



## Continuance Intention to Iclass E-learning for Film Institute Undergraduates at Sichuan University of Media and Communications

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### Abstract

**Background and Aim:** This article's goal was to look at the most vital components that fundamentally ripple through initial degree film institute graduates at Sichuan University of Media and Communications in the Sichuan region of China who are majoring in one of four film-related fields. Perceived Usefulness (PU), Confirmation (CON), Information Quality (IQ), System Quality (SYQ), Service Quality (SEQ), Satisfaction (SAT), and Continuance Intention (CI) were all scanned into to see especially when those ideas drove learners receiving Iclass via the internet in terms of theoretical structure.

**Materials and Methods:** The questionnaire was given to the allocated undergraduates in the four target majors using the quantitative survey approach with 458 samples. Materials from the research were gathered in this poll implementing a simultaneous method of collection that included judgmental and quota samples. Methods for analysis of data such as Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) are currently used.

**Results:** The findings from data analysis confirmed all of the predictions, with interpersonal factors showing to have the strongest and most immediate impact on overall Information Quality (IQ).

**Conclusion:** The leadership and educational employees coming from the Sichuan University of Media and Communications in China's Sichuan province ought to highlight the latent variables that have had an enormous impact on continuance intention (CI) for the Iclass e-learning and create the tightly linked request modify by what they discover of this quantitative investigation in order during younger learners to recognize the superiority of Iclass receiving instruction via the internet.

**Keywords:** Iclass; Perceived Usefulness; Confirmation; Information Quality; System Quality; Service Quality; Satisfaction; Continuance Intention

### Introduction

Combining the quick advancement of electronic devices in the age of digital media, imparting knowledge additionally involves staying up with current trends. Different virtual classroom instruments, like the Ten-cent Technologies Conference, Ding Talk, and others, emerged in China before the COVID-19 outbreak in 2020, but their recognition among teachers remains not excessive. Chinese institutions of higher education exceeded the academic target of "non-stop teaching and non-stop learning" at the time of the COVID-19 epidemic, and the Chinese Ministry of Education has put together 22 e-learning channels, constructed broadening distance learning organization proposals and produced electronic education. The issue options, are to guarantee that the implications of web-based teaching and conventional instructional activities are uniform (Xu, 2021). Among China's key growth projects is the "Internet+" ecological approach. Distance learning has evolved into a highly crucial and required technique in educating hyperlinks since the COVID-19 epidemic in 2020 prompted by the size restrictions of traditional classroom teaching.

To respond to the demands for electronic teaching, the Iclass R&D team has released an upgrade of the Iclass effective studio. A special curricular change strategy called "adore the classroom" is an effective effort to shift the learning transition from digitization to intellectual growth. This is an innovative learning environment method that combines instructional material, collaborative use of resources, analysis of information, and an intervention network. The "classroom interacting dispute



display in and out of the level conversation" multitude incorporated collaborative mode of instruction was newly developed, whose enhances the partnership around instructor's explaining and their growth in wisdom, and discovers the elements of the school environment arrive lessons classifying, enjoyable reply, send objections, disseminate data statistics, and so on. Smartphones allow recipients to join in learning events continuously.

According to the literature, there is currently inappropriate study in China concerning online instruction of art-related degrees, particularly film and television drama-related majors. Even if it does have a specific study orientation, it is mainly oriented toward China's public universities, as there is little investigation on private colleges in this area. Furthermore, studies on learning via the Internet in China are mainly qualitative rather than quantitative. To promote the solution to the above-related problems, this study starts from Sichuan University of Media and Communications, a private university, and conducts continuance intention research on online teaching software through the actual evaluation of Iclass classroom promotion.

The target University has comprehensively promoted the use of Iclass for undergraduates. Because Iclass has two kinds of ways of using it: website and App, which makes it easy for users to use and very convenient to operate. The school trains teachers and students in the use of Iclass every year, and install and debug Iclass software for every public computer needed for classes in the school. Iclass has been fully promoted at Sichuan University of Media and Communications. Therefore, this research is more convenient for data acquisition. Iclass Smart Classroom delivers major assistance for education in schools as well as after-school supervision of students and instructors through individualized instruction, quick sharing of materials, visual visualization of data, and an automated system for recommending items. The learners' decision to continue using internet-based education significantly influenced their assessments of its good effects on learning (Cheng, 2019).

Therefore, this study investigated the characteristics of learning evaluation after using Iclass online education software, which significantly affected the undergraduates majoring in film and television drama. The continuation intention while buying materials online is determined by satisfaction and perceived usefulness (Daneji et al., 2019). Based on previous literature, a questionnaire about the actual situation of undergraduates' continuance intention to use Iclass online learning at the Sichuan University of Media and Communications Film Academy was compiled. Based on the above considerations, it is necessary to make a quantitative study on the relationship between the other six basic potential variables and the continuance intention (CI) to use in this study. The goal of this paper is to deliver a scholastic push for remote teaching among learners in China's exclusive art and media higher education institutions.

## Objectives

The goal and aim of the research are to validate the examination on the continuance intention of the e-learning facility Iclass by undergraduates in four primary fields of the Sichuan University of Media and Communications' Film Educational institution, an accredited media-related university in China. The continuance intention to use Iclass is affected, either directly or indirectly, by characteristics from factors such as perceived usefulness, confirmation, information quality, system quality, service quality, and satisfaction. for undergraduates majoring in film and television drama at private Chinese institutions to use Iclass and other in-class teaching platforms with improved research and data assistance.

## Literature Review

### Perceived Usefulness

According to Durnali et al. (2022), perceived usefulness is the rate at which a person believes using certain devices may enhance how well they can execute a task. Perceived usefulness, as defined by Davis (1986), is the degree to which the individual is aware that using some sort of machinery improves their overall merchandise (performance) towards functions. Perceived usefulness has a significant impact on the intent of educators to adopt or reject gadgets in learning environments (Firomumwe & Gamira, 2021). Regarding employing innovations in the educational process, the majority of tutors stated aspects like school perceived usefulness, content quality, and output (Yu & Yu, 2019). Perceived usefulness is influenced by extrinsic traits as a result of computer self-efficacy (Vankatesh, 2000).



### **Confirmation**

As stated by Chang (2012), an individual's readiness to apply and advocate digital educational tools to a wider audience (which consists of coworkers) in future years is characterized by that continued intention to derive advantages from reactive educational environments in campus libraries. The fulfillment of pledges is defined as readers' predicted advantages achieved over their e-learning encounters (Lee, 2010). Confirmation is a additional appropriate predictor of knowledge dissatisfaction than it used to perceive usefulness (Daneji et al., 2019). Nonprofits founded on the principles of community blame and concern for the availability of two pieces of evidence are assurance how mechanisms work that have sprouted up as several of the tools for overcoming disseminating cultivation (Karadağ & Ayten, 2020). Students' satisfaction with the distance stimulating device is evident as a result of their validation of its functioning minimum standards (Lee, 2010; Lin & Wang, 2012).

### **Information Quality**

Information quality is a measurement of what a system can produce the following: considers the accuracy and usefulness of whatever data it produces (Albelbisi, 2019). Information quality deals with the characteristics of the instructional materials, although service quality deals with the behaviors of people who support the process of instruction and education, like teachers, trainers, and innovators in the army. Information and services, the two factors, work together to boost interest in and enjoyment of using electronic goods (Ozkan & Kösele, 2009). Information quality, system quality, service quality, and communication quality all had a substantial impact on participant loyalty and happiness in an Internet-based educational network (Zhao, 2016). Participants' inclination to participate in connected internet schooling is influenced by the value of the information they get (Taat & Francis, 2020).

### **System Quality**

In the words of Holsapple and Lee-Post (2006), the components of an organization that supports a remote learning program, among them, simplicity of applications, security, and educational materials, are what characterize system quality. As explained by Hussein and Hilmi (2021), system quality refers to the various of the organization's and the framework's individual attributes. The investigation on virtual education in Malaysia used the attributes of information quality, system quality, and service quality (Taat & Francis, 2020). The system quality affects how well a digital institution continues to work and is a benefit that promotes regular usage of e-learning solutions (Prodanova et al., 2021). In line with Al-Samarraie et al. (2018), audiences who assess the digital educational service's system quality are likely to develop favorable beliefs toward the means of communication and therefore be more likely to implement it in future periods.

### **Service Quality**

Service quality is a term used to describe the attributes of the service provided and the system in general (Hussein & Hilmi, 2021). Any assistance and guidance known to the owner or operator of the information system will offer is affectionately referred to as good service quality, according to Abdullah et al. (2019). Depending on how contented consumers are, service quality can be rated to be great or weak (Rowley, 1997). To determine the level of service quality, it is necessary to compare what the customer was expecting with how the intervention was really delivered (Hai, 2021). Services Individuals foresee and assess quality before undertaking class activities (Jain et al., 2011).

### **Satisfaction**

Although evaluating the qualities of learning through the Internet, student happiness is recognized as a single of the most important factors to take into account (Soffer & Nachmias, 2018). According to Wang et al. (2019), completion rate refers to their assessment of their overall education. Organizations are required to collect information on the satisfaction of learners given that it affects curriculum and learner-related accomplishments and serves as an accurate indicator of students' assessed aptitude for learning (Gee, 2018). Student satisfaction deserves to be taken into account because of how it affects academic results (Rahman et al., 2021). Based on Cole et al. (2014), expediency hurts satisfaction among students with online courses.



### Continuance Intention

In the opinion of Chang (2012), an applicant's continued intention to employ real educational platforms in library settings is described as the degree of enthusiasm to utilize and suggest e-learning systems to a greater extent (which involves neighboring peers) promptly. Upon being first demanded by the instructors the verb "continuance intention" refers to the continuous use of novel technologies to give teaching (Mtebe & Gallagher, 2022). As shown in analyses, continuing intention is influenced by system quality, confidence in the machine, and fulfillment criteria (Albelbisi & Yusop, 2019). The continuation intention while buying eBooks online is determined by satisfaction and perceived usefulness (Daneji et al., 2019). The design showed that arousal had a strong correlation with the intention to continue using an internet site and that closeness and acculturation factors also proved important (Lee & Kwon, 2011).

### Conceptual Framework

To develop the conceptual framework, prior scientific approaches were examined. Additionally, the program was reliant upon both the ECM and ISSM theories, which centered on four mathematical structures. Cheng, Y. (2019) discovered a link between confirmation (CON), satisfaction (SAT), and continuance intention (CI)., Alkhadim et al. (2019) discovered a link between perceived usefulness (PU) and continuance intention (CI). Other than that, Chang, C. (2012) established a link between system quality (SYQ), information quality (IQ), service quality (SEQ), and satisfaction (SAT). Figure 1 depicts the inquiry's conceptual framework.

**Figure 1** Conceptual Framework

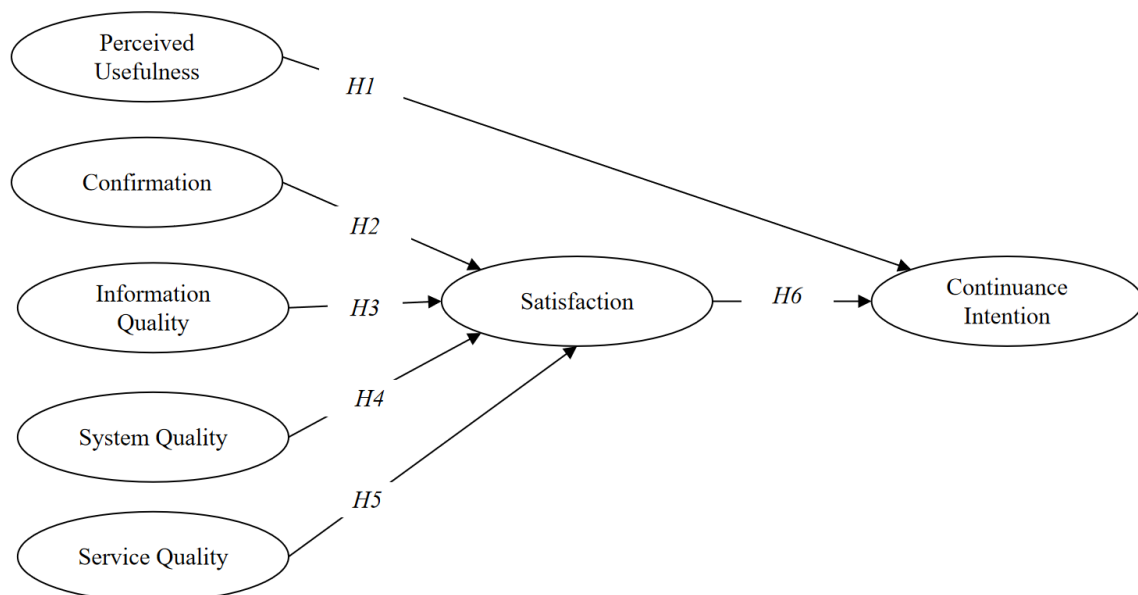


Figure 1 Conceptual Framework  
Note: Constructed by the Author

In this interview, four major undergraduate students from the Sichuan University of Media and Communications' Film Educational institution in the Chengdu region of China were asked about their perceived usefulness (PU), confirmation (CON), information quality (IQ), system quality (SYQ), service quality (SEQ) and satisfaction (SAT) to better understand essential elements for continuance intention (CI) on Iclass online learning. To pinpoint the factors that affect CI, this study initiative also looked into the causal link channel in and out of annually latent components.



Considering how the conceptual framework is organized, the following theories were developed:

- H1:** Perceived usefulness has significantly impacted Continuance intention.
- H2:** Confirmation has significantly impacted satisfaction.
- H3:** Information quality has significantly impacted satisfaction.
- H4:** System quality has significantly impacted satisfaction.
- H5:** Service quality has significantly impacted satisfaction.
- H6:** Satisfaction has significantly impacted Continuance intention.

## Methodology

**Research Paradigm:** The quantitative survey methodology was employed in this article's research. Given this, it is crucial to initially construct the conceptual framework of this study. Secondly, a questionnaire is created by the research framework. Following that, the item objective congruence (IOC) and pilot test were used to assess the reliability and validity. Then, complete data collection and data analysis using confirmatory factor analysis (CFA) and structural equation model (SEM) test calculations. In the end, based on the SEM hypothesis test results, a conclusion is reached, and future teaching reform recommendations are made.

**Research Strategy:** Four undergraduate film majors from Sichuan University of Media and Communications who had taken Iclass via the Internet were given the questionnaire in human form by the observer, who used the judgmental and quota sampling analysis methodology. Filmology (FO), Literature of Theatre Film and Television (LTFT), Director of Theatre Film and Television (DTFT), and Art Management (AM) were the four targeted majors. To identify the essential traits that significantly impacted those who achieved continuance intention with the Iclass e-learning, evidence from observation was combined and examined. There were three sections to the questionnaire. At the outset, screening questions, as defined by Rattanasilpkaicharn (2016), are developed and used to identify eligible members of the intended audience who wish to participate in the testing procedure to narrow down some of those who responded who did not meet any crucial engage requirements. Given Polonsky and Waller (2015), examination replies frequently include the demographic and psychological features of the respondents to organize members or make inferences about their viewpoints, and motivations, alongside other variables. Last but not certainly foremost, the Likert scale format, as described by Burns and Bush (2019), gauges the degree of approval or disapproval. Candidates are given a score based on regardless of whether they agree or disagree with all combinations of texts on the overlapping agreement-disagreement axis. The item-objective congruence (IOC) for content validity was carried out by four experts with Ph.D. educational credentials and suitable technical ability in online instruction to assess the faithfulness of every goal presented by the document creator to feed the context of this study. The pilot test could be an exhaustive review, a focused debate, an electronic chat, or the distribution of questionnaires (Lavrakas, 2008). As a result, the pilot test covered 40 students, and Cronbach's Alpha score was used to assess the questionnaire's accuracy for internal consistency.

After the instrument's validity and reliability were established, 500 undergraduate learners from the chosen groups were given mechanical surveys. Among them, there are 458 valid questionnaires and 42 invalid questionnaires. The researcher used Jamovi and AMOS for the evaluation of the data. To evaluate the factor loading, t-value, composite reliability (CR), average variance extracted (AVE), and discriminant validity, the author of the study used confirmatory factor analysis (CFA). The relationships between the latent constructs, both direct and indirect, as well as their effects, were tested using a structural equation model (SEM).

**Population and Sample Size:** Each of the undergraduate learners concentrating in four of the Sichuan University of Media and Communications' illustration-restricted colleges—Film Ology (FO), Literature of Theatre Film and Television (LTFT), Director of Theatre Film and Television (DTFT),



and Art Management (AM)—were taken into consideration in the present investigation. Cooper and Schindler's (2014) definition of the target population describes the group as a grouping of people who share the same morals traits and characteristics for investigators to arrange the subject matter. A total number of respondents 500 is enough for a large proportion of the statistical analysis performed, according to Hair et al. (2007). A total of 458 learners have been selected as the final collection from an initial pool of 1563 recipients around this experiment following screening, filtering, and quota selection.

**Research Tools:** The instruments for the examination are the questions and answers in the questionnaire. To try to collect quantitative data, the survey or questionnaire is constructed using a variety of elements that aim to be traded to the participants in the focus group (Gray, 2019). The objective of the aforementioned survey's tool was to obtain knowledge of the factors that influenced four film academy majors who were deserving students and desired to continue their studies at Sichuan University of Media and Communications via online learning. The three main steps in the questionnaire were aspects connected to the seven latent variables of the conceptual framework, information about those who answered, and an approach to verifying conflict.

**Phase. I: Screening Question:** The screening question was "Are you studying in four film academy majors at Sichuan University of Media and Communications and having one-semester experience of Iclass?" The interviewee's simple "Yes" response indicates that they are happy for the probe to go on.

**Phase. II: Demographics Information:** As a result, the assessor created an ensemble of demography judgments for college students utilizing only one rating system and three primary branches. which initially include: (1) What gender are you? (2) What academic year are you in? (3) What is your primary focus? This particular determining detail about those who participated would subsequently be represented by a succession of counting scale styles.

**Phase. III: Influence Related to Students' Continuance Intention:** The elements influencing participants' continuance intention to keep pursuing education in online situations must be examined in this part. The factors that contributed were perceived usefulness, confirmation, information quality, system quality, service quality, satisfaction, and continuance intention. There were 27 items in Phase III of the survey.

Following that, a specialized questionnaire survey was carried out. The questionnaire data was validated by IOC and a pilot test after it was obtained. Afterward, the data is processed.

**Data Collection:** Two parts of the multistage sampling process used by the analyst can be separated. Initially, the examiner used judgmental sampling to find 1563 four-major students in the film academic who had at least one month prior expertise taking virtual classes with the target private university. The final randomly selected group of 500 attendees coming from the film academic was then chosen using quota selection. In the aftermath of the surveys taken into account, 458 were deemed legitimate and 42 were deemed invalid. Table 1 provides a demonstration of all the data.

**Table 1** Sample Units and Sample Size

Target Four Majors in Film Academy	Grade	Population Size Total = 1563	Proportional Sample Size Total = 500
Film Ology	Freshman	87	28 (87*500/1563)
	Sophomore	99	32 (99*500/1563)
	Junior	107	34 (107*500/1563)
	Senior	110	35(110*500/1563)
Literature of Theatre Film and Television	Freshman	85	27 (85*500/1563)
	Sophomore	84	27 (84*500/1563)
	Junior	96	31 (96*500/1563)
	Senior	128	41 (128*500/1563)



Target Four Majors in Film Academy	Grade	Population Size Total = 1563	Proportional Sample Size Total = 500
Director of Theatre Film and Television	Freshman	84	27 (84*500/1563)
	Sophomore	147	47 (147*500/1563)
	Junior	145	46 (145*500/1563)
	Senior	140	45(140*500/1563)
Art Management	Freshman	47	15 (47*500/1563)
	Sophomore	59	19 (59*500/1563)
	Junior	88	28 (88*500/1563)
	Senior	57	18(57*500/1563)

**Note:** Constructed by the Author

**Demographic Information:** The complete demographic profile data for the 458 subjects is summarized in Table 2. The men who participated made up 40.00% of all participants, while female respondents made up 60.00%. Regarding the division of respondents by semester, it was determined that freshman-year undergraduates made up 22.50 %, sophomores 24.50 %, students in third year 24.90 %, and seniors 28.10 %. In the manner of major direction, 25.10% of learners attended classes in the Film ology initiatives, followed by 26.90% in the Literature of Theatre Film and Television application, 34.10% in the Director of Theatre Film and Television application, and 13.90% in the Art Management grant.

**Table 2** Demographic Profile

Demographic Information (n=458)		Frequency	Percentage
Gender	Male	183	40.00%
	Female	275	60.00%
Academic Year	1st Year	103	22.50%
	2nd Year	112	24.50%
	3rd Year	114	24.90%
	4th Year	129	28.10%
Major Direction	Film Ology	115	25.10%
	Literature of Theatre Film and Television	123	26.90%
	Director of Theatre Film and Television	156	34.10%
	Art Management	64	13.90%

**Note:** Constructed by the Author

## Results

### Confirmatory Factor Analysis (CFA)

Bollen (1989) stated confirmatory factor analysis (CFA) was used to seek out complications shaping the subject matter's propensity for deploying around usage in the practice of systems for enterprise resource planning (ERP). Plus, each of the relevant frontiers relating to unalterable suited indicators—such as CMIN/DF, GFI, RMSEA, and AGFI—as substantially as those associated with gradually implemented fit measurements—such as NFI, TLI, and CFI—meet the criteria for approval, depicted in Table 3. Thus, all of the goodness of fit metrics used in the CFA evaluation proved valid.



**Table 3** Goodness of Fit for Confirmatory Factor Analysis

Content	CMIN/DF	GFI	AGFI	RMSEA	CFI	NFI	TLI
Standard	<3.00	>0.90	>0.80	<0.05	>0.90	>0.90	>0.90
Value	1.880	0.917	0.896	0.044	0.961	0.920	0.954
Conclusion	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

**Note:** Constructed by the Author

**Table 4** Confirmatory Factor Analysis Result

Constructs	Item	F a c t o r Loading	S.E.	T-value	CR>0.7	AVE>0.5
Perceived Usefulness	PU1	0.952	-	-	0.918	0.740
	PU2	0.832	0.031	27.125 ***		
	PU3	0.718	0.037	20.065 ***		
	PU4	0.920	0.038	35.479 ***		
Confirmation	CON1	0.758	-	-	0.830	0.620
	CON2	0.831	0.069	15.428 ***		
	CON3	0.770	0.068	15.428 ***		
Information Quality	IQ1	0.728	-	-	0.921	0.661
	IQ2	0.847	0.062	17.915 ***		
	IQ3	0.773	0.062	16.246 ***		
	IQ4	0.902	0.068	19.063 ***		
	IQ5	0.791	0.064	16.703 ***		
	IQ6	0.826	0.065	17.441 ***		
S y s t e m Quality	SYQ1	0.731	-	-	0.859	0.549
	SYQ2	0.748	0.073	14.407 ***		
	SYQ3	0.693	0.074	13.443 ***		
	SYQ4	0.720	0.048	21.152 ***		
	SYQ5	0.808	0.074	15.249 ***		
S e r v i c e Quality	SEQ1	0.689	-	-	0.770	0.529
	SEQ2	0.700	0.091	11.580 ***		
	SEQ3	0.788	0.099	11.608 ***		
Satisfaction	SAT1	0.805	-	-	0.797	0.569
	SAT2	0.788	0.070	15.044 ***		
	SAT3	0.662	0.071	13.214 ***		
Continuance Intention	CI1	0.617	-	-	0.755	0.509
	CI2	0.770	0.108	11.202 ***		
	CI3	0.743	0.101	11.119 ***		

**Note:** \*\*\*=P<0.001, \*\*=P<0.01, \*=P<0.05

**Note:** Constructed by the Author

As can be seen from Table 4, According to much research, the proportional factor loading level should be 0.50 (Truong & McColl, 2011). Presented the suggestions made in the study of Fornell and Larcker (1981), the Composite Reliability (CR) rises above the 0.7 level. Each piece of content feature's



average variance (AVE) should not be less than 0.50 (Fornell & Larcker, 1981). The conclusions of the investigation into and presentation of the discriminant validity are displayed in Table 5. The perpendicularly stated quantity is the AVE square root of the variables, and none of the parameters coordinating two or more latent variables remained greater than 0.80. This means that using these quantitative metrics, the discriminant validity was determined.

**Table 5** Discriminant Validity

	CI	SAT	SEQ	SYQ	IQ	CON	PU
CI	0.713						
SAT	0.396	0.754					
SEQ	0.075	0.173	0.727				
SYQ	0.211	0.303	0.058	0.741			
IQ	0.049	0.118	0.061	0.070	0.813		
CON	0.155	0.285	0.080	0.111	0.065	0.787	
PU	0.364	0.260	0.015	0.165	0.004	0.245	0.860

**Note:** Constructed by the Author

### Structural Equation Model (SEM)

By Yuan et al. (2017), whose work supported this claim, structural equation modeling (SEM) has become a vital approach to statistics in many fields for investigating both the interactions between hidden structures in addition to interactions between latent constructs and respective apparent consequences. Table 6 shows the fact that when straightened out using SPSSAMOS version 24, the combined values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were exactly within acceptable bounds. In addition, an outcome, the goodness of fit of the SEM was confirmed.

**Table 6** Goodness of Fit for Structural Equation Modeling

Content	CMIN/DF	GFI	AGFI	RMSEA	CFI	NFI	TLI
Standard	<3.00	>0.90	>0.80	<0.05	>0.90	>0.90	>0.90
Value	2.016	0.907	0.899	0.047	0.952	0.910	0.947
Conclusion	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

**Note:** Constructed by the Author

### Hypothesis Testing Results

Considering the calculated findings in Table 7, The strongest association between satisfaction and continuance intention was found, with a standardized path coefficient ( $\beta$ ) of 0.409 and a t-value of 6.472\*\*\*. The second association between system quality and satisfaction was found, with a standardized path coefficient ( $\beta$ ) of 0.348 and a t-value of 6.272\*\*\*. The third association between perceived usefulness and continuance intention was found, with a standardized path coefficient ( $\beta$ ) of 0.333 and a t-value of 6.040\*\*\*. The fourth association between confirmation and satisfaction was found, with a standardized path coefficient ( $\beta$ ) of 0.290 and a t-value of 5.333\*\*\*. The fifth association between service quality and satisfaction was found, with a standardized path coefficient ( $\beta$ ) of 0.173 and a t-value of 3.143\*\*. The last association between information quality and satisfaction was found, with a standardized path coefficient ( $\beta$ ) of 0.117 and a t-value of 2.355\*.

**Table 7** Hypothesis Result of the Structural Equation Modeling

Hypotheses	Path	Standardized Path Coefficient ( $\beta$ )	T-Value	Tests Result
H1	CI $\leftarrow$ PU	0.333	6.040***	Supported
H2	SAT $\leftarrow$ CON	0.290	5.333***	Supported
H3	SAT $\leftarrow$ IQ	0.117	2.355*	Supported



Hypotheses	Path	Standardized Path Coefficient ( $\beta$ )	T-Value	Tests Result
H4	SAT $\leftarrow$ SYQ	0.348	6.272***	Supported
H5	SAT $\leftarrow$ SEQ	0.173	3.143**	Supported
H6	CI $\leftarrow$ SAT	0.409	6.472***	Supported

**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$

**Note:** Constructed by the Author

Table 7 presents the results of the analysis. with a standardized path coefficient of 0.333 in H1, the research indicated that perceived usefulness is one of the key aspects of continuance intention and a t-value of 6.040\*\*\*. Perceived usefulness is a forerunner of the continuance intention. Perceived usefulness has an enormous effect on trainers' decisions to use or reject technological tools in educational environments. Although the perceived usefulness will interact with the perceived ease of use, every single one of the aforementioned variables will reinforce an intellectual continuance intention of effective usage at something comparable time (Lwoga & Komba, 2015; Lee, 2010; Cheng, 2012; Lin & Wang, 2012; Firomumwe & Gamira, 2021; Huang, 2022).

With a standardized path coefficient of 0.290 in H2, the research indicated that confirmation is one of the key aspects of satisfaction and a t-value of 5.333\*\*\*. Learners' SAT scores through the web learning environment shall be determined based on their respective CON of framework rules and regulations. Representatives who stand and patrons both CON or deny their initial views of a utilized or inhaled initially after seeing its execution and experiencing SAT attached to it (Lee, 2010; Lin & Wang, 2012; Tan & Kim, 2015; Xu et al., 2017).

Moreover, with a standardized path coefficient of 0.117 in H3, the research indicated that information quality is one of the key aspects of satisfaction, and a t-value of 2.355\*. Considering the satisfaction and the probable likelihood of a particular person returning, information quality has significant implications. The value associated with something is going to hinge on exactly how individuals perceive it along with the magnitude of satisfaction with your relative's professional expertise (Chen, 2010; Ranganathan & Ganapathy, 2002; Chang, 2012; DeLone & McLean, 1992, Roca et al., 2006).

Furthermore, with a standardized path coefficient of 0.348 in H4, the research indicated that system quality is one of the key aspects of satisfaction and has a t-value of 6.272\*\*\*. System quality, information quality, and service quality constitute the three crucial predictors whose services eventually influence viewer satisfaction and predict whether or not virtual schooling will keep occurring. The system quality component is anticipated to have a pleasant impact on the entire e-learning satisfaction (Chang, 2012; Bharatia & Chaudhury, 2004; Machado-Da-Silva et al., 2014; Zhao, 2016; Gamage et al., 2015).

Additionally, with a standardized path coefficient of 0.173 in H5, the research indicated that service quality is one of the key aspects of satisfaction and has a t-value of 3.143\*\*. Service quality has a substantial influence on customer satisfaction. Even though service quality has had an enormous effect on both client satisfaction and their perception of benefits (Zeithaml and Bitner, 2006; Park and Kim, 2003; Liu et al., 2011; Tam, 2000).

Eventually, with a standardized path coefficient of 0.409 in H6, the research indicated that satisfaction is one of the key aspects of continuance intention and a t-value of 6.472\*\*\*. Respondents' satisfaction with knowing the infrastructure for online education may have a direct effect on how eager they are to use it. The project stands to reason clientele ought to be ten times more likely to remain interested in continuing to make use of services about cloud computing assuming that they perceive them to be acceptable. Under the wider context of the online world, satisfaction is a precursor to continuation intention (Larsen et al., 2009; Lee, 2010; Lin & Wang, 2012; Chen et al., 2009; Oliver, 1980).



### Direct, Indirect, and Total Effects

For pertinent information on direct, indirect, and overall effects, check Table 8.

**Table 8** Direct, Indirect, and Total Effects

		IV & MV					
MV & DV	Effect	SEQ	SYQ	IQ	CON	PU	SAT
SAT	DE	0.173**	0.348***	0.117*	0.290***	-	-
	IE	-	-	-	-	-	-
	TE	0.173**	0.348***	0.117*	0.290***	-	-
	R <sup>2</sup>	0.249					
CI	DE	-	-	-	-	0.333***	0.409***
	IE	0.071**	0.142***	0.048*	0.119***	-	-
	TE	0.071**	0.142***	0.048*	0.119***	0.333***	0.409***
	R <sup>2</sup>	0.278					

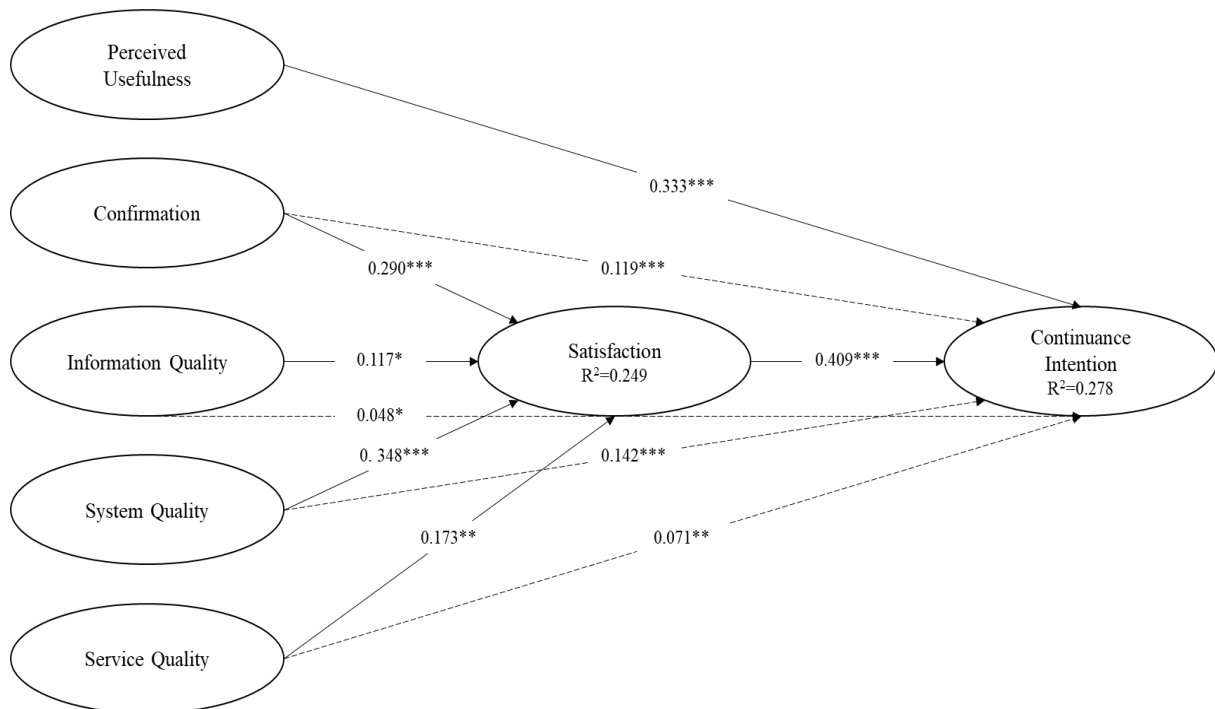
**Note:** IV=Independent Variable, DV=Dependent Variable, DE=Direct Effect, IE=Indirect Effect, TE=Total Effect; \*\*\*=p<0.001; \*\*=p<0.01; \*=p<0.05.

**Note:** Constructed by the Author

The theoretical structure of this investigation encompasses 5 independent variables, 1 mediator, and 1 dependent variable. The path diagram analysis has been summed up in Figure 2.

Within this particular investigation, the dependent variable was continuance intention, and the R<sup>2</sup> was 0.278, demonstrating that the full set of independent variables plus mediator variables may have been responsible for 27.8 percent of the variations in continuance intention. Apart from that, one out of the following two latent factors significantly affected continuance intention directly: perceived usefulness and satisfaction. The appropriate effect points were 0.333\*\*\* and 0.409\*\*\*. Meanwhile, coupled with values of 0.071\*\*, 0.142\*\*\*, 0.048\*, and 0.119\*\*\*, specifically, service quality, system quality, information quality, and confirmation additionally showed a substantial indirect impact on continuance intention.

Last but not least, satisfaction was identified as an additional mediator variable in the present research, with R<sup>2</sup> of 0.249 indicating that confirmation, information quality, system quality, and service quality all contributed 24.9 percent to satisfaction. Service quality, system quality, information quality, and confirmation all profoundly affected satisfaction directly, with values of 0.173\*\*, 0.348\*\*\*, 0.117\*, and 0.290\*\*\*.



**Figure 2** Path Diagram Analysis  
**Note:** \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$   
**Note:** Constructed by the Author

## Conclusion

The purpose of this study was to identify the variables that significantly influenced the continuance intention of undergraduate students in four different majors who were enrolled in an Iclass online course at the Sichuan University of Media and Communications' film department in the Sichuan province of China. Six hypotheses were developed using the theoretical framework to support the processes that occur involving perceived usefulness, confirmation, service quality, system quality, information quality, satisfaction, and continuance intention. 500 undergraduate students with appropriate expertise in Iclass distance learning obtained an array of elements as part of the finding's strategy. In the end, 458 valid questionnaires and 42 invalid questionnaires were recovered. The conceptual framework's reliability and validity were verified by mathematical processes utilizing confirmatory factor analysis (CFA). Besides, the Structural Equation Model (SEM) was applied to validate the main factors that affected the continuance intention substances, and preliminary results proved the majority of the hypotheses were promoted.

The conclusions of this research investigation indicate which satisfaction has the most significant effect on continuance intention. The subsequent factor affecting satisfaction is system quality. The ultimate factor is how perceived usefulness affects continuance intention. The subsequent one is confirmation's impact on satisfaction. The least impact on satisfaction scores is information quality, with a smaller standardized path coefficient.

## Recommendation

Based on the results of this quantitative survey, the researchers put forward the following practical suggestions for follow-up online education. First of all, from the perspective of confirmation, teachers should let students confirm their expectations of the teaching system through the teaching use of Iclass. Only when students confirm the experience of using Iclass and give positive feedback can they finally realize their expectations of the online teaching system? Students' confirmation and satisfaction with the online teaching system will be improved. In turn, it can enhance students' intention



to use Iclass continuously and make students believe that online teaching can promote their academic performance.

Information quality is students' assessment of the accuracy, sufficiency, and timeliness of uploading educational resources. Information quality is realized by the teachers in the teaching process. Teachers' position in this teaching link is very important, and students' satisfaction with Iclass should be improved through the use of online teaching. To recognize the effectiveness of online education and enhance learning fun and motivation.

Furthermore, system quality is widely regarded as one of the most important factors affecting users' satisfaction with technology, and it plays an important role in the continuous intention of online education platforms. In the teaching process, teachers can effectively contact the staff in the background of the Iclass system and give timely feedback about the system in the classroom, to improve the quality of the system. Combining the characteristics of the four major directions of this study, adjusting the system quality in time is related to the learning style of the students in the Film Academy, and finally achieving the students' satisfaction with Iclass.

In addition, service quality is one of the important variables that may affect students' satisfaction. According to the characteristics of film, television, and drama art majors of this research object, teachers should expand the effective use of online platforms when using the e-learning system of Iclass. In the process of using the online platform, timely discover and feedback useful data to the platform technicians, to improve the service quality of the platform. Through the promotion of service quality, students can have a certain positive recognition of Iclass' service quality. Thus, it can improve their learning satisfaction and continuous intention of using the teaching platform.

Of course, from perceived usefulness, according to the technical characteristics of online learning, teachers should provide a large number of teaching materials to the Iclass platform. Based on the professional characteristics of the four major directions in this study, the video tutorial in e-learning is used to provide the perceived usefulness of the platform. This can help solve students' learning problems, thus making students realize that Iclass can effectively promote learning.

Finally, only when students' satisfaction with the above variables is improved, students' continuous intention for the Iclass be ensured. In teaching activities, teachers should stimulate students to have a clear understanding and understanding of the above variables. Because learners are eager to improve their learning ability and academic performance. When they realize that Iclass can help them improve their learning level, they will have more time to use the e-learning system. Meanwhile, overall satisfaction is improved, and learners are more likely to continue to use these types of services. The continuation intention of Internet education is greatly helpful for teachers and students to judge the beneficial influence of online teaching on learning.

### Limitations and Further Exploration

Three factors are among the constraints for this study, including the nearly one-year length of the quantitative research period. Furthermore, the study solely concentrates on undergraduate students at specialized media artistic endeavors institutions in Sichuan Province. Apart from that, only six possible variables have implications for Continuance Intention in the conceptual framework used in the present research. The three perspectives that proceed refer to the future investigation as a result: first of all, in light of what came out of the current study, conduct additional investigation into relevant topics. Besides, incorporate other regions of China in the research's purview. Finally, to develop a conceptual framework, it is also important to look into other technological adoption theories, such as UTAUT, TRA, TPB, and so on.

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