

Chapter 13

A Study of College Students' Use of Live Streaming Platforms as Anchors

Wei Xiang Pan

Universiti Tun Abdul Razak, Malaysia & Guangzhou City Construction College, China

P. C. Lai

Universiti Tun Abdul Razak, Malaysia

ABSTRACT

This chapter examines the factors that contribute to college students' use of live-streaming platforms as anchors so that school administrators can understand students' concerns and the problems they face in related areas in order to guide them back to the right track of learning and thinking. This study uses the technology acceptance model (TAM) with several key factors containing live streaming platform design, economic income, perceived entertainment, perceived usefulness, and perceived ease of use; distributes questionnaires to college students; collects data using a five-point scale; performs statistics using the goodness-of-fit of the measurement model; analyzes the data using the standardized regression weights of the structural model; and ultimately obtains the relevant results and discusses them, making recommendations to the schools and college students to make recommendations.

1. INTRODUCTION

1.1 Background of the Study

Data from the 50th Statistical Report on the Development of the Internet in China (Anonymous, 2022) shows that as of June 2022, 1.051 billion users accessed the Internet in China, with 716 million live streaming users. The terminal equipment for accessing the Internet is diversified, and cell phone is the most dominant device, reaching 1.047 billion users. With the improvement of mobile network infrastructure and the popularization of smart terminal devices, it has given rise to the rapid development

DOI: 10.4018/978-1-6684-9103-4.ch013

of live streaming platforms, and the devices for live streaming are becoming more and more portable from PC to mobile. Dong Jinquan and Luo Xinyu (2021) believe that live streaming platforms have become an important field for the public to share their lives, express and release their emotions, and reconstruct their self-identity. Zhong Wei (2021) feels that for college students who highly use the Internet and like to try new things, live streaming programs are becoming more and more popular among college students because of their own characteristics. Live streaming is now becoming one of the ways of mass cultural communication (Liu Jia, 2017). College students are more open-minded, synonymous with the popular front line of the times, like to catch up with the trend, like to chase the self-media live streaming, are the most faithful followers of the mobile Internet, and are also the main promoters of the development of live streaming. Scholars have found that live streaming has become one of the main ways for college students to entertain, socialize and purchase, and smart phones and mobile networks have become the most important tools in their lives, and they can watch live streaming anytime and anywhere by owning a smart phone and a mobile network, and they can also act as anchors and broadcast their own things.

The use of live streaming by the college student population has continued to rise in recent years (Yue Niansong, 2022). All an anchor needs is a smartphone, connected to the internet and logged into a live streaming platform (Jia Xiaoting, 2017). Qian Chong's (2021) study found that college students bring fame, income, and following through live streaming, and some of them see the financial benefits involved and become anchors. Zhao Xiang's (2021) survey data showed that about half of the students thought that being a webcaster could easily earn much money and express themselves. However, Wang Jingfeng (2019) found that some anchors would bare their bodies for live broadcasts in order to gain the attention of viewers in anticipation of overnight fame. Siting Lu (2016) found from the results of 196 valid respondents that live streaming is filled with the problem of a large amount of violent and vulgar content, and they expect a healthy live streaming environment. Huang Yue'e (2020) believes that live streaming meets various psychological needs of college students, but the current low-threshold, all-open media form of live streaming, live platforms and anchors show vulgarization tendency in order to chase profits, which seriously affects the ideology and values of college students and must cause educators to pay enough attention to it. Live streaming is an emerging industry, and at present, there is no corresponding laws and regulations in China, and there is a lack of management of live streaming platforms (Yang Juan, 2022).

1.2 Research Questions

Live streaming platforms provide college students with a lifestyle to “express their individuality” and gain some financial resources (Liu Shanshan, 2017). However, Zhou Yiqing (2021) argues that displays of wealth, cyber violence, and improper behavior in live streaming are inconsistent with socialist core values. Despite being at the forefront of new technology and ideas in society, college students are easily influenced by live streaming due to their lack of experience. Moreover, their lack of self-control makes them susceptible to addiction (Cao Xinya, 2022), and excessive entertainment or unhealthy content, such as pornography, can have a serious negative impact on college students (Zhao Min, 2012). Therefore, it is necessary to study the work of college students as anchors to provide them with proper guidance and education. This paper combines the actual situation of colleges and universities and poses the question: why do college students work as anchors on live streaming platforms? Based on the literature review, this question is broken down into the following sub-questions:

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/a-study-of-college-students-use-of-live-streaming-platforms-as-anchors/329067

Related Content

A Systematic Review of Game Designs and Outcomes of Serious Games Targeting Different Groups in Language Learning

Yukun Hou (2023). *International Journal of Technology-Enhanced Education* (pp. 1-19).

www.irma-international.org/article/a-systematic-review-of-game-designs-and-outcomes-of-serious-games-targeting-different-groups-in-language-learning/323454

Developing TPACK Understanding Through Experiential Faculty Development

Michelle Fulks Read, Gwendolyn M. Morel, Tamarin Butcher, Ann Evans Jensen and Jesse M. Lang (2019). *Handbook of Research on TPACK in the Digital Age* (pp. 224-256).

www.irma-international.org/chapter/developing-tpack-understanding-through-experiential-faculty-development/215504

The Current Advances in AI-Driven Education

Utkarsh Arun Avalekar, Vidhi Mehta, Biswo Ranjan Mishra, Lakshmi Prasanna, P. V. Rajlakshmi, T. C. Manjunath and P. Selvakumar (2025). *Educational AI Humanoid Computing Devices for Cyber Nomads* (pp. 173-196).

www.irma-international.org/chapter/the-current-advances-in-ai-driven-education/375123

Robotics as a Powerful Vehicle Toward Learning and Computational Thinking in Secondary Education of 21st Century

Katerina V. Glezou (2022). *Research Anthology on Computational Thinking, Programming, and Robotics in the Classroom* (pp. 716-755).

www.irma-international.org/chapter/robotics-as-a-powerful-vehicle-toward-learning-and-computational-thinking-in-secondary-education-of-21st-century/287362

Visualizing Online Education in the COVID-19 Pandemic Based on the Bibliometric Method

Lei Liang (2022). *International Journal of Technology-Enhanced Education* (pp. 1-19).

www.irma-international.org/article/visualizing-online-education-in-the-covid-19-pandemic-based-on-the-bibliometric-method/315598