5.3 Acorrelation Analysis

In this paper, the Pearson correlation coefficient among variables such as the quantity, quality, emotional direction, professional degree of the receiver, engagement degree of the receiver and purchase intention of different types of products is measured by SPSS. The results are shown in Table 5.11 and Table 5.12:

Table 5.11 Relevant Analysis Results of Search Products

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Amount | Quality | Emotion direction | Professional level | Involvement degree | Purchase intention |
| Amount | 1 | .267 | -.019 | .223 | .080 | -.165 |
| Quality | .267 | 1 | -.088 | .316\* | .192 | .261 |
| Emotion direction | -.019 | -.088 | 1 | .248 | .265 | .200 |
| Professional level | .223 | .316\* | .248 | 1 | .633\*\* | .279 |
| Involvement degree | .080 | .192 | .265 | .633\*\* | 1 | .601\*\* |
| Purchase intention | -.165 | 0.261 | .200 | .279 | .601\*\* | 1 |
| \*. There was a significant correlation at the level of 0.05 (bilateral). | | | | | | |
| \*\*. There was a significant correlation at the level of 0 .01 (bilateral). | | | | | | |

Table 5.12 Relevant Analysis Results of Experiential Products

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Amount | Quality | Emotion direction | Professional level | Involvement degree | Purchase intention |
| Amount | 1 | .521\*\* | .355\*\* | .538\*\* | .306\*\* | .340\*\* |
| Quality | .521\*\* | 1 | .311\*\* | .516\*\* | .414\*\* | .409\*\* |
| Emotion direction | .355\*\* | .311\*\* | 1 | .322\*\* | .282\*\* | .265\*\* |
| Professional level | .538\*\* | .516\*\* | .322\*\* | 1 | .464\*\* | -.320\*\* |
| Involvement degree | .306\*\* | .414\*\* | .282\*\* | .464\*\* | 1 | .557\*\* |
| Purchase intention | .340\*\* | .409\*\* | .265\*\* | -.320\*\* | .557\*\* | 1 |
| \*. There was a significant correlation at the level of 0.05 (bilateral). | | | | | | |
| \*\*. There was a significant correlation at the level of 0 .01 (bilateral). | | | | | | |

As can be seen from Table 5.11, for search products, the variables of online reviews have no significant influence on purchase intention.We assume that reading the reviews of experiential products can help consumers better grasp the product information, because the attributes and functions of experiential products are not the most important, but the use experience of the products.

From Table 5.12, it can be seen that the purchase intention of experiential products is significantly related to the number, quality, emotional direction and receiver involvement of online reviews at the level of 0.01 or 0.05, and there is also a significant correlation between online reviews and receiver variables. This shows that in the face of experiential products, college students' willingness to buy is influenced by many factors. Hypothesis 3, Hypothesis 4 and Hypothesis 5 have been verified, and the specific role and the regulatory role of the recipient's professionalism and involvement need further analysis.

5.4 Regression Analysis

According to the correlation analysis, the variables of online reviews of experiential products are significantly related to purchase intention. According to the research needs, this paper makes regression analysis on the sample data of experiential products to determine its impact intensity.

1. Regression analysis of online comments on college students' purchase intention

As can be seen from Table 5.13, the F test value of the model is 12.850. At the significance level of 0.05, it passed the significance test, and the regression effect of the regression model is remarkable. The regression equation of purchase intention is:Purchase intention =0.141\* number of online comments +0.298\* quality of online comments +0.132\* emotional direction of online comments.The concrete influence mode is consistent with the conclusions drawn by other scholars.

Judging from the size of the regression coefficient, the quantity, quality and emotional direction of online comments all positively affect the purchase intention, and the quality of online comments has the greatest influence on the purchase intention, and Hypothesis 1, Hypothesis 2 and Hypothesis 3 are all verified.

Table 5.13 Experiential Products: Regression Analysis Results of the Influence of Online Comments on Purchase Intention

| Model | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| (constant) | 2.403 |  | 8.784 | .000 | .187 | 12.850 | .000 |
| Number of online comments | .093 | .141 | 1.614 | .009 |
| Quality of online comments | .241 | .298 | 3.463 | .001 |
| Comment on emotional direction online | .095 | .123 | 1.564 | .020 |
| Dependent variable: purchase intention | | | | | | | |

1. Analysis of the moderating effect of the receiver's professionalism between online comments and purchase intention.

According to the definition of regulating variable given by Wen Zhonglin and others in their research, if the relationship between variable X and variable Y is a function of variable M, M is called regulating variable. Judging from the design of the scale, the variables in this paper are all quantitative variables, so whether there is a moderating effect is carried out according to the following steps: after the data is centralized by using the data analysis tool SPSS, the interactive item between the receiver's professional degree and online comments is constructed, and then the hierarchical regression method is used to test whether there is a moderating effect between the receiver's professional degree and the online comments by testing whether the significance level of the coefficient of the interactive item is less than 0.05. The results are shown in tables 5.14, 5.15 and 5.16 .

Table 5.14 Regression Analysis Results of Online Comments, Recipients'

Professional Degree and Their Interaction Items on Purchase Intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 3.020 |  | 15.070 | .000 | .131 | 12.639 | .000 |
| Number of online comments | .156 | .236 | 2.655 | .009 |
| Professional level of receiver | .120 | .193 | 2.169 | .032 |
| (constant) | .095 | .123 | 1.564 | .020 |
| 2 | Number of online comments | .332 | .501 | 1.654 | .100 | .160 | 10.877 | .000 |
| Professional level of receiver | -.274 | -.441 | -1.668 | .097 |
| Iinter1 | -.130 | -1.218 | -2.540 | .012 |
| Dependent variable: purchase intention | | | | | | | | |

As can be seen from Table 5.14, the standardized regression coefficient of the interaction term (Inter1) between the number of online comments and the professional level of the recipients to the purchase intention is -1.218, P=0.012, which indicates that when the product is experiential, the professional level of the recipients has a reverse regulatory effect between the number of online comments and the purchase intention, and the hypothesis 7 is verified.

Table 5.15 Regression Analysis Results of Online Comment Quality, Recipient's Professional Degree and Their Interaction Items on Purchase Intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 2.649 |  | 11.279 | .000 | .173 | 17.205 | .000 |
| Quality of online comments | .270 | .333 | 3.905 | .000 |
| Professional level of receiver | .092 | .148 | 1.736 | .035 |
| (constant) | 3.337 | .853 | 3.912 | .000 |
| 2 | Quality of online comments | .076 | .093 | .313 | .006 | .171 | 11.683 | .000 |
| Professional level of receiver | -.103 | -.166 | -.432 | .045 |
| Iinter2 | -.154 | -1.487 | -.839 | .003 |
| Dependent variable: purchase intention | | | | | | | | |

As can be seen from Table 5.15, the standardized regression coefficient of the interaction term (Inter2) between the online review quality and the recipient's professional degree to the purchase intention is -1.487, P=0.003, which means that when the product is experiential, the recipient's professional degree has a reverse regulatory effect between the number of online reviews and the purchase intention, and the hypothesis of 8 parts is verified.We believe that this is because college students with high professional level know more about products, and they will feel that there is no need to consult others before choosing to buy products.

Table 5.16 Regression Analysis Results of Emotional Direction of Online Comments, Professional Degree of Recipients and Their Interaction Items on Purchase Intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 2.887 |  | 11.533 | .000 | .120 | 11.599 | .000 |
| Comment on emotional direction online | .140 | .181 | 2.276 | .024 |
| Professional level of receiver | .162 | .261 | 3.284 | .001 |
| (constant) | 3.337 | .853 | 3.912 | .000 |
| 2 | Comment on emotional direction online | .269 | .349 | 1.099 | .274 | .116 | 7.796 | .000 |
| Professional level of receiver | -.293 | -.471 | -1.202 | .131 |
| Iinter3 | -.135 | -.310 | -.546 | .046 |
| Dependent variable: purchase intention | | | | | | | | |

As can be seen from Table 5.16, the standardized regression coefficient of the interaction term (Inter1) between the number of online reviews and the professional level of the recipients to the purchase intention is -0.310, P=0.046, which means that when the product is experiential, the professional level of the recipients has a reverse regulatory effect between the emotional direction of online reviews and the purchase intention, and the hypothesis 6 is verified.

To conclude, college students with different professional levels are influenced by online comments differently. Compared with students with lower professional level, consumers with higher professional level will be slightly less affected by online comments. This is because students with higher professional level know more about products, so they are more inclined to rely on their own understanding than others' comments before buying. On the contrary, consumers with lower professional level usually rely more on the opinions of others because they know less about products.

1. Analysis of the moderating effect of receiver engagement between online comments and purchase intention

Use SPSS, a data analysis tool, to construct the interactive item between the receiver's engagement and online comments, and then use the method of regression analysis to test whether the receiver's professionalism has a moderating effect between them. The results are shown in Table 5.17, Table 5.18 and Table 5.19:

Table 5.17 Regression Analysis Results of Online Comments, Recipient Engagement and Their Interaction Items on Purchase Intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 1.813 |  | 7.278 | .000 | .333 | 39.668 | .000 |
| Number of online comments | .124 | .187 | 2.715 | .024 |
| Receiver involvement | .437 | .499 | 7.247 | .001 |
| (constant) | 1.964 | 1.060 | 1.852 | .000 |
| 2 | Number of online comments | .076 | .329 | .232 | .174 | .329 | 26.283 | .000 |
| Receiver involvement | .400 | .255 | 1.572 | .001 |
| Iinter4 | .111 | .078 | .147 | .030 |
| Dependent variable: purchase intention | | | | | | | | |

As can be seen from Table 5.17, the standardized regression coefficient of the interaction term (Inter4) between the number of online comments and the receiver's engagement degree to the purchase intention is 0.078, P=0.030, which means that when the product is experiential, the receiver's engagement degree has a positive regulating effect between the number of online comments and the purchase intention, assuming that part 10 is verified.

Table 5.18 Regression Analysis Results of Online Comment Quality, Recipient Engagement and Their Interaction Items on Purchase Intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 1.699 |  | 6.546 | .000 | .340 | 40.901 | .000 |
| Quality of online comments | .175 | .216 | 3.012 | .003 |
| Receiver involvement | .409 | .467 | 6.516 | .000 |
| (constant) | 2.585 |  | 2.613 | .010 |
| 2 | Quality of online comments | -.083 | .102 | -.291 | .771 | .339 | 27.529 | .000 |
| Receiver involvement | .183 | .209 | .726 | .469 |
| Iinter5 | .065 | 489 | .328 | .042 |
| Dependent variable: purchase intention | | | | | | | | |

As can be seen from Table 5.18, the standardized regression coefficient of the interaction term (Inter5) between online review quality and receiver engagement degree to purchase intention is 0.489, P=0.042, which indicates that when the product is experiential, receiver engagement degree has a positive adjustment effect between online review quality and purchase intention, assuming that part 11 is verified.

Table 5.19 Regression analysis results of online comments' emotional direction, receiver involvement and their interaction items on purchase intention

| Model | | Non-standardized coefficient | Standardized coefficient | t | Sig | Adjust r square | F | Sig |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B | Beta |
| 1 | (constant) | 1.816 |  | 6.644 | .000 | .314 | 36.411 | .000 |
| Comment on emotional direction online | .091 | .118 | 1.696 | .092 |
| Receiver involvement | .458 | .523 | 7.544 | .000 |
| (constant) | 1.198 |  | 1.124 | 263 |
| 2 | Comment on emotional direction online | .264 | .342 | .899 | .370 | .311 | 24.293 | .000 |
| Receiver involvement | .611 | .699 | 2.322 | .022 |
| Iinter6 | .043 | .324 | .600 | .049 |

As can be seen from Table 5.19, the standardized regression coefficient of the interaction term (Inter5) between the emotional direction of online reviews and the receiver's engagement degree to the purchase intention is -0.342, P=0.049, which means that when the product is experiential, the receiver's engagement degree has a positive adjustment between the emotional analysis of online reviews and the purchase intention, and the hypothesis 12 is verified.

In a word, college students' consumers with different involvement are influenced by online comments differently. For consumers who are in urgent need of products, they are more influenced by online reviews, because they are more interested in products that are in urgent need and are willing to spend more time and energy to obtain relevant information in order to make purchase decisions that meet their own needs. On the contrary, consumers who are less involved may not spend the same energy to pay attention to and consider online comments.

5.5 Hypothesis Test

Through analysis, this paper assumes that the inspection summary is shown in Table 5.20:

Table 5.20 Summary of Hypothetical Verification Results

|  |  |  |
| --- | --- | --- |
| Suppose | Content | Result |
| H1 | The number of online comments positively affects the purchase intention of college students. | justified |
| H2 | The quality of online reviews positively affects the purchase intention of college students. | justified |
| H3 | The emotional direction of online comments positively affects the purchase intention of college students. | justified |
| H4 | With different product types, the number of online reviews has different effects on college students' purchase intention. | justified |
| H5 | With different product types, the quality of online reviews has different effects on college students' purchase intention. | justified |
| H6 | With different product types, the emotional direction of online reviews has different effects on college students' purchase intention. | justified |
| H7 | Professional level of receiver negatively regulates the influence of online comments on college students' purchase intention. | partly justified |
| H8 | Professional level of receiver negatively regulates the influence of online review quality on college students' purchase intention. | partly justified |
| H9 | Professional level of receiver negatively regulates the influence of emotional direction of online comments on college students' purchase intention. | partly justified |
| H10 | Recipient engagement positively regulates the influence of online comments on college students' purchase intention. | partly justified |
| H11 | Recipient engagement positively regulates the influence of online review quality on college students' purchase intention. | partly justified |
| H12 | Receiver engagement positively regulates the influence of emotional direction of online comments on college students' purchase intention. | partly justified |