variables, including the product's perceived worth, the standing of the educational provider or institution, and the veracity of the information offered (Liu et al., 2021). The usage of celebrity endorsements is one aspect that can affect whether educational buying intentions are fulfilled. The use of a well-known person in the subject of education or a closely connected one as a spokesperson for a certain commodity or service is known as an educational celebrity endorsement. Nguyen and Tran (2022) suggested that the celebrity's knowledge and reputation will give the educational product credibility and legitimacy, increasing the possibility that customers will decide to buy it. However, there is still disagreement regarding whether celebrity endorsements are helpful in educational settings. While some studies have indicated a favorable impact of celebrity endorsements on consumers' propensity to buy, others have found little to no benefit. According to Golnar-Nik et al. (2019), Rehman et al. (2022), and Sánchez-Torres et al. (2017), the perceived fit between a celebrity and the good or service being sold, the celebrity's level of authority and reputation, and the target market all affect how effective celebrity endorsements are. Finally, based on the particular context and campaign objectives, it is important to carefully examine whether to employ celebrity endorsements in educational marketing (Trivedi & Sama, 2020). Although it might be helpful in some circumstances, it is not a surefire way to succeed and should be used with caution.

H3: Educational purchase intention attainment mediates the relationship between Educational Celebrity endorsement and student consumer decision-making.

The Moderating Role of Student's Desire

The student's desire can moderate the association between educational purchase intention attainment and a student's consumer decision-making. The degree to which a student desires or values a specific educational good or service is referred to as desire (Xu et al., 2022). It is a personal aspect that may have an impact on how the student views the educational institution, the caliber of the programs provided, and the investment's worth (Shealy et al., 2021). Students are more likely to proceed with the decision-making process and fulfill their purchase intention when they have a strong desire for an educational good or service (Liu et al., 2021). This desire could be motivated by personal interest, professional objectives, or curricular requirements. In this instance, there is probably a high correlation between students' buying decisions and their attainment of educational purchase intentions (Hartmann et al., 2020). Students may be less likely to progress through the decision-making process and fulfill their purchase intention if they have a low interest in the educational product or service, on the other hand. They could not fully comprehend the advantages of education, or they might think it is less valuable or irrelevant to their requirements (Xu et al., 2022). In this situation, there is probably a lesser correlation between students' purchasing decisions and their attainment of educational purchase intentions (Zheng & Bensebaa, 2022). External factors, such as the reputation of the educational provider, the cost of the education, and the caliber of instruction, can also have an impact on the strength of the relationship between students' purchasing decisions and their attainment of educational purchase intentions (Nguyen & Tran, 2022; Trivedi & Sama, 2020). These elements may influence

a student's motivation for education and eventually affect how they make decisions. The student's desire can limit the relationship between the achievement of educational purchasing intentions and the student's ability to make decisions about what to buy.

Education providers can create customized marketing and communication strategies that will assist students to progress through the decision-making process and realize their purchase intention by having an understanding of the student's desire and the elements that affect it (Golnar-Nik et al., 2019; Ho & Law, 2022). When it comes to fulfilling their buying intentions relating to education, a student's desire is crucial. A student's desire is affected by several variables, including personal interests, professional goals, peer pressure, family expectations, and the institution's reputation (Qin et al., 2021). A student is more likely to make the necessary educational investments to reach their goals if they are extremely motivated and enthusiastic about studying a particular course or program. On the other side, if a student lacks motivation or interest in a particular program or course, they may not be as inspired to make educated purchases and may not be as likely to follow through with their plans do so (Liu et al., 2021; Shealy et al., 2021). A student's ability to fulfill their desires and purchasing intentions can also be influenced by factors like peer pressure and family expectations. A student's motivation to pursue a particular program or institution may improve and their chances of making the necessary educational investments to reach their goals may increase if their peers or family members have favorable experiences with or thoughts about the program or institution (Ho & Law, 2022). The success of a student's desire and buying intention can also be influenced by the reputation of the school. A student may be more inclined to enroll there and more likely to spend money on education to help them reach their academic and career goals if the institution has a solid reputation for providing quality education and graduating successful students (Mahasin & Fachira, 2022). Overall, a student's desire is a major influence on whether they fulfill their purchasing intention for education (Harda et al., 2022; Sustainability et al., 2019). Educational institutions can have an impact on a student's desire by emphasizing the advantages of their programs, providing a supportive community and a pleasant learning environment that supports and stimulates students to achieve their academic and career goals.

H4: Student's desire moderates the relationship between educational purchase intention attainment and student's consumer decision-making.

Figure 1 as a conceptual framework has been built based on the literature mentioned above and hypothesis testing.

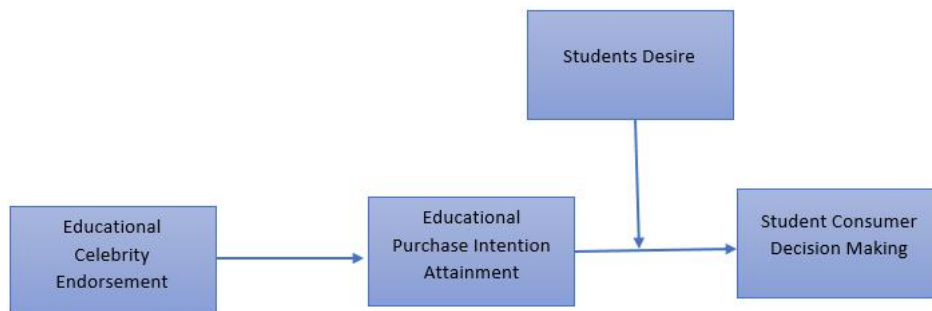


Figure 1. Conceptual Framework

Methodology

The planned behavior theory was used to create the study's conceptual framework and underlying generalizations. The current study identifies the educational significance of online celebrities' influence on consumers' purchase intentions. The students are all fluent speakers of Chinese who are natural speakers. The Deans, HODs, and administrations initially gave their approval. A face-to-face survey, a request for participation, and a brief description of the study's objectives were the methods these researchers used to collect data. Non-probability sampling was an effective sample technique given the scale and scope of the investigation. An email was sent to these organizations with a link to the online survey, a brief description of the study's goals, and an

invitation to participate to learn more about these uncommon phenomena. The information was acquired to confirm the relationship between components using a customized version of a literary works survey because students are the public face of China's institutions. Students were expected to give details about their English language competence in the personal statement because the survey was only available in English. Just the study's general findings were made public, while all student responses remained confidential. 440 students from Chinese universities will provide the statistics. The factors that affect Chinese university students' attainment of their educational buying intentions will be investigated in this study using a quantitative research design. To gather data for the study, a cross-sectional survey methodology will be used. The study will choose a sample of 440 students from two Chinese institutions using a non-probability sampling technique. The selection of the universities will be based on their size, standing, and diversity. To ensure that the sample is representative of the student body, the students will be chosen at random from all faculties and departments. A self-administered questionnaire that will be given to the chosen pupils will be used to gather data. There will be closed-ended questions in the Chinese questionnaire.

Participants

This study makes use of closed-ended questionnaires, cross-sectional analysis, and quantitative techniques. Participating in the study are Chinese university students who consciously choose to forfeit their academic performance. After receiving the necessary departmental approval, a cover letter and questionnaire survey were delivered to each contact to request their willing participation in this research. After that, the survey was conducted in person. Respondents were also requested to describe in the cover letter their level of linguistic competency because the poll was conducted in English. Additionally, all respondent responses were completely kept confidential, and only the study's aggregate findings were made public. Some Chinese universities were initially disqualified due to a language barrier and scheduling conflicts. According to the researchers, the 440 Chinese university students who participated in the study did so voluntarily because they were comfortable speaking English. During January 1 and February 1 of 2023, data was collected. Due to time restrictions, the researcher chose to stop collecting data after obtaining 440 returned completed surveys. With a 67% response rate, 650 comprehensive and informative survey responses from various Chinese colleges were gathered for the study. The sample for the study was chosen through a thorough, intentional selection process. A method for gathering data online or by acquiring samples. Statistical software like SPSS will be used to analyze the data from the questionnaire. The distribution of survey responses as well as the demographic data will be compiled using descriptive statistics (Edeh et al., 2023). In this study, the data are analyzed using the PLS-SEM Smart PLS 3 method to test the following hypothesis (Baghaei & Ravand, 2016).

Measurements

An 18-item questionnaire was devised to determine the influence of internet celebrities on consumers' purchase intention and its educational significance, as well as the planned behavior theory involved.

Educational Celebrity endorsement includes items "I feel that Jackie Chan is sincere in conveying the product message in educational advertisements and I feel that Jackie Chan is a foreign artist who has high integrity in conveying product messages in educational advertisements" adopted by Roshan Priyankara et al. (2017). Educational purchase intention attainment includes items "Provided or transferred information and learn about rights and, to a lesser extent, responsibilities" adopted by Liu et al. (2021). Students' desires include items "The recommendation of the celebrity enhances my desire to buy goods and I very much desire to buy the goods of celebrity recommendation soon" adopted by Nguyen and Tran (2022). Student consumer decision-making items include "I am confident that the celebrity-recommended goods can satisfy everything I need and this celebrity is consistent with how I see myself" adopted by Golnar-Nik et al. (2019).

Results

The present study aims to ascertain the planned behavior theory's contribution to the influence of internet celebrities on customers' purchasing intentions as well as the educational value of this influence. Descriptive statistics of the demographics for the current study (N=440) were produced based on the analysis of respondent data. SmartPLS3 was used to assess the structural and measurement models.

Demographics

Demographic data, research findings, the planned behavior theory, the impact of online celebrities on consumers' purchase intentions, and the educational value of this impact on Chinese university students are all displayed in Table 1. The model's evaluation of Chinese university students was found to be mostly influenced by the student's gender, age, and educational attainment. Table 1 provides a demographic profile.

Table 1. Demographic profile

DEMOGRAPHY	DESCRIPTION	NO. OF RESPONSES	%
Gender	Male	290	66
	Female	150	34
Age	20-30	210	48
	30-40	180	41
	Above 40	50	11
Education Level	BS	280	63
	MS/Ph.d	160	36

Table 1 shows that (66%) of the students were male and (34%) were female. Students in higher education between the ages of 20 and 30 represented (48%), 30 to 40, (41%), and those over 40, (11%). (63%) of students at BS Universities have a degree, compared to (36%) of MS/Ph.D. students at Chinese universities.

Measurement Model

Partial least squares (PLS) structural equation modeling was used in the current study to evaluate the performance of the more successful model. This measurement was carried out using Smart PLS. This quality score takes into account the average variance extracted (AVE), confirmatory factor analysis (CFA), convergent validity, and discriminant validity. Validity and reliability are the two main criteria used in PLS analysis (Hamdollah & Baghaei, 2016). This is so because determining the model's quality is the major goal of model measurement. Convergent and discriminant validity evaluations were carried out to confirm the validity of the construct under investigation. The average variance extracted (AVE) values and item loading values were used to verify convergent validity, sometimes referred to as the internal consistency of the variables. The consistency of the items was evaluated in this convergent validity analysis.

Composite Reliability and Validity

The factor loadings, validity, and reliability of the data gathered from 440 university students in China were also evaluated using PLS-SEM. Details on the item factor loading, validity, and reliability for the PLS measurement model are provided in Table 2. When evaluating an item's internal consistency, Cronbach's alpha test score is frequently utilized and must be 0.70 or higher (Fornell & Larcker, 2014). Cronbach's Alpha and the composite reliability ratings for the variables under investigation were both higher than 0.70. While the average variance extracted (AVE) values for discriminant validity were higher than 0.50, convergence validity and high reliability were demonstrated (Fornell & Larcker, 2014). The composite reliability ratings were above the threshold range of 0.70 and ranged from (0.819 to 0.925). Table 2 Composite Reliability displays values for Cronbach's alpha and average extracted variance.

Table 2. Composite reliability, Cronbach's Alpha, and AVE values

CONSTRUCT	ITEM	LOADINGS	CA	CR	AVE
Educational Celebrity Endorsements	ECE1	0.755	0.844	0.885	0.563
	ECE2	0.758			
	ECE3	0.798			
	ECE4	0.775			
	ECE5	0.722			
	ECE6	0.786			
Educational Purchase Intention Attainment	EPIA1	0.778	0.844	0.889	0.617
	EPIA2	0.779			
	EPIA3	0.704			
	EPIA4	0.835			
	EPIA5	0.825			
Students Desire	SD1	0.956	0.796	0.819	0.638
	SD2	0.951			
	SD3	0.708			
student consumer decision-making	SCDM1	0.863	0.892	0.925	0.755
	SCDM2	0.887			
	SCDM3	0.881			
	SCDM4	0.843			

"Note: CR=composite reliability; AVE=average variance extracted; CA= Cronbach's Alpha"

Discriminant Validity

Additionally, each research technique must demonstrate its discriminant validity. The discriminant validity of one predictor variable explains why it is distinct from some of the other latent components (Fornell & Larcker, 2014). To assess the discriminant validity (Figure 2), the correlated factor variability, AVE value, and other range of fundamental values must all be lower than the AVE of the independent components (Hamdollah & Baghaei, 2016). Discriminant validity, which involves comparing a concept to other constructs, is used to validate an idea. We conducted additional research for structural analysis once we were certain that the variables' reliability and validity met all requirements. The HTMT results shown in Table 3 further support the discriminant validity.

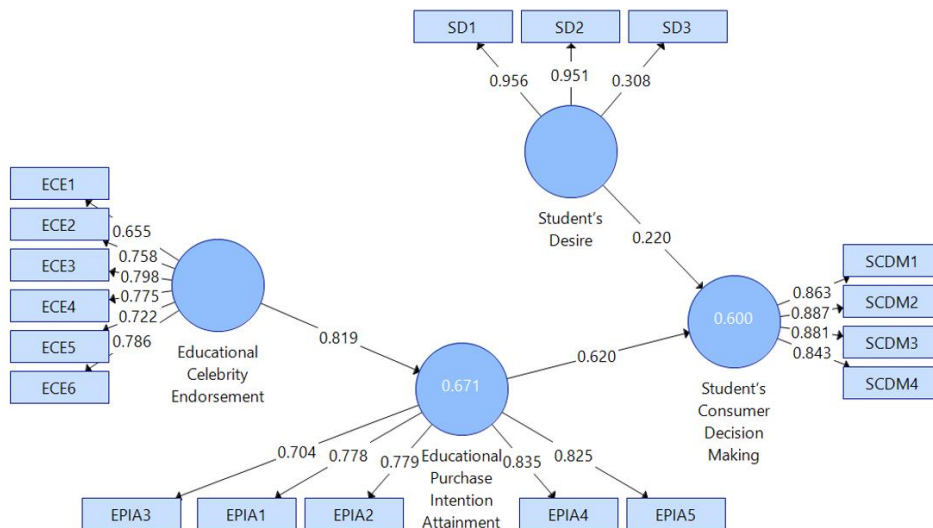


Figure 2. Assessment of algorithm

Table 3. Discriminant validity

	ECE	EPIA	SCDM	SD
Educational Celebrity Endorsements	0.751			
Educational Purchase Intention Attainment	0.819	0.786		
Student's Consumer decision-making	0.669	0.755	0.869	
Student's Desire	0.668	0.611	0.599	0.799

R Square

The researcher employed SmartPLS 3.0 as a tool in this inquiry. The R square sometimes referred to as the main regression model, will be provided in this study before addressing the impact of interactions. R² values of 0.13 should be regarded as weak, 0.33 as moderate, and 0.67 as strong, according to Hamdollah & Baghaei (2016). The table displays the variable assessment coefficient of determination. According to Table 4, student consumer decision-making was valued at 0.600 and their educational purchase intentions attainment was achieved at R square of (0.671).

Table 4. Assessment of R square

	R²
Educational Purchase Intention Attainment	0.671
Student's Consumer decision-making	0.600

Structural Equation Model

Using a PLS-SEM bootstrapping method, the structural model route coefficients representing the hypothesized correlations were statistically determined. This study highlights the relevance of social cognitive theory and innovation diffusion theory to the study of innovation in music teaching management in Chinese universities under cultural hegemony. For bootstrapping, in Figure 3, accuracy scores are given for biases, variance, standard errors, coefficient of determination, and other parameters. The sample distribution of this method can be used to estimate almost any statistic obtained from a survey. Moreover, it can be used to develop tests for assumptions. It is generally used as an alternative to statistical approaches when a parametric model is incorrect, unavailable, or requires the use of complicated formulas to compute sampling error (Hair & Sarstedt, 2021).

Direct Relation

Direct relations defines as "an association between two variables such that they rise and fall in value together (Hamdollah & Baghaei, 2016). The results show that the relationship between educational celebrity endorsement and educational purchase intention attainment ($\beta=0.819$, $t=3.675$, $p=0.0001$). H1 is therefore acceptable. The results show that the relationship between educational purchase intention attainment and student consumer decision-making ($\beta=0.594$, $t=5.302$, $p=0.0001$). H2 is therefore accepted. Table 5 indicates a direct relationship between independent and dependent variables.

Table 5. Direct relation

	Original Sample	T Statistics	P Value	Decision
Educational celebrity endorsement -> educational purchase intention attainment	0.819	3.675	0.0001	Supported
Educational purchase intention attainment -> student consumer decision-making	0.594	9.302	0.0001	Supported

Mediating Effect

Education purchase intention attainment plays a mediating variable, and the link between

educational celebrity endorsement and student consumer decision-making remained significant ($\beta=0.486$, $t=8.399$, $p=0.0001$, respectively). In mediation, "the parties meet with a mutually agreed-upon neutral third party who aids them in the discussion of their differences," according to Hamdollah and Baghaei (2016). Table 6 displays the mediating impact between educational celebrity endorsement and students' purchasing decisions.

Table 6. Mediating effect

	Original Sample (O)	T Statistics	P Value	Decision
Educational celebrity endorsement -> Educational purchase intention attainment -> student consumer decision-making	0.486	8.399	0.0001	Accepted

Moderating Effect

To determine the moderator variable that influences the intensity or direction of the relationship between the independent and dependent variables, a test of moderation was conducted as per guidance. According to Hair and Sarstedt (2021), "when there is an inconsistent or weak link between the independent and dependent variables", a moderator variable is usually used. There are a variety of approaches for "measuring moderating effects, such as the hegemonic regression approach", which involves three phases but is constrained by the human calculation of interaction terms using features, converts, and calculates. The data in Table 7 demonstrates how students' desires influence the relationship between the attainment of educational purchase intentions and student consumer decision-making ($B=-0.019$, $P=0.002$). In Table 7, a moderating influence between student consumer decision-making and educational purchase intention achievement is shown. Figure 3 displays the assessment of bootstrapping.

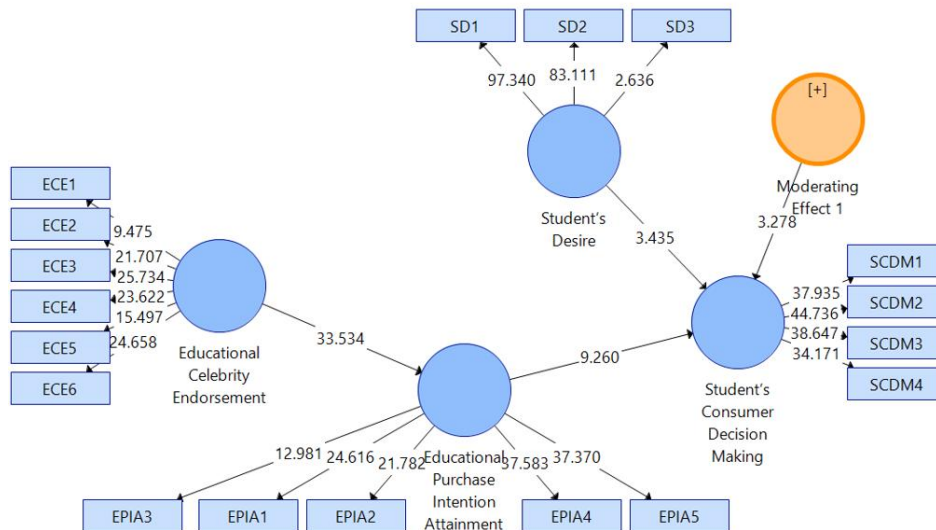


Figure 3. Assessment of bootstrapping

Table 7. Moderator hypothesis testing

	B-Value	T-Value	P Value	Decision
Educational purchase intention attainment *students desire -> student consumer decision-making	-0.109	3.046	0.002	Accepted

Discussion

This study examines the influence of internet celebrities on consumers' purchase intention and its educational significance, as well as, the planned behavior theory involved. The impact of educational celebrity endorsement and educational purchase intention attainment on student consumer decision-making is also being determined, as well as students' desire plays a role as moderators. The evidence strongly supports each of the hypotheses.

The results show that the relationship between educational celebrity endorsement and educational purchase intention attainment. According to research, there is a significant and positive correlation between educational celebrity endorsement and actualizing purchase intentions. For instance, a study by Shealy et al. (2021), and Trivedi and Sama (2020), discovered that students who were exposed to celebrity endorsements of a school had a higher interest to enroll in the school than students who were not exposed. The study also discovered that the higher students' intentions to enroll were, the more favorable their attitudes toward the celebrity endorser. Nguyen and Tran (2022) found in another study that celebrity endorsement had a positive impact on perceived educational program quality and the legitimacy of the institution. The study also discovered a positive relationship between students' intention to make a purchase and their level of participation in the decision-making process. In other words, enrolling in the educational institution was more likely for students who participated in the decision-making process.

The results show that the relationship between educational purchase intention attainment and student consumer decision-making. The achievement of educational purchasing intentions and student consumer decision-making are significantly positively correlated. The achievement of educational buying intentions and student consumers' purchasing choices have a beneficial association. Access to information is one of the important aspects (Nguyen & Tran, 2022; Sánchez-Torres et al., 2017). They can use this information to make well-informed judgments about the goods and services they want to buy. The value of education in recent times is another consideration. Education has emerged as a crucial component of both personal and professional development as a result of the rising demand for a highly skilled workforce. Students are therefore more likely to emphasize making educational purchases over other luxuries.

Education purchase intention attainment plays a mediating variable, and the link between educational celebrity endorsement and student consumer decision-making remained significant. Celebrity endorsements have long been a successful marketing tactic, and the education industry has also widely embraced them. Celebrity endorsements are now more crucial than ever because of the rising competition among educational institutions. The influence of celebrities is currently being used by many educational institutions to draw students and boost enrollment (Qin et al., 2021). Yet, it is still unclear if celebrity endorsements for educational products have any real influence on how students make purchases. According to recent research, the relationship between educational celebrity endorsements and students' purchasing decisions is mediated by their accomplishment of education buy intentions (Hartmann et al., 2020). This suggests that when a famous person supports a school, the support influences students' intentions to enroll there, which in turn influences their final enrollment decision.

Students' desires influence the relationship between the attainment of educational purchase intentions and student consumer decision-making. Students have unique goals in mind when they consider attending a particular educational institution (Golnar-Nik et al., 2019). These wants could be for a certain sort of school, a specific location, or even social aspects like belonging to a particular student community. As a result, how well an institution fulfills these needs has an impact on whether educational purchase intentions are realized. Students' preferences may have an impact on the relationship between their purchasing decisions and the accomplishment of their educational buying intentions. In conclusion, the relationship between the accomplishment of educational purchase intentions and student consumer decision-making depends critically on their aspirations. To improve the efficiency of their marketing campaigns and eventually boost enrolment, educational institutions must comprehend and fulfill the wants of their prospective students (Zheng & Bensebaa, 2022). By doing this, colleges may give their students a more individualized and fulfilling experience, enhancing their reputation and enhancing enrollment

results.

Implications

This study could be very useful to decision-makers, administrators, and policymakers. To lessen contributing effects that are unknown, new factors must be investigated. A growing topic of marketing study examines how online celebrities affect consumers' intentions to buy. Particularly in the field of education, this problem has considerable theoretical and practical ramifications. The planned behavior theory can also shed light on the underlying processes that underlie the link between online celebrity endorsement and customers' intention to make a purchase. The investigation of how internet celebrities affect consumers' intentions to make purchases aids in the creation of consumer behavior theories. It deepens our comprehension of how social influence affects the choices made by consumers. In this situation, the planned behavior theory is especially pertinent since it explains how attitudes, arbitrary norms, and perceived behavioral control affect behavior. According to this theory, a person's intention to engage in a behavior is influenced by attitudes toward the conduct, societal standards, and a sense of control over the behavior, which eventually results in the actual behavior. The planned behavior theory has a practical application in that it sheds light on how marketing tactics might be developed to affect consumer behavior. In the case of online celebrity endorsements, the endorsement can affect perceptions of the educational institution, establish a personal preference for the university, and heighten the sense of behavioral control associated with enrolling in the institution. In order to increase students' buying intentions and, eventually, enrolment, online celebrity endorsements can be a potent tactic. For the education industry, the practical ramifications of online celebrities' influence on consumers' buying intentions are crucial. Internet celebrity endorsements can be used by educational institutions to draw in and keep students. The endorsement may improve the institution's reputation, boost its perceived legitimacy, and eventually affect prospective students' purchase decisions. It is crucial to check that the endorsement supports the educational institution's mission and beliefs, nevertheless. A bad endorsement could hurt the institution's reputation and, eventually, its enrollment figures if it is thought to be dishonest or inconsistent with the institution's guiding principles. Moreover, educational institutions can create marketing plans that affect students' behavior by using the planned behavior theory. Institutions can raise students' buying intentions and, ultimately, enrollment levels by focusing on attitudes, arbitrary standards, and perceived behavioral control. For instance, by exhibiting their academic prowess and fostering a feeling of community among students, colleges might use social media platforms to build favorable perceptions towards the school.

Conclusion

This study's major goal was to evaluate the impact of educational celebrity endorsement and educational purchase intention attainment on students' consumer decision-making is also being determined, as well as students' desire to play a role as moderator, as well as planned behavior theory involved. Internet celebrity endorsements have been found in studies to improve the perception of an educational institution's trustworthiness, which in turn influences students' purchasing and enrolment intentions. Understanding the underlying mechanisms that affect consumer behavior in this situation has been made possible thanks to the planned behavior theory. Educational institutions can create marketing plans that boost students' purchasing intentions and enrollment levels by focusing on attitudes, arbitrary standards, and perceived behavioral control. The existing research in this field does, however, have several drawbacks. More research is required to examine the influence of various internet celebrities as well as the potential drawbacks of endorsements that conflict with the principles of the institution. The effect of online celebrity endorsements on customer behavior may also be better understood using objective measurements of behavior, such as enrollment figures. Notwithstanding these drawbacks, the study on the impact of online celebrities on customers' purchase intentions and their educational value offers insightful information for educational institutions trying to boost enrollment through efficient marketing tactics. By utilizing the planned behavior theory and the influence of online celebrities, institutions can improve their reputation, boost their perceived legitimacy, and eventually attract and keep more students.

Limitations and Future Research

Despite the study's several serious flaws, new fixes were offered to solve them. The responses to a survey cannot fairly represent participants' views on methods used in education. Most likely, respondents to surveys don't always tell the truth. The lack of participants was the main issue, which made it difficult for the moderator to accommodate the needs of the pupils. If there had been more participants, the results would have been more precise. Even with the help of some organization authorities, it was difficult to integrate the data from the questionnaire method into a cohesive design. More people should participate in future studies, and case studies will be undertaken using cutting-edge methods in addition to surveys. Focus groups, surveys, and interviews may have all been used in this study. Surveys asking about other issues could receive a variety of responses from participants. Sometimes choices are made before fully reading a question or its responses. Respondents' predisposition to hide information or draw quick conclusions frequently affects the credibility of the statistics. It was challenging to generate better and more accurate results due to the severe limits imposed by the study's limited sample size. A constant independent variable that is employed throughout the entire corpus of research is consumer education. To make sense of the results, the researcher was compelled to aggregate and synthesize the data into a plan. There was yet another drawback to using a quantitative, closed-ended questionnaire. The cross-sectional form of the study makes it challenging to demonstrate a cause-and-effect relationship. Qualitative research and educational activities can be used to address issues with effective suggestion use and effective strategies have been developed to save these recommendations for wider utilization and flexibility. Field testing or longitudinal research should be used in future studies to show the relationships between the research constructs. Future studies can also examine how the planned behavior theory affects the connection between online celebrity endorsements and customers' intention to buy. Although several studies have looked at the connection between attitudes, subjective norms, and perceived behavioral control, more research is required to fully understand the mechanisms that govern consumer behavior in this situation. Future studies might also look into the influence of various internet personalities on consumers' buying intentions. The impact of traditional celebrities versus micro-influencers on consumer behavior in the education industry, for instance, would be interesting to compare.

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