Research on Influencing Factors of College Students' Green Consumption Behavior based on Structural Equation Model Analysis

Zhaoyang Tang

School of Business Administration, Henan Polytechnic University, Jiaozuo 454000, China.

Abstract

By combing relevant literature on the influencing factors of consumers' green consumption behavior, five influencing factors of college students' green consumption behavior were extracted, including demographic characteristics, green consumption attitude, environmental information and knowledge, green perception effectiveness and reference objects.Put forward the research hypothesis, constructs the influencing factors of college students' green consumption behavior theory model, with the method of questionnaire survey, the demographic characteristics and green consumption behavior related analysis, the green consumption attitude, the amount of information and knowledge environment, green perceived effectiveness, the reference object and green consumption behavior for structural equation model analysis, the main research conclusions are as follows: demographic characteristics of college students have a certain influence on the green consumption behavior;Green consumption attitude, environmental information and knowledge, green perception effect and reference group have significant effects on college students' green consumption behavior.Based on the above conclusions, some Suggestions are put forward to promote the healthy development of college students' green consumption behavior.

Keywords

College Students; Green Consumption; Green Consumption Behavior; Structural Equation Model.

1. Introduction

With the rapid development of global economy, while mankind has acquired great material wealth, the contradiction between environmental pollution, ecological crisis and resource crisis has become increasingly prominent. In the party's congress put forward "the construction of ecological civilization", on the basis of the further the party's 18 established the innovation of socialist ecological civilization theory, green consumption is a part in the framework of the construction of ecological civilization[1], it reflects the ecological civilization thought, it contains the human body health, protect the environment, saving resources connotation is the people under the condition of the material conditions continue to improve, The pursuit of higher quality of life needs, in line with the majority of consumers. College students, as the builders of the new era and the main force of future consumption, shoulder the great ideal of realizing the Chinese dream of the great rejuvenation of the Chinese nation, and have a strong ability to accept new things. It is of certain practical significance to study the green consumption behavior of college students. In order to meet the needs of practical development, the academic circle has carried out a series of exploratory studies on the issues related to college students' green consumption behavior, and has achieved certain research results[2-5]. However, it is found in this paper that most of the current researches on college students' green consumption behavior are based on static analysis perspective and mostly adopt linear analysis technology,

so the depth and breadth of the researches need to be improved. In this paper, by means of structural equation model, the main factors affecting college students' green consumption behavior are summarized and extracted, and some suggestions are put forward to promote the healthy development of college students' green consumption behavior.

2. Research Design

2.1. Research model construction

Green consumption behavior is a consumption behavior formed due to differences in purchasing consciousness and products[6], which is influenced by a variety of factors. Through literature review, it can be found that the current studies of domestic and foreign scholars on factors influencing green consumption behavior mainly focus on three aspects: demographic characteristics[7], consumers' information and knowledge about the environment[8], and psychological factors[9]. Based on the relevant models of existing achievements, this paper explores the significant impact of each factor on college students' green consumption behavior from five aspects: demographic characteristics, green consumption attitude, environmental information and knowledge, green perception effectiveness and reference group. The specific theoretical model is as follows:
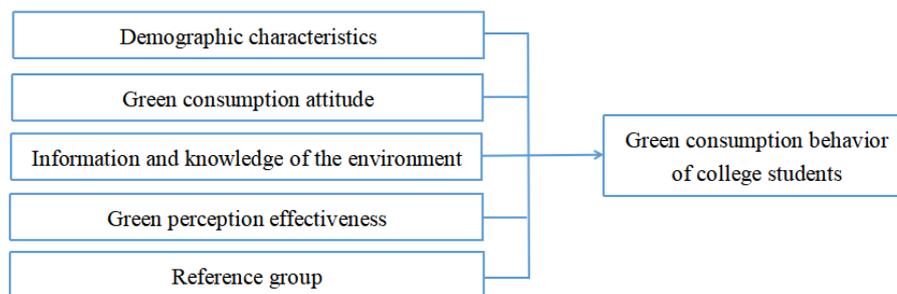

Figure 1. Influencing factors model of college students' green consumption behavior

2.2. Hypothesis proposal

Whether there is a significant correlation between demographic characteristics and green consumption behavior of college students has not been reached a unified conclusion. Zang Jiawei (2019) established a research model of green food consumption behavior based on individual family characteristics, external factors and internal factors, and found that gender, age and income level in demographic characteristics have a positive and significant impact on green consumption behavior of Heilongjiang consumers[10]. Ye Nan (2019) found that young consumers, female consumers, high income earners and people with high education are more likely to have a significant correlation with green consumption behavior[11]. Therefore, the hypothesis is proposed:

H1: There is a correlation between demographic characteristics and green consumption behavior.

Olson ELO (2013) found that consumers with green consumption attitude pay more attention to the quality of green goods when making major consumption decisions [12]. Ma Liqiang et al. (2020) used structural equation model to conduct empirical analysis on consumers' environmental responsibility and green consumption behavior, and found that environmental responsibility has a positive impact on green consumption behavior [13]. Therefore, the hypothesis is proposed:

H2: There is a significant positive correlation between green consumption attitude and green consumption behavior of college students.

Mei Al. (2012) pointed out that green housing can effectively promote green consumption by improving residents' living environment [14]. Ye Nan(2019) studied the influence mechanism of green cognition on environment-friendly green consumption behavior by improving knowledge-belief-action model, and found that green cognition positively affects green consumption behavior [11]. Wang Zixian and Lu Qinghua (2019) conducted an empirical analysis based on the Bootstrap method on the influence path between ecological education and green consumption behavior of college students, and the study showed that ecological education was conducive to promoting the generation of green consumption behavior of college students [15]. Therefore, the hypothesis is proposed:

H3: There is a significant positive correlation between environmental information and knowledge and green consumption behavior of college students.

Yang Jianneng (2016) found that green perception effectiveness has a significant positive correlation with green consumption behavior of college students by constructing the influencing factor model of green consumption behavior of college students [16]. Alayraket al. (2011) believes that the most important factor influencing green consumption behavior is consumers' green perception effectiveness [17]. Therefore, the hypothesis is proposed:

H4: Green perception effectiveness has a significant positive correlation with green consumption behavior of college students.

The reference group can guide consumers' purchase intention when they make purchase decisions, and also make comments on consumers' purchase behaviors. As a group with strong awareness of advanced consumption but immature concept of consumption, college students are more likely to be influenced by reference groups when making green consumption decisions. Xie Fang et al. (2019) constructed an influence model of reference group on green consumption behavior based on social person theory, and the study showed that the information and expressiveness of reference group had a significant impact on green consumption behavior [18]. Jiang Yufeng et al. (2020) analyzed the influence degree of reference group on college students' green consumption attitude -- behavior in the form of questionnaire survey, and found that a good reference group can promote the transformation of college students' green consumption intention to green consumption behavior[19]. Therefore, the hypothesis is proposed:

H5: Reference group has a significant positive correlation with green consumption behavior of college students.

2.3. Scale design and data collection

On the basis of referring to the scales used by domestic and foreign scholars and combining with the actual research, this paper formulated five likert scale five groups of green consumption behavior, green consumption attitude, environmental information and knowledge, green perceived effectiveness and reference group, and one group of descriptive questions of demographic characteristics.

Questionnaires were used in the study. Based on the questionnaire survey data will directly affect the research conclusion, in order to make the questionnaire survey results have higher validity, initial completion of the questionnaire design, this paper chose 10 college students' consumer survey, the questionnaire of whether language properly, the option is reasonable, issue number whether right, investigation content is a comprehensive test. Finally, the questionnaire was divided into six parts, including 8 questions of demographic characteristics, 3 questions of green consumption behavior scale, 3 questions of green consumption attitude scale, 3 questions of environmental information and knowledge scale, 3 questions of green perceived effectiveness scale and 3 questions of reference group scale. The specific scale is shown in Table 1:

Table 1. Design table of measurement variables

Measured variables	Measurement
Green consumption behavior of college students	A1: I will try to buy products with green signs or packaging signs that are reusable and recyclable A2: I will choose energy-saving electronic products such as mobile phones and computers A3: I try to walk, bike or use public transportation
Green consumption attitude	B1: Green consumption is good for environmental protection and physical and mental health B2: Given the choice between organic and regular food, I prefer to buy organic B3: I think it is necessary to carry out green consumption
Information and knowledge of the environment	C1: I know what rubbish is acceptable and what is not C2: I can recognize environmental signs (e.g. energy saving signs, water saving signs) C3: Green food is characterized by safety, pollution-free and nutrition
Green perception effectiveness	D1: Consumption of green products makes me look socially responsible D2: The consumption of green products helps me to improve the perception of others D3: The consumption of green products helps me to build a positive and healthy personal image
Reference group	E1: My family, classmates, teachers and so on often carry out green consumption E2: My family, classmates, teachers and so on believe that we should practice strict economy in our life E3: My family, classmates, teachers and so on believe that we should practice strict economy in our life

3. Data Analysis

With the help of the Questionnaire star platform, a total of 110 online questionnaires were randomly distributed to college students (including postgraduates and doctoral students) in this study, and 105 valid questionnaires were finally collected, with an effective rate of 95.45%.

Table 2. Reliability analysis table of the whole questionnaire

Variable	Measurement	The mean scale value of the deleted item	The scale variance after deleting the item	The corrected term is related to the total	Square multiple correlation	Cronbach's Alpha after deleting the item	Total Cronbach's Alpha
Green consumption behavior of college students	A1	56.27	146.063	0.749	0.778	0.956	
	A2	56.01	145.663	0.752	0.782	0.956	
	A3	55.99	149.029	0.641	0.586	0.958	
Green consumption attitude	B1	55.56	147.537	0.831	0.848	0.954	
	B2	55.90	145.345	0.798	0.710	0.955	
	B3	55.66	146.554	0.836	0.851	0.954	
Information and knowledge of the environment	C1	56.42	150.111	0.655	0.682	0.957	
	C2	56.28	147.510	0.709	0.701	0.956	0.958
	C3	55.93	147.332	0.763	0.729	0.955	
Green perception effectiveness	D1	56.02	144.788	0.796	0.831	0.955	
	D2	56.16	146.099	0.727	0.779	0.956	
	D3	55.85	145.727	0.800	0.784	0.955	
Reference group	E1	56.43	144.766	0.825	0.804	0.954	
	E2	56.12	146.706	0.772	0.816	0.955	
	E3	56.08	147.110	0.779	0.786	0.955	

3.1. Reliability and validity analysis

3.1.1. Reliability analysis

Reliability is an indicator of whether a survey or experiment is reliable or not. In this survey, it refers to the consistency of the results obtained by the same respondent who has been surveyed more than twice in our questionnaire survey. In essence, reliability is the difference between the measured value and the real value. The smaller the difference, the higher the reliability of

the questionnaire. It is generally believed that Cronbach's A (Cronbach correlation coefficient) is greater than or equal to 0.7, indicating that the sample data has internal stability. The correlation between the revised items and the total is greater than 0.3, indicating that the questionnaire is reliable.

Table 3. Reliability analysis table of each measurement variable of the questionnaire

Variable	Measurement	The mean scale value of the deleted item	The scale variance after deleting the item	The corrected term is related to the total	Square multiple correlation	Cronbach's Alpha after deleting the item	Cronbach's Alpha
Green consumption behavior of college students	A1	8.10	4.356	0.780	0.634	0.810	
	A2	7.84	4.214	0.804	0.660	0.788	0.877
	A3	7.82	4.650	0.706	0.500	0.876	
Green consumption attitude	B1	8.54	3.962	0.850	0.775	0.871	
	B2	8.88	3.629	0.779	0.614	0.934	0.918
	B3	8.64	3.714	0.883	0.806	0.841	
Information and knowledge of the environment	C1	7.89	3.929	0.739	0.570	0.810	
	C2	7.74	3.520	0.792	0.632	0.759	0.864
	C3	7.40	4.031	0694	0.490	0.850	
Green perception effectiveness	D1	8.09	4.329	0.900	0.809	0.830	
	D2	8.23	4.524	0.811	0.702	0.905	0.919
	D3	7.91	4.868	0.801	0.684	0.911	
Reference group	E1	7.90	4.095	0.826	0.687	0.909	
	E2	7.59	4.071	0.875	0.767	0.868	0.925
	E3	7.54	4.289	0.841	0.719	0.896	

It can be seen from Table 2 and Table 3 that the Cronbach's Alpha value of the questionnaire as a whole was 0.958, much higher than 0.7, and the correlation value between the revised items and the total was much higher than 0.3. Cronbach's Alpha values of each measurement variable were 0.877, 0.918, 0.864, 0.919 and 0.925, respectively, much higher than 0.7, and the correlation values between the revised terms and the total were much higher than 0.3. Therefore, the reliability of the questionnaire is high, the error of the questionnaire is relatively small, and the final data is reliable.It also indicates that the stability of each indicator is relatively high, and the validity test analysis can be carried out in the next step.

3.1.2. Validity analysis

Factor analysis is used to verify the validity of the questionnaire. Factor analysis can help researchers find out whether each item of each variable can reflect the characteristics of the variable. Before the analysis, it is necessary to judge whether the collected data can be used for factor analysis. Generally, KMO sampling appropriateness quantity and Bartlett sphericity test are used as the basis for judgment. Domestic and foreign scholars generally believe that the premise of factor analysis is that there are many common factors among various factors. The closer the KMO value is to 1, the more suitable it is for common factor analysis. Moreover, when the KMO value is greater than 0.6 and the significance probability of Bartlett's sphericity test is close to 0, factor analysis can be performed.

Table 4. KMO sampling suitability quantile and Bartlett sphericity test table

Variable	KMO sampling suitability quantity	Bartlett sphericity test		
		The approximate chi-square	Degrees of freedom	Significant
Questionnaire overall	0.914	1538.634	105	0.000
Green consumption behavior of college students	0.725	166.286	3	0.000
Green consumption attitude	0.729	246.470	3	0.000
Information and knowledge of the environment	0.718	150.096	3	0.000
Green perception effectiveness	0.712	241.270	3	0.000
Reference group	0.755	239.884	3	0.000

It can be seen from Table 4 that the KMO values of the overall questionnaire and sample measures of all measurement variables are 0.914, 0.725, 0.729, 0.718, 0.712 and 0.755 respectively, which are all greater than the reference index 0.6, indicating that the questionnaire has good validity. The Bartlett sphericity test Sig values of the questionnaire and all measurement variables were 0.000, and the significance probability was lower than the reference index 0.01, indicating that the collected data were correlated and suitable for factor analysis.

Based on KMO sampling suitability quantile and Bartlett sphericity test, principal component method and maximum variance rotation method were used for factor analysis. In factor analysis, all the common factors of an item should be maintained above 0.5, and more than 60% of the total variance variation should be explained accumulatively.

Table 5. Overall component matrix of the questionnaire

Variable	Measurement	Composition					The total variance explains the cumulative value
		1	2	3	4	5	
Green consumption behavior of college students	A1	0.747	0.427	0.133	0.354	0.076	
	A2	0.750	0.184	0.322	0.164	0.325	
	A3	0.817	0.118	0.210	0.127	0.241	
Green consumption attitude	B1	0.410	0.335	0.290	0.168	0.713	
	B2	0.416	0.366	0.243	0.308	0.624	
	B3	0.276	0.427	0.412	0.166	0.645	
Information and knowledge of the environment	C1	0.185	0.250	0.230	0.843	0.083	
	C2	0.201	0.234	0.186	0.797	0.289	73.662%
	C3	0.254	0.055	0.374	0.747	0.579	
Green perception effectiveness	D1	0.213	0.773	0.254	0.280	0.320	
	D2	0.277	0.860	0.233	0.179	0.146	
	D3	0.130	0.609	0.279	0.324	0.520	
Reference group	E1	0.372	0.267	0.687	0.436	0.137	
	E2	0.209	0.256	0.831	0.242	0.255	
	E3	0.247	0.249	0.766	0.171	0.374	

Table 6. Component matrix of each measurement variable in the questionnaire

Variable	Measurement	Composition 1	The total variance explains the cumulative value
Green consumption behavior of college students	A1	0.906	
	A2	0.918	80.278%
	A3	0.862	
Green consumption attitude	B1	0.938	
	B2	0.896	86.386%
	B3	0.953	
Information and knowledge of the environment	C1	0.886	
	C2	0.914	78.583%
	C3	0.858	
Green perception effectiveness	D1	0.958	
	D2	0.915	86.150%
	D3	0.910	
Reference group	E1	0.921	
	E2	0.947	86.982%
	E3	0.930	

As can be seen from Table 5 and Table 6, the accumulative explanatory variance variation of the overall questionnaire and all measurement variables were 73.662%, 80.278%, 86.386%, 78.583%, 86.150% and 86.982%, respectively, both greater than 70%. After accumulative interpretation of variance variation, the factor load of each variable in the component matrix is observed. This questionnaire in general and the measured variables with the biggest variance method after rotation factor load values are in the reference index above 0.6, and a single item on factors other than their own factor load values are less than the reference index of 0.5, and

each group measurement variables are only on one of the principal component of value is bigger, to explain the convergent validity of the item and the difference between validity is good, The questionnaire has good structural validity.

3.2. Correlation analysis

Correlation analysis is a measure of whether there is a linear relationship between two variables. Through a double-tail correlation analysis of 8 demographic characteristics and green consumption behavior of college students, this study explores whether there is a correlation between various indicators of demographic characteristics and green consumption behavior of college students. Pearson correlation index is adopted to measure the strength of correlation, which is usually represented by R by scholars. Generally speaking, the closer r is to 1, the stronger the positive correlation between the two analyzed variables is. On the contrary, the closer r is to -1, the stronger the negative correlation between the two analyzed variables is. And when R is close to 0, it indicates that the two analyzed variables are not correlated or the correlation is weak. After two-tail correlation analysis in SPSS24.0, whether there is a correlation between various indicators of college students' demographic characteristics and green consumption behavior is shown in Table 7.

Table 7. Correlation analysis table between demographic characteristics and green consumption behavior

Variable		Gender	Record of formal schooling	Age	Major Category	Family background	Whether is the only child	Monthly consumption level	School hierarchy	Green consumption behavior
Green consumption behavior	Pearson correlation	0.150**	-0.030	0.007	-0.203*	-0.035	-0.067	-0.001*	-0.162	1
	Significance (two tails)	0.002	0.158	0.944	0.038	0.720	0.498	0.028	0.098	
	The case number	105	105	105	105	105	105	105	105	105

**. At 0.01 level (two-tailed), the correlation was significant.

*. At level 0.05 (two-tailed), the correlation was significant.

As can be seen from Table 7, the correlation value between gender index and green consumption behavior is 0.15 > 0, and the significance value is 0.002 < 0.01, indicating that there is a positive correlation between them. The correlation value between professional category index and green consumption behavior is -0.203 less than 0, and the significance value is 0.038 less than 0.05, indicating that there is a negative correlation between them. The correlation value between monthly consumption level index and green consumption behavior is -0.001, and the significance value is 0.028 less than 0.05, indicating that there is a negative correlation between them. The significance of educational background, age, family background, being the only child or not and the current school level with green consumption level is greater than 0.05, and there is no correlation between each other. In general, there is a certain correlation between demographic characteristics and green consumption behavior of college students, and hypothesis H1 has been verified.

3.3. Structural equation model analysis

Based on the reliability and validity analysis of the questionnaire data in section 3.1, it can be considered that the design of the questionnaire is good and the questionnaire data can be used for modeling in this section. The structural equation model (SEM) used in this paper is a causal model, which aims to study whether the hypothetical relationship between green consumption attitude, environmental information and knowledge, green perception effectiveness, reference object and green consumption behavior is valid. The concrete model diagram built in AMOS22.0 is shown in figure 2.
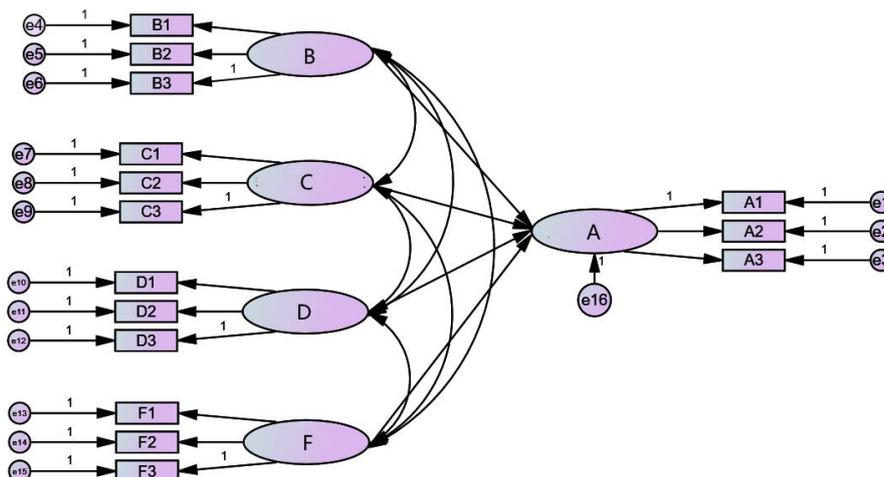
Figure 2. Structural equation model diagram

Fitting evaluation of structural equation model refers to the degree of matching between survey data and model. The higher the model fitting degree is, the higher the model reliability is and the more meaningful the parameter estimation is. The Chi-square test is generally used by AMOS22.0 software to judge the fitting degree of the model, but the Chi-square P-value is easily restricted by the sample size, so in addition to the Chi-square test, other fitting indicators need to be referred to. After AMOS22.0 operation analysis, we obtained the fitting index of structural equation model of this study as shown in Table 8.

Table 8. Structural equation model model fitting judgment table

Type of fitness index	Statistical test	A suitable standard or threshold	The actual results	Model fit judgment
	Chi-square	Significance probability value P> 0.05 (Not significant)	0.000	YES
Absolute fitness index	GFI	>0.9	0.919	YES
	AGFI	>0.9	0.953	YES
	RMR	<0.05	0.031	YES
	SRMR	<0.05	0.033	YES
	RMSEA	<0.05 (Adaptation is good); <0.08 (Adaptation is reasonable)	0.027	YES
Value added fit index	NFI	>0.9	0.969	YES
	RFI	>0.9	0.928	YES
	IFI	>0.9	0.914	YES
	TLI	>0.9	0.945	YES
	CFI	>0.9	0.912	YES
Pared-down fit index	PGFI	>0.5	0.513	YES
	PNFI	>0.5	0.662	YES
	NC	1<NC<3, Indicates that the model has reduced fit; NC>5, Indicates that the model needs to be modified	2.669	YES

The table 8 shows that the structural equation model established in this paper, the absolute adaptation index, value-added adaptation degree index and contracted adaptation index of three types of model fitting with appropriate indicators are within the scope of the adapter standard, extremely individual parameter values in the critical state, established comprehensive perspective in the study of the structural equation model and questionnaire data is a good fit between degrees, The model does not need repeated revisions.

After establishing the structural equation model diagram, the research data were imported into AMOS22.0 software to obtain the path coefficients as shown in Table 9. Where, P value represents the significance degree of interaction between paths. According to the experience of

scholars at home and abroad, *** represents P< 0.001, when the significance probability value between a certain path is less than 0.1, the path is significant and the hypothesis on the path can be supported. Furthermore, when P value is less than 0.05, the relationship is considered to be strongly significant. When P value is greater than 0.05 and less than 0.1, the relationship is weak significant. When P value is greater than 0.1, the relationship is not significant.

Table 9. Path coefficient evaluation table of structural equation model

Path	Normalized path coefficient	P	Whether the hypothesis is supported
H2: Green consumption attitude→ Green consumption behavior	0.426	0.020	YES
H3: Information and knowledge of the environment → Green consumption behavior	0.200	0.016	YES
H4: Green perception effectiveness→ Green consumption behavior	0.068	0.004	YES
H5: Reference group → Green consumption behavior	0.179	0.013	YES

It can be seen from Table 9 that the P value on the path of green consumption attitude and green consumption behavior is 0.020, less than 0.050, indicating that green consumption attitude has a strong and significant impact on green consumption behavior of college students. The P value on the path between environmental information and knowledge and green consumption behavior is 0.016, less than 0.050, indicating that environmental information and knowledge have a strong and significant effect on green consumption behavior of college students, assuming that H3 is true. The P value in the path of green perception efficacy is 0.004 and less than 0.050, indicating that green perception efficacy has a strong and significant effect on green consumption behavior of college students. Hypothesis H4 is valid. The P value on the path between reference group and green purchasing behavior is 0.013, less than 0.050, indicating that reference group has a strong and significant effect on green consumption behavior of college students. Hypothesis H5 is established.

4. Conclusions and suggestions

In this paper, five factors affecting college students' green consumption behavior, including demographic characteristics, green consumption attitude, environmental information and knowledge, green perception effectiveness and reference object, are extracted by combing relevant literatures of domestic and foreign scholars on the influencing factors of consumers' green consumption behavior. Through the research hypothesis, factors influencing the construction of college students' green consumption behavior theory model, and with the method of questionnaire survey, the demographic characteristics and related analysis, green consumer behavior on green consumption attitude, the amount of information and knowledge environment, green perceived effectiveness, the reference object and green consumption behavior for structural equation model analysis, the main research conclusions are as follows: (1) Demographic characteristics have a certain impact on college students' green consumption behavior. Gender has a positive correlation with college students' green consumption behavior, and major category and monthly average consumption level have a weak negative correlation with college students' green consumption behavior. (2) Green consumption attitude has a strong and significant effect on green consumption behavior of college students; (3) Environmental information and knowledge have a strong and significant effect on college students' green consumption behavior; (4) Green perception effectiveness has a strong and

significant effect on college students' green consumption behavior; (5) Reference group has a strong and significant effect on college students' green consumption behavior. Based on the above research conclusions, this paper puts forward the following suggestions for promoting green consumption behavior of college students:

(1) Strengthen the publicity and education of green consumption among college students. First, promote and educate green culture, encourage college students to change unhealthy lifestyles and change traditional consumption concepts. For example, the documentary of environmental public service advertisement is broadcast, the class meeting of green culture theme is carried out, and the posters of green consumption are posted in the eye-catching position of the restaurant, so as to cultivate the initiative consciousness of green consumption of college students in a subtle way. Second, optimize the public opinion environment and form a green consumption atmosphere. When "green consumption" just started to be carried out on campus, it will inevitably be questioned by everyone. Students can encourage and praise students' green consumption behaviors to form an atmosphere of public opinion that they are proud of green consumption.

(2) Establish and improve the guarantee system for green products or services. First, the government should establish and improve the market access system for green products to stimulate the enthusiasm of producers to produce or develop green products or services. Second, regulate the market order of green products or services, crack down on fake and shoddy green products or services, and protect the consumption interests of college students. Third, effectively control the price fluctuation of green products or services, and increase the demand for green consumption of college students by regulating and controlling reasonable prices.

(3) Develop green products or services precisely. New era college students groups, like the pursuit of fashion personality, do STH unconventional or unorthodox, enterprise in keeping the green products or services under the premise of quality, one is to develop products according to the college students' individual needs, 2 it is to be in the product packaging, publicity, to achieve green after-sales, to let students get a sense of green consumers of a product or service to keep pace with The Times.

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