

An Empirical Study on the Impact of Corporate Environmental Protection Behavior on College Students' Consumption Behavior - Taking L'Oreal As an Example

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Abstract. This article takes L'Oreal as a case to empirically study the impact of corporate environmental protection behavior on college students' consumption behavior. The study highlights the growing importance of environmental protection and its significant impact on consumer behavior, especially among college students who display a high degree of environmental awareness and responsibility. L'Oréal's efforts to reduce its carbon footprint and implement sustainable practices have had a positive impact on its brand image and was found to influence college students' consumption decisions toward more environmentally friendly products.

Keywords: Environmental Identity, Green Consumption Behavior, Corporate Environmental Responsibility

1 Introduction

Environmental protection has become the focus of global society^[2]. Its impact is not limited to governments and enterprises, but also profoundly affects the decision-making and behavior of individual consumers. As a consumer group with unique characteristics and potential, college students' purchasing behavior is particularly important in reflecting environmental awareness^[1]. As environmental issues continue to heat up, the environmental protection behavior of enterprises has also attracted widespread attention^[10], especially those companies with sustainable development as their core concept^[1]. Therefore, this study aims to explore the relationship between corporate environmental protection behavior and college students' consumption behavior, using L'Oréal as a specific case to gain an in-depth understanding of the nature of this relationship through empirical research^[1].

L'Oréal has taken several steps to reduce its carbon footprint, including improvements in production and supply chain management^[10]. The company has committed to reducing its absolute greenhouse gas emissions by 2030 to meet science-driven emission reduction targets^[2]. Through the study of L'Oréal, we can reveal the potential impact of environmentally friendly behavior on college students' consumption decisions, explore whether they are more inclined to support companies that actively engage in environmental protection, and the specific impact of this tendency on their purchasing behavior^[5]. The importance of this study

is that it helps broaden our understanding of the complex relationship between corporate environmental behavior and consumer behavior, especially among the younger generation of college students^[5]. In addition, by in-depth study of L'Oreal as a representative case, we can also provide useful enlightenment to other companies on how to effectively guide and influence the environmental tendencies of college students consumers. Ultimately, this study aims to provide more practical guidance for promoting sustainable consumption and production to promote the further dissemination and implementation of environmental awareness^[6].

2 Literature review and Research hypothesis

2.1 The impact of corporate environmental behavior

In recent years, corporate environmental protection behavior has had a significant impact on consumer behavior^[6]. In the context of increasing awareness of sustainable development and environmental protection, enterprises' environmental protection behavior is not only regarded as part of fulfilling social responsibilities, but also has a profound impact on their brand image and market performance^[6]. Research shows that a company's environmental initiatives, such as using sustainable materials, reducing carbon emissions and implementing green supply chain management, can significantly enhance its image in the minds of consumers and prompt consumers to make green purchasing decisions^[1].

2.2 Consumers' environmental awareness and behavior

Consumers' perceptions of corporate environmental behavior play an important role in their purchasing decisions^[9]. When consumers believe that companies are truly committed to the environment, they are more likely to support their products and services^[9]. Environmental identity and environmental responsibility are key factors driving green consumption behavior^[1]. This sense of identity can be enhanced through a company's environmental promotion, sustainable product design, and its social responsibility activities^[9].

2.3 The particularity of college students as consumers

This trend is particularly evident among college students. As a type of consumers with high environmental awareness and social responsibility, college students are more sensitive to corporate environmental protection behaviors^[9]. Therefore, they are more inclined to choose brands that implement active environmental strategies in their purchasing decisions^[1].

2.4 L'Oréal case study

Taking L'Oreal as an example, the company has successfully improved its brand image in the minds of college student consumers by implementing various environmental protection measures, such as using renewable resources and sustainable packaging, and actively participating in social environmental activities. This not only reflects the positive correlation between corporate environmental behavior and consumer choice, but also shows how corporate actions influence the consumption patterns of specific consumer groups.

Therefore, we assume:

- H1 Corporate Social Environmental Advocacy will have a significant positive effect on college students' environmental identity
- H2 Corporate Sustainability Product Design will have a significant positive effect on college students' environmental identity
- H3 Corporate Social Responsibility will have a significant positive effect on college students' environmental identity
- H4 Environmental identity has a significant positive effect on green consumption behavioral intention
- H5 Sustainable Product Design Has a Significant Positive Impact on Green Consumption Behavior Intentions
- H6 Sustainable product design has a significant positive effect on environmental responsibility
Environmental responsibility has a significant positive effect on green consumption behavioral intention
- H7 Sustainable Product Design Positively Promotes Green Consumption Behavioral Intentions through the Mediating Role of Environmental Responsibility
- H8 Corporate Social Responsibility Has a Significant Positive Impact on Green Consumption Behavior Intentions
- H9 Corporate Social Responsibility has a significant positive effect on the sense of environmental responsibility
- H10 CSR fulfillment positively contributes to green consumerism through the mediating role of environmental responsibility

3 Questionnaire design and analyze

3.1 Questionnaire design and distribution

3.1.1 Design of the questionnaire

On the basis of the establishment of the indicators of influencing factors in the previous article, this paper takes L'Oreal as an example and constructs a questionnaire for the study of the influence of the company's environmental protection behavior on college students' consumption behavior^[8]. Generally speaking, the following three aspects should be considered in the design of the questionnaire: firstly, a lot of reference should be made to mature scales or related questionnaires with good reliability and validity^[8]. Secondly, according to the principle of rooting theory, the interview data and literature should be organized and summarized, and the questions should be rewritten^[8]. Third, according to the influence factors of college students' green consumption behavior, we write the questions by ourselves^[8]. The questionnaire in this paper is divided into two main sections: the first part describes the questionnaire, its tasks and content, etc.; the second section is the main portion of the questionnaire, primarily based on its design principle and synthesizes the methodical coding of the Zagan Theory method to break down the six dimensions into a number of indicators. The

indicators are then compiled into question items by specifying them. A five-point Likert scale was used to rate the questions. The questions were classified as strongly agree, agree, neutral, disagree, and strongly disagree, and their scores were reported as 5, 4, 3, 2, and 1 points, respectively, based on the corresponding degree of conformity.

3.1.2 Distribution of questionnaires

The electronic questionnaire "Questionnaire Star" was used in this study to generate the "Questionnaire on the Impact of Corporate Environmental Behavior on College Students' Consumption Behavior" (see Appendix for details). "Questionnaire Star" in the form of electronic questionnaires sent to each other's cell phones or computers, convenient for survey respondents to fill out, and the collection of data is relatively convenient and fast. College students from different universities received the electronic questionnaires after it was set up. After 311 questionnaires in total were gathered, 300 valid questionnaires—or an effective rate of 96.46%—were ultimately obtained after 11 invalid questionnaires were removed.

3.2 Descriptive statistical analysis of the questionnaire

3.2.1 Distribution of sample characteristics

As shown in Table 1, The following is the fundamental scenario of the questionnaire: 300 subjects, of which 163 are female (54.33%) and 137 are male (45.67%), indicating a more balanced distribution; from the distribution of grades, 52 freshmen, accounting for 17.33%, 76 sophomores, accounting for 25.33%, 88 juniors, accounting for 29.33%, 51 seniors, accounting for 17.00%, and 33 graduate students, accounting for 11.00%, it can be seen that the respondents' grades are mainly concentrated in sophomore and junior; from the distribution of professional direction, 66 students of science and engineering, accounting for 22.00%, it can be seen that the respondents are mainly concentrated in sophomore and junior; from the distribution of professional direction, 66 students of science and technology, accounting for 22.00%, and 163 female, accounting for 54.33%. 33 people, accounting for 11.00%, it can be seen that the respondents are mainly concentrated in the sophomore and junior; from the distribution of professional direction, science and technology students 66 people, accounting for 22.00%, literature, history and philosophy students 65 people, accounting for 21.67%, 65 people in economics and management, accounting for 21.67%, biochemistry and medicine students 50 people, accounting for 16.67%, 31 people in art, accounting for 10.33%, other professional direction 23 people, accounting for 7.67%, junior students 88 people, accounting for 29.33%, senior students 51 people, accounting for 17.00%, postgraduate students. Other professional direction 23 people, accounting for 7.67%, it can be seen that the distribution of the respondents' professional direction is more uniform; from the distribution of monthly living expenses, 32 people below 800 yuan, accounting for 10.67%, 800-1500 yuan 76 people, accounting for 25.33%, 1501-2500 yuan 140 people, accounting for 46.67%, and more than 2,501 yuan, 52 people, accounting for 17.33%, it can be seen that the respondents' monthly living expenses are concentrated in the range of 1,501-2,500 yuan. In terms of whether they have additional income, 59.67% of the respondents have additional income, while 40.33% have no additional income.

Table 1. Distribution of basic characteristics of the sample

variant	options (as in computer software settings)	frequency	Percentage (%)
distinguishing between the sexes	male	137	45.67
	female	163	54.33
grade	first-year university student	52	17.33
	second-year university student	76	25.33
	third-year university student	88	29.33
	fourth-year university student	51	17.00
	postgraduate student	33	11.00
	science and engineering as academic subjects	66	22.00
specialization	literature, history and philosophy	65	21.67
	Bachelor of Science	65	21.67
	Biochemistry	50	16.67
	art	31	10.33
	(sth. or sb) else	23	7.67
Monthly living expenses	Less than \$800	32	10.67
	800-1500 yuan	76	25.33
	\$1501-\$2500	140	46.67
Availability of additional income	2501 or more	52	17.33
	yes	179	59.67
	nothing	121	40.33
(grand) total		300	100.00

3.2.2 Indicator descriptive statistics

In order to determine the basic level of each topic, the degree of dispersion and the data distribution, the data will be entered into the SPSS software, the survey data for descriptive statistics, including the mean, standard deviation, minimum value, maximum value, skewness and kurtosis^[3]. In statistics, skewness and kurtosis are used to measure whether the sample obeys normal distribution, when the absolute value of skewness is less than 3 and the absolute value of kurtosis is less than 8, it indicates that the sample basically obeys the normal distribution, and can be followed up^[3]. The 24 items in the descriptive statistics table satisfy these two conditions at the same time. Therefore, it is proved that the data obtained from this questionnaire basically obey the normal distribution and can be tested for reliability and validity. The details are shown in the following table 2 and table 3.

Table 2. Normal distribution test

subject	average value	(statistics) standard deviation	kurtosis	skewness
A1	3.243	1.323	-1.029	-0.307
A2	3.243	1.355	-1.070	-0.328
A3	3.267	1.396	-1.138	-0.307
A4	3.263	1.400	-1.142	-0.309
B1	3.387	1.370	-1.102	-0.354
B2	3.283	1.348	-1.057	-0.272
B3	3.393	1.375	-1.082	-0.401
B4	3.307	1.339	-1.043	-0.305
C1	3.337	1.333	-0.984	-0.354
C2	3.320	1.308	-0.948	-0.338
C3	3.270	1.333	-0.963	-0.343
C4	3.290	1.336	-0.960	-0.382
D1	3.307	1.336	-1.018	-0.237

Table 3. Normal distribution test(continuous)

subject	average value	(statistics) standard deviation	kurtosis	skewness
D2	3.397	1.356	-1.017	-0.392
D3	3.413	1.372	-1.036	-0.408
D4	3.317	1.310	-0.939	-0.341
E1	3.357	1.352	-1.011	-0.359
E2	3.303	1.331	-0.982	-0.296
E3	3.407	1.347	-0.993	-0.416
E4	3.370	1.319	-0.969	-0.363
F1	3.280	1.344	-1.042	-0.297
F2	3.393	1.370	-1.098	-0.367
F3	3.270	1.302	-0.986	-0.274
F4	3.357	1.340	-1.081	-0.295

3.2.3 Questionnaire reliability analysis

Reliability is the degree of consistency in the results obtained when the same object is measured repeatedly using the same method^[4]. It also refers to the stability and reliability of the test results. American Journal of Health-System Pharmacy 65, no. 23 (2008): 2276-2284; Kimberlin, Carole L., and Almut G. Winterstein^[4]. "Validity and reliability of measurement instruments used in research."The Cronbach's α reliability test is the most widely used reliability assessment technique in contemporary research^[4].

A reliability test using Cronbach's α was conducted on the questionnaire^[4]. This value indicates the level of reliability: higher than 0.8 indicates high reliability; between 0.7 and 0.8, good reliability; between 0.6 and 0.7, acceptable reliability; and less than 0.6, poor reliability.

The results of Cronbach's α reliability test are shown in the following table 4, and the Cronbach's α coefficients of each dimension are as follows: the Cronbach's α coefficient of "corporate social and environmental protection publicity" is 0.911, the Cronbach's α coefficient of "Corporate Sustainability Product Design" is 0.902, and the Cronbach's α coefficient of "Corporate Social Responsibility" is 0.902. The Cronbach's α coefficients for "encouraging corporate social responsibility and environmental protection," "corporate sustainability product design," and "fulfillment of corporate social responsibility" are 0.911, 0.902, and 0.902, respectively. The Cronbach's α coefficient for "college students' sense of environmental identity" is 0.890, while the Cronbach's α coefficient for "college students' green consumption behavior intention" is 0.890. The corresponding α coefficient for each component is 0.902. The Cronbach's α coefficient for "college students' environmental identity" is 0.890, for "college students' green consumption behavior intention" is 0.896, for "college students' sense of environmental responsibility" is 0.902, and for each scale of the questionnaire, the Cronbach's α coefficients are all greater than 0.8, which means that the data reliability is of good quality, and it can be used for further analysis. Every scale on the questionnaire is more than 0.8, which means that the data is reliable and suitable for additional research^[4].

Table 4. Reliability analysis

Dimensionality	item count (of a consignment etc)	Cronbach's α
Corporate Social Environmental Advocacy	4	0.911
Corporate Sustainability Product Design	4	0.902
Corporate Social Responsibility	4	0.902
College Students' Environmental Identity	4	0.890
College Students' Green Consumption Behavior Intention	4	0.896
Environmental responsibility of university students	4	0.902

3.2.4 Questionnaire validity test

KMO and the Bartlett's ball test were used to evaluate the validity analysis of the scale. [Soc. F. 36 (1957): 223, Suchman, Edward A., Bernard S. Phillips, and Gordon F. Streib. "An analysis of the validity of health questionnaires."]In the event that this value is greater than 0.8, the research data is highly appropriate for extracting information with good validity; in the event that this value falls between 0.7 and 0.8, the data is appropriate for extracting information with good validity; in the event that this value falls between 0.6 and 0.7, the data is more suited for extracting information with average validity; and in the event that this value is less than 0.6, the data has average validity.

The KMO and Bartlett's sphericity tests were used to assess the validity analysis of the scale; the test results are displayed in the table 5 below. The document's KMO result is 0.946, which is higher than 0.6, and its Bartlett's test of sphericity result is $p < 0.001$, indicating that the variables have correlation factors and making it appropriate for factor analysis.

Table 5. KMO and Bartlett's ball test results for the scale

	KMO value	0.946
Bartlett Sphericity Check	approximate chi-square (math.)	5391.013
	<i>df</i>	276
	<i>p-value</i>	0.000***

And the absolute value of the factor loading coefficient of each item is more than 0.4, which means that there is a correspondence between the options and the factors. In addition, the analysis of factor extraction and the amount of information extracted from the factors shows that six factors were extracted from the factor analysis, and the cumulative variance explained by the rotation of these six factors was 77.600%.

3.3 Model Construction

We conducted the Structural Equation Model (SEM) to reveal the complex relationship between latent and measured variables in AMOS.2 Before carrying out the fitness test of the model, we conducted a confirmatory factor analysis to examine the construct validity, and the hypothesized measurement model fits the data well ($\chi^2/df = 1.26$, RMSEA = 0.03, CFI = 0.99, NFI=0.96)^[3].

After that, as shown in Fig. 1, the four theoretical hypotheses in this study were tested. We found that: Environmental Advocacy will have a significant positive effect on Environmental Identity ($\beta=0.257$, $P=0.000$); Sustainable Product Design will have a significant positive effect on Greater Environmental Identity ($\beta=0.257$, $P=0.008$); Sustainable Product Design will have a significant positive effect on Greater Environmental Identity ($\beta=0.257$, $P=0.008$); and Sustainable Product Design will have a significant positive effect on Greater Environmental Identity. influence ($\beta=0.257$, $P=0.008$); Corporate Social Responsibility will have a significant positive effect on Environmental Identity ($\beta=0.815$, $P=0.000$); Environmental Identity will have a significant positive effect on Consumer Behavior Intention ($\beta=0.685$, $P=0.000$). Thus, our H1-H4 were supported^[3].

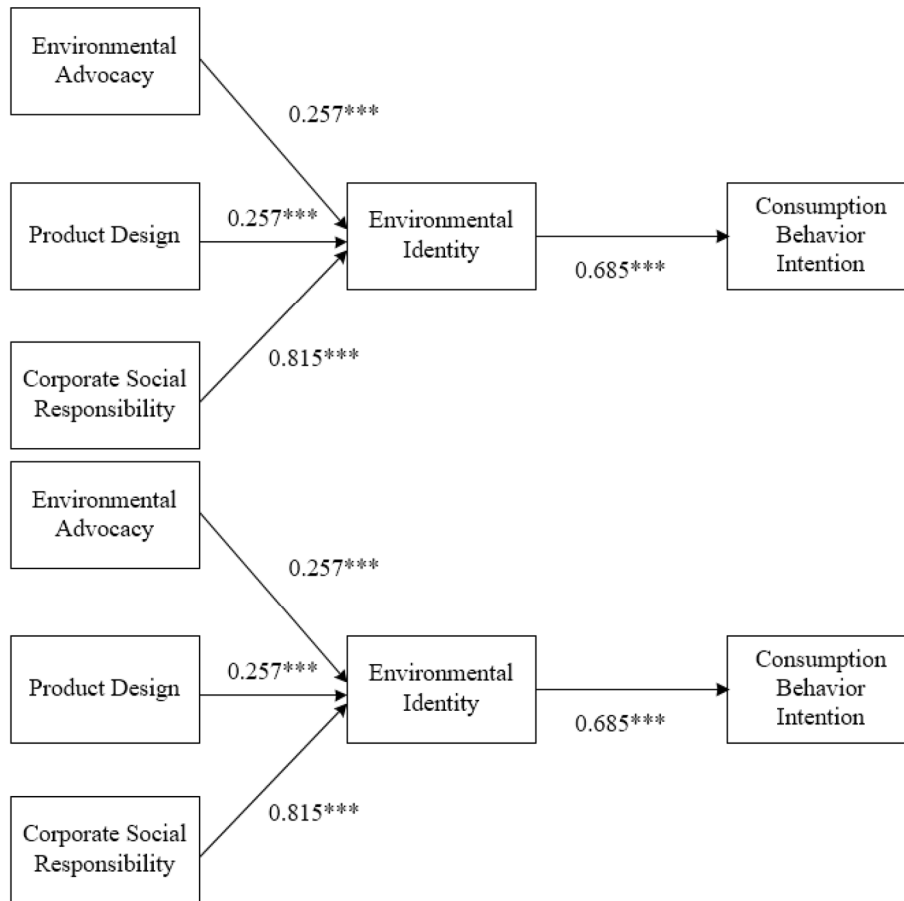


Fig. 1. Structural Model

Next, as shown in Fig. 2, using environmental responsibility as a mediating variable, this paper investigates whether innovation factors play a partial mediating role in the influence of sustainable product design and CSR fulfillment on green consumption behavior^[3]. As can be seen from the table 6, the path coefficients of all variables are positive^[3]. In the path of Sustainable Product Design on Consumer Behavior Intention, the path coefficient is 0.022, and it can't pass the test of significance ($P > 0.05$) at the level of 0.05, i.e., the hypothesis H5 doesn't hold; in the path of Sustainable Product Design on Environmental Responsibility, the path coefficient is 0.275, and passed the test of significance at the level of 0.05 ($P < 0.05$), indicating that Sustainable Product Design positively affects Environmental Responsibility, which means that the hypothesis H6 is valid; in the path of the influence of Environmental Responsibility on Consumer Behavior Intention, the path coefficient is 0.642, and passed the test of significance at the level of 0.001 ($P < 0.001$), indicating that Environmental Responsibility positively affects Environmental Design, which means hypothesis H7 is valid. It is concluded that there is a partial mediating effect of Environmental Responsibility between Sustainable Product Design and Consumer Behavior Intention, and Sustainable Product

Design positively affects Consumer Behavior Intention through the mediating effect of Environmental Responsibility^[3]. Environmental Responsibility positively contributes to Consumer Behavior Intention, i.e., hypothesis H8 is valid.

In the path of Corporate Social Responsibility on Consumer Behavior Intention, the path coefficient is 0.085, and the test of significance ($P > 0.05$) is not passed at the level of 0.05, i.e., the hypothesis H9 does not hold; in the path of Corporate Social Responsibility on Environmental Responsibility, the path coefficient is 0.280, and passed the test of significance at the level of 0.05 ($P < 0.05$), which means that Corporate Social Responsibility positively affects Environmental Responsibility, i.e., hypothesis H10 is valid; The significance test ($P < 0.001$) indicates that Environmental Responsibility positively affects Consumer Behavior Intention, i.e., the hypothesis H7 is valid. It is concluded that there is a partial mediating effect of Environmental Responsibility between Corporate Social Responsibility and Consumer Behavior Intention, and Corporate Social Responsibility has a positive effect on Consumer Behavior Intention through the mediating effect of Environmental Responsibility^[3]. The hypothesis H 11 is valid, that is, Environmental Responsibility positively promotes Consumer Behavior Intention through the mediating effect of Environmental Responsibility.

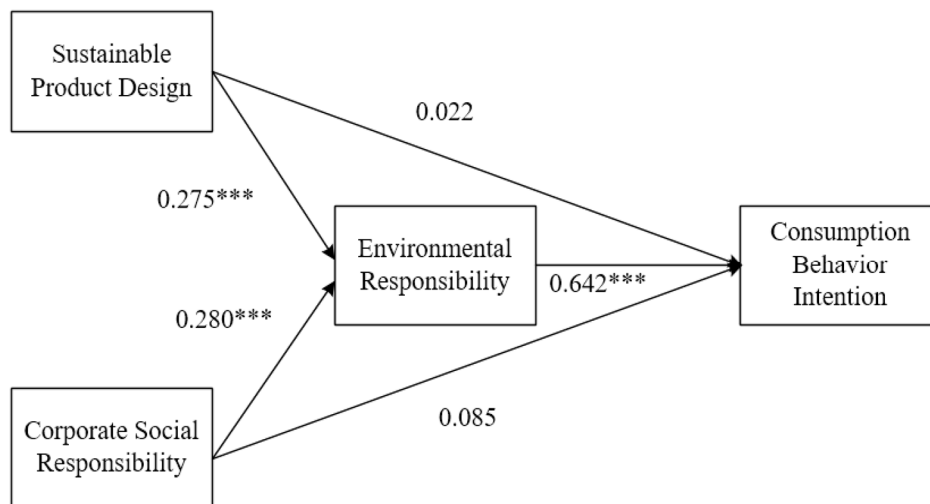


Fig. 2. Structural Model

Table 6. Results of path relation test of structural equation model

X	→	Y	Coef.	HERSELF	<i>z</i> (CR value)	<i>p</i>	Std. Estimate
Sustainable Product Design	→	Environmental Responsibility	0.275	0.095	2.906	0.004	0.288
Sustainable Product Design	→	Consumer Behavior Intention	0.022	0.087	0.255	0.799	0.023
Corporate Social Responsibility	→	Environmental Responsibility	0.280	0.101	2.781	0.005	0.276

Corporate Social Responsibility	→	Consumer Behavior Intention	0.085	0.092	0.917	0.359	0.082
Environmental Responsibility	→	Consumer Behavior Intention	0.642	0.071	9.045	0.000	0.632

4 Conclusion

This article reveals the important interplay between corporate environmental initiatives and the consumer behavior of college students, with L'Oréal serving as a compelling case study. The findings underscore the growing importance of environmental issues in influencing consumer choices, especially among socially conscious populations like college students^[10].

The study shows that corporate efforts in environmental protection, sustainability and social responsibility have a positive impact on consumer perceptions of brands^[5]. This in turn encourages them to make green consumption decisions^[5]. This study highlights the critical role of environmental identity in this process, as it serves as a bridge between corporate communications and consumers' intentions to engage in environmentally friendly consumption practices^[7].

Furthermore, the study's robust methodology, including questionnaire design, data analysis using structural equation modeling (SEM), and reliability and validity testing, enhances the credibility of its findings^[7]. The mediating role of environmental responsibility in the relationship between sustainable product design, corporate social responsibility fulfillment, and green consumption behavior provides valuable insights into the complex dynamics of consumer decision-making.

As businesses increasingly recognize the importance of environmental responsibility, these findings provide actionable insights for companies seeking to align their practices with consumer values and preferences^[7]. Ultimately, this study highlights the critical role of corporate environmental behavior in shaping a sustainable and ecologically conscious future.

Appendix

Questionnaire for the Study of the Impact of L'Oréal's Environmental Behavior on College Students' Consumer Behavior

Dear Friend,

Hello! In order to investigate the relationship between corporate environmental behavior and college students' consumption behavior (taking L'Oréal as an example), we are using a questionnaire to provide data support for the study. We sincerely invite you to participate in this survey. Your participation is voluntary and anonymous, and we will ensure that the survey information is limited to scientific research purposes. Thank you for your support! Please fill in the following questionnaire objectively according to the actual situation, and put a "√" on the option that best meets your needs.

Personal Information Section

Your gender.

- ① Male ② Female

Your grade level.

- ① Freshman ② Sophomore ③ Junior ④ Senior ⑤ Graduate students

Your specialization.

- Science and Engineering ② Arts, History and Philosophy ③ Economics and Management ④ Biochemistry and Medicine ⑤ Art ⑥ Others

Your monthly living expenses.

- ① Less than \$800 ② \$800-1500 ③ \$1501-2500 ④ More than \$2500

Do you have additional income.

- ① Yes ② No

Impact factor scale component

Corporate social environmental advocacy

Please read the following questions carefully, and according to your own actual situation, put a "√" on the option that best meets your actual situation, of which 5 stands for "Strongly Agree", 4 stands for "Agree", 3 stands for "Neutral", 2 stands for "Disagree" and 1 stands for "Strongly Disagree". 5 for "Strongly Agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree" and 1 for "Strongly Disagree".

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
A1	Learn about L'ORÉAL's corporate social and environmental campaigns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2	You are more satisfied with L'ORÉAL's efforts to promote environmental protection in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3	Do you think that L'ORÉAL's corporate social and environmental awareness campaigns are compatible with its products or services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4	Do you think that L'Oreal's corporate social and environmental campaigns have had a favorable impact on its brand image?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corporate Sustainability Product Design

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
B1	You know the L'Oréal corporate philosophy of sustainable product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	design.					
B2	Do you think L'ORÉAL's sustainable product design is good for the environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3	How satisfied are you with L'ORÉAL's sustainable product design?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4	Do you think L'Oréal's sustainable products have an advantage over other similar companies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corporate social responsibility implementation

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
C1	What do you know about L'ORÉAL's corporate social responsibility?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2	Do you think L'ORÉAL's corporate social responsibility is beneficial to social development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3	Your overall satisfaction with L'ORÉAL's CSR performance is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4	Do you think L'Oréal Corporate suppliers follow social responsibility and environmental standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College Students' Environmental Identity

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
D1	Do you think that environmental awareness and related education should be strengthened in university education in order to enhance students' environmental awareness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2	Are you willing to actively participate in environmental protection activities, such as participating in environmental protection volunteers, campus greening activities, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D3	You will pay attention to environmental issues in your daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D4	Do you think college students should actively participate in research projects or practical activities related to environmental protection outside the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College Students' Green Consumption Behavior Intention

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
E1	Are you willing to choose environmentally friendly products when	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	shopping, e.g. using reusable shopping bags, refusing disposable plastic products, etc.?					
E2	You shop for products with eco-labels or sustainability labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E3	You are willing to pay a higher price for environmentally friendly products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E4	You shop with product lifecycle and resource efficiency in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Environmental responsibility of university students

serial number	subject	Strongly disagree	disagree	neutral	agree	Strongly agree
F1	Do you think that protecting the environment is an important responsibility for everyone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F2	You will be concerned about environmental issues such as climate change, biodiversity, pollution, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F3	You will actively promote environmental protection in campus life and influence more people to join the environmental protection action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Are you willing to take action to protect the environment, e.g. reduce carbon emissions, conserve energy, reduce water use, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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