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The Factors Impacting Behavioral Intention Toward Using the Tencent Meeting by Undergraduate Students in Performing Majors from Sichuan University of Media and Communications

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Abstract

Background and Aims: Online education platforms have surged in popularity and usage, necessitating a deeper understanding of the factors influencing user satisfaction. this study sought to elucidate the factors influencing the behavioral intentions of performing major undergraduates at Sichuan University of Media and Communications, China.

Methodology: This study used a quantitative approach to assess the satisfaction of undergraduate students in performing majors from Sichuan University of Media and Communications with the Tencent Meeting platform. Data was gathered using a structured Likert-scale questionnaire. The instrument's reliability and validity were confirmed through expert reviews and a Cronbach's Alpha-based pilot test. After data collection, statistical analyses, including regression, were employed to interpret the results.

Result: The structured questionnaire highlighted key factors influencing this satisfaction. The data's validity and reliability were further reinforced by expert reviews and a positive Cronbach's Alpha score from the pilot test. Statistical analyses, particularly regression, indicated strong correlations between platform features, such as system quality and service quality, and overall student satisfaction.

Conclusion: The study conclusively demonstrates that the Tencent Meeting online platform is well-received by undergraduate performance students at Sichuan University of Media and Communications. Through rigorous quantitative analysis, key features, especially system and service quality, emerged as pivotal to student satisfaction. These findings underscore the platform's efficacy and provide valuable insights for enhancing online educational experiences in the future.

Keywords: Behavioral Intention; Tencent Meeting; Undergraduate Students; Performing Majors

Introduction

In the era of digital transformation, online communication platforms have become an integral part of academic and professional life. With their capacity to foster collaboration and streamline discussions, these platforms have significantly impacted the way students and professionals interact and share knowledge. Among the myriad of available online communication tools, Tencent Meeting has emerged as a popular choice, particularly in the Chinese market, offering a suite of features tailored to cater to a diverse range of users. Tencent Meeting is a platform for online video conferencing. It is also an essential tool for online teaching, offering the capability of conducting online meetings and class recordings while providing a clear and organized view of the meeting list. It offers many features, including member management, chat, and document sharing, which enable students to benefit from real-time screen sharing and facilitate more intuitive communication and presentations (Wu & Li，2022).

Sichuan University of Media and Communications, being one of the premier institutions in China, recognizes the importance of integrating technology into its curriculum, especially in the performing majors where communication is key. As the new generation of undergraduates becomes more tech-savvy, understanding their inclination towards using platforms like Tencent Meeting becomes essential. This not only helps in optimizing the teaching methodologies but also ensures that students are equipped with the tools they prefer.

Objective

This study aims to delve deeper into the behavioral intentions of undergraduate students in performing majors at the Sichuan University of Media and Communications towards using Tencent Meeting. We evaluate students' behavioral intentions toward online learning by identifying the core

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issues of online teaching at the Sichuan University of Media and Communications. Quantitative survey methods are required to investigate students' requests and expectations surrounding the usage of Tencent Meeting in learning online. This also adds to the article's originality. In essence, this study focuses on students' behavioral intentions.

Literature Review

Online education in China

There's a noticeable void in studies focusing on online education in China. Despite the increasing traction and acceptance of online learning in China, there remains a scarcity of related scholarly articles. The domain of e-learning is relatively emergent, with its theoretical foundations still in their infancy. A comprehensive and unified theoretical framework is currently lacking, rendering deep, theoretical exploration of online instruction's essence and processes challenging. The methodologies employed in the present research are somewhat limited in scope, often relying on traditional methods such as surveys and case studies (Xiao & Li, 2020). There's a missed opportunity in leveraging advanced tools like data analytics, and artificial intelligence in online education, or more quantitative methods like experimental research. Essentially, there's a disconnect between theoretical research and practical application in online education. The existing theory often fails to address real-world challenges, and practical experiences aren't adequately conceptualized.

A search for "online learning" on the Chinese Knowledge Resources Database (CNKI) in August 2023 yielded 21,500 relevant entries, of which 13,100 were scholarly articles. This underscores the need for a richer corpus of literature on online instruction in China, with an emphasis on enhancing theoretical exploration. Furthermore, there are additional areas to address, such as fostering multidisciplinary research and promoting international collaboration and exchange. It's imperative to elevate the depth of research in online education, ensuring it garners the focus of both academics and educational professionals. Additionally, it's crucial to motivate local researchers to intensify collaborations with their international counterparts, assimilate insights from global e-learning research, and champion the expansion and enrichment of Chinese literature on online education.

Tencent Meeting as an Online Education Platform

Tencent Meeting is a cloud-based platform for audio and video conferencing, collaboration, and chat. It is a popular online education platform in China and has been used as an alternative to Zoom for teaching online. During the pandemic, VooV Meeting, a version of Tencent Meeting, made free online conferencing with up to 300 attendees available to users all over the world. Tencent Meeting offers a one-stop online education solution that integrates diverse features such as real-time communication, instant messaging, screen sharing, and interactive whiteboard, simulating real-world teaching scenarios and meeting various teaching needs (Tecentcloud.com). In addition, a recent study investigated factors influencing students' acceptance of Tencent Meeting/VooV Meeting as an online learning platform and found that adding a community of inquiry and collaborative learning constructs as external factors can extend the UTAUT model (Qin, 2023).

Behavioral Intention

Ajzen (1991) posits that behavioral intention refers to an individual's subjective readiness to engage in a certain activity. According to Davis (1989), behavioral intention (BI) may be defined as the extent to which an individual consciously formulates intentions to either engage in or abstain from a certain future task. The concept of behavioral intention pertains to the estimation of the probability that an individual would engage in a certain activity within a reasonably proximate timeframe. As per the research conducted by Fishbein and Ajzen (1975), behavioral intention refers to the personal evaluation made by an individual on their future behavior. Warshaw and Davis argue that the meaning and importance of purpose might vary based on its usage in ordinary discourse. Behavioral Intention (BI) was defined by Fishbein and Ajzen (1975) as the extent to which an individual has formulated deliberate plans to either engage in or abstain from future behaviors. Behavioral intention refers to the cognitive depiction of an individual's readiness to engage in a certain activity, which is considered the primary determinant of their actions (Lo'pez-Nicolas et al., 2008; Shin, 2009; Ajzen, 1991). Behavioral intention refers to the degree to which an individual has consciously made decisions to engage in a certain activity in the future, as opposed to just carrying out the behavior without deliberate thought (Warshaw & Davis, 1985).

Relationship between Satisfaction and Behavioral Intention

Baker's study found that the specific nature of the relationship between service quality and consumer satisfaction, as well as how these two constructs combine to impact consumer purchase intentions, continues to perplex marketing researchers (Baker et al., 2000). Another study focused on

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the intention-behavior gap and found that it is common to distinguish between goal intentions and behavioral intentions, with the former focusing on achieving desired goals and the latter focusing on engaging in a behavior or action (Conner, 2022). In general, attitudes, behavioral intentions, and behavior are all related constructs that have been studied extensively in psychology and marketing research (Kim, 1993). Specifically, perceived service quality can affect patient behavioral intentions in healthcare settings (Choi, 2004). In terms of the relationship between satisfaction and behavioral intention, it seems that satisfaction can have a significant impact on behavioral intention in a variety of service industries. However, more research is needed to fully understand the mechanisms underlying this relationship and to develop effective strategies for improving customer satisfaction and increasing behavioral intention.

Undergraduates and Online Learning

The impact of online learning on undergraduate students can vary depending on a variety of factors, including the quality of the online course, the level of student engagement and motivation, and the specific learning outcomes being targeted. More research is needed to fully understand the mechanisms underlying this relationship and to develop effective strategies for promoting student learning outcomes in online courses.

Pei and Wu (2019) conducted a systematic review and meta-analysis to investigate whether online learning is more effective than offline learning in undergraduate medical education. The study analyzed 16 randomized controlled trials that compared online and offline learning in undergraduate medical education. The authors used a random-effects model to calculate the standardized mean difference (SMD) and 95% confidence intervals (CI) for each study. Kemp and Grieve (2014) conducted a study to investigate the impact of classroom versus online learning on undergraduate students' opinions and test performance. The study involved 69 undergraduate students who completed two modules of a psychology course, with one module delivered in a traditional face-to-face classroom setting and the other module delivered online. However, the results of the study showed that students had mixed opinions about classroom versus online learning. While some students preferred the convenience and flexibility of online learning, others preferred the face-to-face interaction and support provided by traditional classroom settings. However, there was no significant difference in test performance between the two modes of instruction. Besides, Akhter et al. (2022) investigate the barriers that intensify undergraduate students' unwillingness to online learning during the COVID-19 pandemic in public universities in a developing country. The study involved 385 undergraduate students who completed an online survey that assessed their perceptions of online learning, their access to technology and resources, and other factors that may influence their willingness to engage in online learning. The results of the study showed that undergraduate students faced several barriers to online learning during the pandemic, including a lack of access to reliable internet and technology, a lack of support and guidance from instructors, and difficulties with time management and motivation. The study also found that students who had positive attitudes towards online learning and who had access to reliable technology and resources were more likely to engage in online learning.

In terms of undergraduate students' perspectives on online learning, it is important to note that individual experiences and opinions can vary widely. Some students may find online learning to be more convenient and flexible than in-person learning, while others may struggle with the lack of face-to-face interaction and support. Educators and institutions need to consider the diverse needs and preferences of their students when designing and delivering online courses.

Conceptual Framework

To establish the conceptual framework for this study, we examined existing research methodologies. Drawing from the ISSM theory, we referenced four theoretical frameworks for our investigation. Al-Adwan, A. S., Albelbisi, N. A., Hujran, O., Al-Rahmi, W. M., & Alkhalifah, A. (2021) delved into the interplay between information quality, system quality, service quality, and satisfaction. Meanwhile, Ramos, R.A., Carandang, E.S.P., & Pante, T.O. (2022) highlighted four key aspects, focusing on Learner Engagement and Satisfaction within an Online Mathematical Program at a standalone Philippine university.

The influence of task-technology compatibility on the continuity and impact of cloud-based online learning. Similarly, Munadi and Saputra (2022) gauged learner satisfaction in internet-based education, employing the model adopted in our research. In our current study, we introduced new variables related to student satisfaction in distance learning, encompassing elements like learner dedication. The conceptual framework was devised in line with these elements, as depicted in Figure 1.

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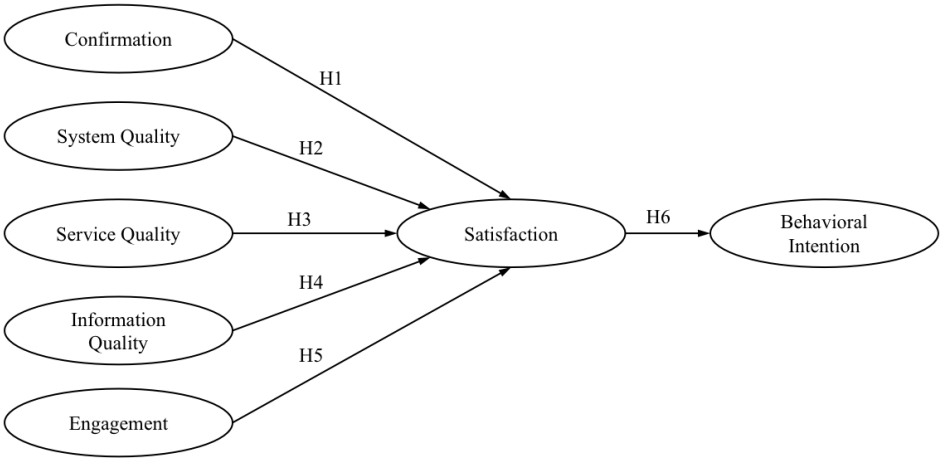

Figure1. Conceptual Framework
Note: Constructed by the author

Considering six underlying variables — confirmation, system quality, service quality, information quality, engagement, and satisfaction — this study aimed to explore the key factors affecting the satisfaction of undergraduate performance students with online education at a private university in Sichuan Province, China. Additionally, this research delved into the causal links among these variables to identify determinants that influence satisfaction.

According to the structure of the conceptual framework, the following hypotheses were formulated:

H1: Confirmation has not significantly impacted satisfaction.
H2: System quality has not significantly impacted satisfaction.
H3: Service quality has not significantly impacted satisfaction.
H4: Information quality has not significantly impacted satisfaction.
H5: Engagement has not significantly impacted on satisfaction.
H6: Satisfaction has not significantly impacted behavioral intention.

Methodology

This study aimed to investigate the satisfaction of undergraduate students majoring in performance towards the online education platform, Tencent Meeting. The students are from the Sichuan University of Media and Communication in China. A quantitative method was used in this research to collect data on student responses.

Research Instrument

The primary tool used in this study was a quantitative questionnaire, structured into three main parts: a screening question, demographic details, and scale items evaluating various observed variables. To begin with, a standard screening question was crafted to identify and assess individuals based on specific attributes (Kennedy et al., 2011). Using this screening item, the researcher ensured that the selected participants were appropriate for subsequent interviews. The demographic section aimed to gather basic information about the participants, such as their gender, field of study, and relevant university details (Mertens, 2015; Lodhi et al., 2016). Three specific items were used to capture this information, encompassing gender, university affiliations, and academic year. Moreover, 27 scale items, derived from earlier studies, were employed to assess the latent variables. This included 3 items for Confirmation, 5 items for System Quality, 3 items for Service Quality, 5 items for Information Quality, 5 items for Engagement, 3 items for Satisfaction, and 3 items for Behavioral Intention. For the evaluation of these scale items, a five-point Likert scale was adopted. On this scale, a score of 5 represented strong agreement with positive statements, while a score of 1 indicated strong disagreement with negative statements (Salkind, 2017).

Validation of the Research Instrument

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To ensure the validity of the scale items, four experts, each possessing a Ph.D. and holding a position of at least associate professor with a minimum of nine years of experience in online education research, were enlisted. They undertook the item-objective congruence (IOC) assessment to validate the specific objectives proposed by the instrument creator for this study. The lowest IOC assessment score was 0.75, suggesting that all scale items met the desired content validity threshold.

A pilot test was carried out to assess the internal consistency reliability of the research instrument. Based on recommendations from various researchers (Hassan et al., 2006; Lavrakas, 2008), a sample size ranging between 10 to 30 participants is deemed suitable for pilot testing. In this context, 40 students participated in the pilot test. The internal consistency reliability was ascertained using the Cronbach's Alpha index. The results revealed that the lowest Cronbach's Alpha value across the constructs was 0.808, signifying that the scale items exhibited exemplary internal reliability. Comprehensive details of these findings are presented in Table 1.

Table 1. Value of the Internal Consistency Reliability Analysis of the Pilot Test

Variable	Number of Items	Cronbach's Alpha
Confirmation	3	0.892 (Good)
System Quality	5	0.878 (Good)
Service Quality	3	0.831 (Good)
Information Quality	5	0.832 (Good)
Engagement	5	0.815 (Good)
Satisfaction	3	0.881 (Good)
Behavioral Intention	3	0.808 (Good)

Source: Illustrated by The Author

Data Collection and Analysis

A total of 500 students majoring in art design from the four target universities received the in-person questionnaire forms after the content validity and internal consistency reliability assessments that came before the large-scale data collection. To analyze the data, the researchers used the statistical tools JAMOVI and AMOS. Additionally, the researchers used confirmatory factor analysis (CFA) to assess the discriminant validity, average variance extracted (AVE), composite reliability (CR), factor loading, and t-value. The results of the hypotheses as well as the direct, indirect, and overall effects of the correlations between the latent variables were then investigated using the structural equation model (SEM).

Population and Sample Size

The target demographic for the survey was the complete performance of undergraduates from the Sichuan University of Media and Communications in Sichuan Province, China. Hair, et al. (2013) suggested a minimum sample size of 200–500 participants for the difficult methodological approach in the structural equation model. So, from a population of 1853 students, 500 students were chosen as the final sample size after screening and quota selection.

Sampling Strategy

The target university's 1853 undergraduate students in Sichuan Province, China, who first received a two-month online education, comprised the sample. Then, 500 respondents were chosen as the final stage sample using quota selection from among the 12 divisions. 478 of the surveys were deemed legitimate once they were all collected.

Table 2 Number of Population and Sample Size

Target Public University	Grade	Major	Population Size Total = 1853	Proportional Sample Size Total = 500
	Freshman	N/A	648	174
	Sophomore	N/A	675	181

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Target Public University	Grade	Major	Population Size Total = 1853	Proportional Sample Size Total = 500
Sichuan University of Media and Communications	Junior	Drama Performance	201	54
		Film and TV Performance	112	30
		Drama Education	56	15
		Children's Drama	29	7
		Drama Application	64	17
		Media Performance	30	8
		Soundtrack	90	24
		Media Channel Host	21	5
	Senior	Drama Performance	164	44
		Film and TV Performance	113	30
		Drama Education	78	21
		Children's Drama	18	4
		Drama Application	45	12
		Media Performance	51	13
		Soundtrack	93	25

Source: Illustrate by the Author

Results and Discussion

Demographic Information

The comprehensive demographic characteristic information of 478 respondents is summarized in Table 3. Male students constituted 53.77% of all participants, while female respondents comprised 46.23% of students, more details are presented in table 3.

Table 3 Demographic Information

Demographic Information (n=478)		Frequency	Percentage
Gender	Male	257	53.77%
	Female	221	46.23%
Grade	Freshman	111	23.22%
	Sophomore	89	18.62%
	Junior	68	14.23%
	Senior	210	43.93%
Age	18-20	137	28.66%
	21-22	67	14.02%
	23-24	62	12.97%
	25-26	63	13.18%
	Over 26	149	31.17%

Note: Constructed by the Author

Confirmatory Factor Analysis (CFA)

The component and loading counts of the scale items were compared against predictions based on theories or hypotheses using confirmatory factor analysis (CFA). The factor loading results and acceptable values for each observed variable showed how well the research matrix suited the data (Hair et al., 2010). Additionally, all applicable thresholds for the absolute fit indicators, such as CMIN/DF, GFI, AGFI, and RMSEA, as well as the incremental fit measures, such as CFI, NFI, and TLI, are shown in Table 4 and meet the criteria. As a result, all the goodness of fit metrics used in the CFA evaluation were valid.

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Table 4 Goodness of Fit for Confirmatory Factor Analysis

Index	Criterion	Source	Practical values
CMIN/DF	<3	Hair et al. (2010)	1.839
GFI	>0.90	Bagozzi & Yi (1988)	0.923
AGFI	>0.80	Sica & Ghisi (2007)	0.903
RMSEA	<0.05	Pedroso et al. (2016)	0.042
CFI	>0.90	Bentler (1990)	0.965
NFI	>0.90	Bentler & Bonnet (1980)	0.926
TLI	>0.90	Bentler & Bonnet (1980)	0.959

Note: Constructed by the Author

Table 5 Discriminant Validity

	CON	SYQ	SEQ	INQ	ENG	SAT	BI
CON	0.726						
SYQ	0.131	0.759					
SEQ	0.151	0.166	0.768				
INQ	0.150	0.179	0.290	0.802			
ENG	0.028	0.185	0.019	0.055	0.839		
SAT	0.207	0.327	0.380	0.288	0.179	0.812	
BI	0.028	0.011	0.182	0.048	0.063	0.286	0.748

Note: Constructed by the Author

Structural Equation Model (SEM)

In this study, the CFA assessment was followed by the structural equation model (SEM) verification. The SEM approach is used to assess a particular combination of linear coefficients to determine whether or not the proposed causality explanation fits. In addition, SEM investigates the causal link between the traits in the given matrix and adjusts the coefficient to account for bias in judgment or dishonesty (Rattanaburi, 2021). Table 6 shows that the combined values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all over allowable limits after being corrected using AMOS version 24. The results show that the SEM's goodness of fit was proven.

Table 6 Goodness of Fit for Structural Equation Modeling

Index	Criterion	Source	After Adjustment Values
CMIN/DF	<3	Hair et al. (2010)	2.129
GFI	>0.90	Bagozzi & Yi (1988)	0.907
AGFI	>0.80	Sica & Ghisi (2007)	0.889
RMSEA	<0.05	Pedroso et al. (2016)	0.049
CFI	>0.90	Bentler (1990)	0.950
NFI	>0.90	Bentler & Bonnet (1980)	0.910
TLI	>0.90	Bentler & Bonnet (1980)	0.944

Note: Constructed by the Author

Hypothesis Testing Results

According to the outcomes shown in Table 8, service quality exhibited a direct, significant effect on satisfaction, resulting in the strongest impact effects in this quantitative approach, a standardized path coefficient (β) of 0.359 (t-value = 6.717***). System quality provides the second powerful considerable interaction effect on satisfaction with β at 0. 273 (t- t-value of 5.524 ***).

Additionally, information quality significantly influenced satisfaction with the β at 0.214 (t-value at 4.422***), while engagement of Tencent meeting with the β at 0.146 (t-value at 3.130***), as well as confirmation which influenced satisfaction with β at 0.130 (t-value at 2.561***). Moreover,

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satisfaction was also examined and determined to substantially impact behavioral intention with the β of 0.320 (t-value of 5.696***).

Table 7 Hypothesis Result of the Structural Equation Modeling

Hypotheses	Path		Standardized Coefficient (β)	Path	T-Value	Tests Result
H1	SAT	← CON	0.130		2.561 *	Supported
H2	SAT	← SYQ	0.273		5.524 ***	Supported
H3	SAT	← SEQ	0.359		6.717 ***	Supported
H4	SAT	← INQ	0.214		4.422 ***	Supported
H5	SAT	← ENG	0.146		3.130 **	Supported
H6	BI	← SAT	0.320		5.696 ***	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05
Note: Constructed by the Author

In H1, the hypothesis posits that the extent to which the performance of Tencent Meeting matches students' expectations (confirmation) would influence their satisfaction levels. The positive coefficient (β = 0.130) indeed supports this claim, but the relatively low magnitude of the coefficient suggests that while the match between expectation and performance matters, it might not be the most influential factor for student satisfaction.

In H2, the hypothesis suggests that the quality of the Tencent Meeting system plays a significant role in determining student satisfaction. With a strong coefficient (β = 0.273), it is evident that system quality is a key determinant in shaping user satisfaction. A better functioning, user-friendly system would naturally lead to more satisfied users.

In H3, service quality appears to be the most influential factor affecting student satisfaction, with the highest coefficient (β = 0.359). This implies that the overall quality of service, which includes customer support, system uptime, and other service-related aspects of Tencent Meeting, has the most potent effect on student satisfaction. Users place a high premium on the quality of service they receive.

In H4, the quality of information provided by Tencent Meeting—how clear, timely, and accurate the data and feedback are—also significantly impacts satisfaction (β = 0.214). Users value clear and precise information, emphasizing the importance of ensuring accurate feedback and data clarity in Tencent Meetings.

In H5, engagement, or the extent to which students find Tencent Meeting interactive and immersive, has a positive influence on satisfaction (β = 0.146). While this factor is less influential than service or system quality, it's still significant. This suggests that adding interactive features or improving user engagement could elevate user satisfaction.

In H6, the final hypothesis underscores the connection between satisfaction and behavioral intention. A coefficient of 0.320 indicates that students who are satisfied with Tencent Meeting are more likely to continue using it and possibly recommend it to peers. This linkage emphasizes the importance of maintaining high user satisfaction to ensure continued use and positive word-of-mouth.

The findings underscore the pivotal role of service quality in influencing user satisfaction, more so than other factors like system quality, information quality, engagement, or confirmation. While all factors are significant, prioritizing service quality improvements could yield the highest dividends in terms of user satisfaction. Furthermore, ensuring users are satisfied is crucial as satisfaction directly relates to their intentions to continue using Tencent Meeting in the future.

Direct, Indirect, and Total Effects

The model explains approximately 28.7% of the variance in Satisfaction, as denoted by an R^2 value of 0.287. The model accounts for about 10.2% of the variance in Behavioral Intention, represented by an R^2 value of 0.102. Engagement has a direct and significant positive effect on satisfaction, meaning that as engagement with Tencent Meeting increases, satisfaction levels also rise. However, the effect, while statistically significant, is moderate in magnitude. The quality of information in Tencent Meetings has a more substantial direct positive effect on satisfaction. This implies that clear, accurate, and timely

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information provided by the platform significantly enhances user satisfaction. Service quality exhibits the strongest direct influence on satisfaction among the factors. This highlights the importance of consistent, high-quality service in ensuring user satisfaction. The quality of the Tencent Meeting system also plays a pivotal role in determining user satisfaction, with its effect being considerable, though lesser than service quality. Confirmation has the least direct influence on satisfaction among the listed factors, though it is still statistically significant. It suggests that when the platform meets or surpasses user expectations, it can enhance satisfaction.

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

Conclusions

This research aimed to determine which factors had a significant impact on the performing major undergraduate students' behavioral intention regarding online education at Sichuan University of Media and Communications, China. The conceptual framework showed the six hypotheses to validate the interaction between confirmation, system quality, service quality, information quality, and satisfaction. Building upon the IS Success Model (ISSM) as utilized by Albelbisi (2021), our research sought to discern the primary determinants affecting the behavioral intentions of performing major undergraduates toward online education. Albelbisi's work specifically delved into the relationship between quality antecedents—such as system quality, information quality, and service quality—and satisfaction within the realm of MOOCs. Our investigation similarly aimed to examine these quality antecedents' effects, offering a more nuanced understanding of their impact on student satisfaction, particularly within the Tencent Meeting platform. To determine any interaction among these variables, 478 undergraduate students with experience in online education participated in answering the survey questionnaire. Confirmatory Factor Analysis (CFA) was utilized to determine whether the data fit the specified theory-derived measurement model. Likewise, Structural Equation Modeling (SEM) was utilized to evaluate the relationships between observed and latent variables that influence satisfaction and to test hypotheses. our study not only echoed the findings of Albelbisi regarding the paramount importance of service quality but also extended the ISSM framework by examining other variables like confirmation and engagement.

According to the findings of this research, our findings underscore the paramount importance of service quality, which emerged as the most influential determinant of satisfaction. Not far behind, system quality also showcased a strong influence on satisfaction levels, emphasizing the importance of a user-friendly and reliable system. Information quality and engagement with Tencent Meeting, while not as influential as service or system quality, still held significant sway over satisfaction levels, indicating the multifaceted nature of user satisfaction.

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Interestingly, confirmation, which pertains to the alignment between user expectations and platform performance, while statistically significant, had a relatively moderate influence. This suggests that while meeting user expectations is essential, other intrinsic platform qualities, such as service and system quality, may overshadow its impact.

Recommendations

Service quality has emerged as the paramount determinant of user satisfaction in digital platforms, with Tencent Meeting being no exception. A consistent, high-quality service transcends mere functionality; it fosters trust, reduces user frustration, and ensures a seamless experience. For Tencent Meeting, this translates to establishing a robust customer support system that operates round-the-clock, addressing user concerns with alacrity. Integrating a real-time feedback mechanism within the platform can act as a barometer for user sentiment, allowing developers to preemptively address issues and integrate user-suggested enhancements. Given the dynamic nature of digital platforms, regular software updates are not just advisable but imperative. These updates, aimed at bug fixes, introducing new features, or refining existing ones, should be informed by user feedback and global best practices. Additionally, guaranteeing maximum uptime by investing in robust infrastructure becomes vital; after all, a service, no matter how excellent, loses its sheen if not consistently available.

Parallel to service quality, the system's intrinsic quality—its reliability, user-friendliness, and overall functionality—plays a pivotal role in user satisfaction. The digital age user is discerning, with little patience for clunky interfaces or sluggish performance. Tencent Meeting, to remain a front-runner, should collaborate closely with User Experience (UX) specialists, ensuring an intuitive, streamlined interface. Performance optimization, ensuring brisk platform response even under high traffic, becomes a non-negotiable aspect of system quality. In an era, rife with cyber threats, bolstering security measures to protect user data and ensure encrypted, breach-proof communications is essential. Regularly introducing and refining features, especially those that enhance the interactivity and productivity of meetings, can further cement Tencent Meeting's position as a preferred choice.

Lastly, in an age where user engagement is a metric of success, platforms like Tencent Meeting must innovate continually to retain user interest. Passive user interaction can quickly devolve into platform abandonment. To mitigate this, introducing interactive features, such as polls or breakout rooms, can transform mundane meetings into dynamic, participative sessions. Personalizing user experiences, be it through interface customization or alert sound choices, can evoke a sense of ownership among users, enhancing platform loyalty. For novices, instead of perfunctory tutorials, Tencent Meeting could explore gamified onboarding processes, making the learning curve not just easy but enjoyable. Building a community around the platform, where users can network, share tips, or discuss issues, can further elevate engagement levels, fostering a sense of belonging and loyalty.

Limitations and Further Exploration

The study primarily focused on undergraduate students in performing majors from Sichuan University of Media and Communications. This specific demographic might not be representative of all Tencent Meeting users, limiting the generalizability of the findings to a broader audience. Besides, if the study was conducted at a single point in time, it might not capture the dynamic nature of user perceptions and intentions, which can evolve based on technological advancements or external factors. Future studies could explore the perceptions of different demographic groups, such as professionals, educators, or students from diverse academic backgrounds, to understand their unique needs and challenges.

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