Assessing Parents on Factors Impacting Primary Students' Continuance Intention to Use Tencent Class Platform in Chongqing City, China

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Abstract

Purpose: This research investigates parents on the factors influencing students' continuance intention of the Tencent Class platform among parents in a primary school located in Chongqing city, China. The conceptual framework encompasses perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention. **Research design, data, and methodology:** The target population comprises 500 parents of students in Grade 1-3 attending Shuren Primary School in China who have utilized the Tencent Class Platform. A quantitative research approach was employed, utilizing a questionnaire. The sampling techniques employed in this study encompass judgmental, convenience, and snowball sampling. To ensure the validity and reliability of the instrument, a pilot test was conducted involving a sample of 50 participants, and the item-objective congruence (IOC) index and Cronbach's alpha were utilized for the validity and reliability testing, respectively. The data obtained were analyzed using confirmatory factor analysis (CFA) and structural equation modeling (SEM). **Results:** Perceived responsiveness and information quality significantly impact self-efficacy. Self-efficacy, service quality and information quality significantly impact satisfaction. Satisfaction significantly impacts continuance intention through trust. **Conclusions:** This study lies in its potential to inform educational practices, platform development, policy-making, and academic discussions, ultimately benefiting parents, educators, platform developers, policy-makers, and researchers in the field of e-learning in primary education.

Keywords: Online Learning, Tencent Classroom, Satisfaction, Trust, Continuance Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The e-learning market in the Asia Pacific region is poised for significant growth, fueled by the increasing smartphone penetration and widespread availability of high-speed internet connectivity. With a smartphone ownership rate of around 90% in South Korea and internet penetration reaching approximately 95% in the region, the e-learning industry is expected to gain substantial traction. Furthermore, the presence of robust internet connectivity even in remote areas and small towns will further drive market growth (Graphical Research, 2020).

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E-learning has gained significant attention and implementation in primary schools in China due to its potential to enhance educational outcomes and provide flexible learning opportunities (Jiang & Liang, 2023). With the rapid advancement of technology and the widespread availability of internet connectivity, e-learning platforms have emerged as an effective tool for delivering educational content and facilitating interactive learning experiences.

In China, the adoption of e-learning in primary schools has been driven by various factors, including the government's initiatives to promote digital education and the increasing demand for quality education (Guanfu, 2023). The Ministry of Education in China has actively supported the integration of information and communication technology (ICT) in education, emphasizing the importance of e-learning platforms as a means to improve teaching and learning (Hao et al., 2017).

Tencent Classroom Platform, developed by Tencent Holdings Limited, is a prominent and widely used e-learning platform in China. With its comprehensive features and user-friendly interface, Tencent Classroom has gained popularity among educators, students, and parents alike (Hollister et al., 2022). The use of e-learning platforms, such as the Tencent Class platform, has become increasingly prevalent in educational settings. However, understanding the factors that influence parents' decision to continue using such platforms for their children's education is crucial for the long-term success and effectiveness of these platforms. Therefore, this research aims to investigate the factors that impact parents' continuance intention of the Tencent Class platform in a primary school in Chongqing city, China.

Understanding the factors that influence parents' decision to continue using the Tencent Class platform can provide valuable insights for educational institutions. The findings of this study can help schools in Chongqing city, China, and similar contexts to enhance parental engagement, improve communication strategies, and develop targeted interventions to support the effective use of e-learning platforms in primary education. Therefore, this study investigates parents on the factors influencing students' continuance intention of the Tencent Class platform among parents in a primary school located in Chongqing city, China. The conceptual framework encompasses perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention.

2. Literature Review

2.1 Perceived Responsiveness

Perceived responsiveness refers to "the perception of promptness, attentiveness, and effectiveness in addressing user needs and concerns within a specific context, such as an e-learning platform" (Roca et al., 2006). In addition, perceived responsiveness is defined as "the subjective perception of the platform's ability to promptly and effectively respond to user inquiries, requests, or issues related to the mobile learning context." It reflects the users' assessment of how well the platform addresses their needs and concerns in a timely manner (Zhang et al., 2012).

In terms of methodologies employed to measure perceived responsiveness, Chen et al. (2021) used surveys and interviews to assess students' perceptions of responsiveness in an online course. They found that students' satisfaction and perceived responsiveness were positively correlated, indicating that students who perceived greater responsiveness were more satisfied with the course.

Engaging in the discussion forum involves interactions where students receive responses from both their peers and instructors, which can stimulate further thinking and deepen their understanding of course-related issues, consequently enhancing their self-efficacy. A high level of perceived responsiveness signifies active participation by others, and witnessing such participation (vicarious experience) from peers positively influences an individual's self-efficacy (Bandura, 2001). Accordingly, the study proposes the following hypothesis:

H1: Perceived responsiveness has a significant impact on self-efficacy.

2.2 Information Quality

Information quality refers to "the accuracy, completeness, relevance, and reliability of the information provided in online learning environments" (Bawane & Spector, 2009). It encompasses the extent to which the information presented to learners is correct, up-to-date, pertinent to the learning objectives, and trustworthy. Information quality refers to "the perceived accuracy, relevance, completeness, and reliability of the educational content and resources provided within the e-learning platform" (Chiu et al., 2005). Alkhattabi et al. (2010) explored various e-learning quality assessment models. It identifies information quality as a crucial dimension and discusses the different aspects of information quality, such as accuracy, completeness, and objectivity, that impact the effectiveness of online learning.

DeLone and McLean (2003) investigated the relationship between the characteristics of data and the individual effects that can be measured through precision, practicality, satisfaction, importance, and consistency. Additionally, Alsabawy et al. (2016) proposed that the characteristics of data can be evaluated by considering factors such as "significance, accessibility, ease of use, understandability, and compactness." Wang (2009) examined the factors contributing to the success of e-learning systems. It

highlights the importance of information quality in influencing user satisfaction. The findings suggest that high-quality information, including accurate and relevant content, positively affects student satisfaction with the e-learning system. Therefore, the following hypotheses are proposed:

H2: Information quality has a significant impact on self-efficacy.

H5: Information quality has a significant impact on satisfaction.

2.3 Self-Efficacy

In the context of online learning, self-efficacy can be defined as learners' perceptions of their own competence and effectiveness in engaging with online learning activities, acquiring new knowledge, and completing learning tasks successfully (Valencia-Vallejo et al., 2016). It represents learners' confidence in their ability to utilize the available online resources and tools to achieve their learning goals. According to Artino and Stephens (2009), this study compares the self-efficacy and motivation of undergraduate and graduate students in online learning. The findings suggest that self-efficacy plays a significant role in students' ability to effectively engage with and regulate their learning in online environments.

Self-efficacy plays a crucial role in shaping individuals' beliefs about their ability to perform specific tasks or behaviors, and it influences their satisfaction, intention to continue, expectations of personal outcomes, perceptions of information quality, system quality, social influence, and past experiences (Alzahrani & Seth, 2021). Self-efficacy refers to a self-evaluation that influences decision-making regarding specific actions and reflects the level of effort invested in challenging situations. It is associated with satisfaction (Alruwaie et al., 2020). Thus, a hypothesis is developed:

H3: Self-efficacy has a significant impact on satisfaction.

2.4 Service Quality

Service quality in online learning refers to the extent to which online educational institutions and platforms meet or exceed students' expectations and needs in terms of the delivery, support, and overall experience of their online learning programs (Nsamba & Makoe, 2017). It encompasses aspects such as responsiveness, reliability, accessibility, and user satisfaction with the online learning services provided. Alzahrani and Seth (2021) highlighted the importance of service quality in influencing customer satisfaction. In the online learning context, a high level of service quality, including factors such as responsiveness, reliability, and accessibility, positively impacts student satisfaction with the online learning experience. Based on these definitions, this study proposes the following

hypothesis:

H4: Service quality has a significant impact on satisfaction.

2.5 Satisfaction

Satisfaction with online learning refers to learners' overall contentment and fulfillment with their online learning experience, including the course materials, instructional design, interaction opportunities, support services, and overall learning outcomes (Ali & Ahmad, 2011). It represents learners' positive evaluation of the online learning environment and their perceived value and fulfillment of their learning needs and expectations. In the context of online learning, satisfaction can be defined as learners' subjective assessment of their level of enjoyment, fulfillment, and positive experience with the online learning process, resources, and support services (Liaw et al., 2007). It reflects learners' perceptions of the effectiveness, usability, and value of the online learning environment.

Satisfaction is a comprehensive construct that encompasses not only satisfaction with specific products and services but also with various aspects of the organization, including physical facilities and interactions with employees. It is worth noting that satisfaction is closely linked to trust. Previous studies have established a positive relationship between satisfaction and trust (Alsabawy et al., 2016; Rojas-Mendez et al., 2009). Liestiawati and Agustina (2018) further asserted that satisfaction serves as a fundamental building block for trust. In other words, when individuals experience satisfaction with a product, service, or organization, it lays the groundwork for the development of trust in future interactions. Consequently, a hypothesis is developed:

H6: Satisfaction has a significant impact on trust.

2.6 Trust

Trust in online learning can be defined as learners' willingness to depend on and engage with the online learning environment, including the platform, instructors, peers, and the information shared (Ardi, 2017). It reflects learners' confidence in the authenticity, expertise, and fairness of the online learning experience. Trust with online learning refers to the perception of reliability, credibility, and authenticity in online educational resources, interactions, and support services (Wang, 2009). It encompasses learners' confidence in the accuracy and quality of information, as well as their belief in the fairness and ethical conduct of the online learning environment.

Trust is characterized by the belief that trusted entities will act in accordance with the expectations of the individual placing their trust, demonstrating qualities such as integrity, benevolence, and competence (Zhou et al., 2018). It plays a

crucial role in exchange relationships that involve vulnerability, uncertainty, and dependence. Trust also enhances transactional success by reducing uncertainties that are often difficult, if not impossible, to address through rational means. Previous research on trust has indicated that it is established through institutional factors such as guarantees and safety measures (Gefen et al., 2003). This highlights the importance of trust as a critical determinant of users' continued usage and loyalty in the online learning domain, as demonstrated in the following hypothesis:

**H7:** Trust has a significant impact on continuance intention.

2.7 Continuance Intention

Continuance intention to use online learning refers to learners' inclination and willingness to persist in utilizing online learning platforms or resources over time (Chiu et al., 2014). It reflects learners' future behavioral intentions and their decision to continue engaging with online learning based on their prior experience and perceived value. Continuance intention to use online learning can be defined as learners planned or anticipated persistence in utilizing online learning platforms or resources, taking into account factors such as perceived usefulness, perceived ease of use, and satisfaction (Park et al., 2011). It reflects learners' intentions to maintain their engagement with online learning based on their perceptions of its benefits and usability. According to Lin (2011), the study focused on mobile learning acceptance in higher education, it provides valuable insights into continuance intention in online learning. It examines factors such as perceived usefulness, satisfaction, and perceived ease of use. The study highlights the influence of these factors on students' intention to continue using online learning platforms.

3. Research Methods and Materials

3.1 Research Framework

Drawing from the insights of previous research, this study's conceptual framework incorporates several pivotal variables: perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention. These variables are interrelated, and their associations form the foundation for developing hypotheses to be examined in the study. The conceptual framework was developed by drawing from the research models proposed by Zhang et al. (2012), Rojas-Mendez et al. (2009), Alzahrani and Seth (2021), and Zhou et al. (2018). Based on these stidues, the model to be constructed in this study is demonstrated in Figure 1.
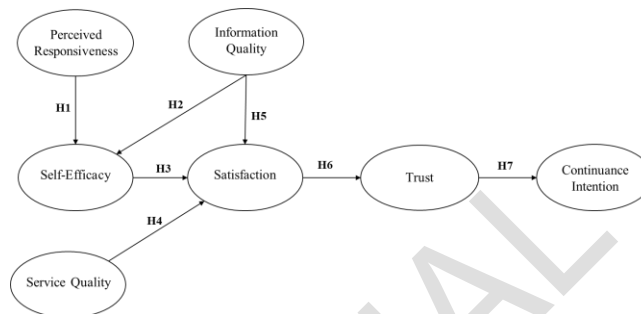
Figure 1: Conceptual Framework

H1: Perceived responsiveness has a significant impact on self-efficacy.

H2: Information quality has a significant impact on self-efficacy.

H3: Self-efficacy has a significant impact on satisfaction.

H4: Service quality has a significant impact on satisfaction.

H5: Information quality has a significant impact on satisfaction.

H6: Satisfaction has a significant impact on trust.

H7: Trust has a significant impact on continuance intention.

3.2 Research Methodology

The population used in this research will be based on parents of students attending Shuren Primary School in China who have utilized the Tencent Class Platform. The study employs a quantitative research approach. Data collection will be conducted through a questionnaire survey administered to the parents. The validity and reliability of the survey instrument will be assessed using the item-objective congruence (IOC) index and Cronbach alpha. The main statistical analyses will involve confirmatory factor analysis (CFA) and structural equation modeling (SEM). The study will be conducted within a specified time frame, considering the availability of resources and access to participants. The exact duration of the research will be determined based on the research plan and timeline.

In this study, the Index of Item-Objective Congruence (IOC) was utilized to assess the content validity of the research instrument. IOC values range from -1 to +1, where positive values indicate a positive relationship between the item and the overall measure. The IOC was evaluated by three experts, all of whom held Ph.D. titles or occupied high-level management positions. The IOC results were examined against a pass score of 0.6 and above to determine the content validity (Waters, 2011). To apply Cronbach's Alpha during pilot testing, researchers collect responses from the pilot sample (n=50) and calculate the coefficient using appropriate statistical software. The resulting value, ranging from 0 to 1, represents the reliability of the scale. Generally, a Cronbach's

Alpha value above 0.60 is considered acceptable, although specific disciplines may have different criteria (George & Mallery, 2019).

3.3 Population and Sample Size

The target population comprises 500 parents of students in Grade 1-3 attending Shuren Primary School in China who have utilized the Tencent Class Platform. The minimum sample size required by Soper (n.d.) is 425. However, the researcher will collect 500 samples for efficient data analysis of SEM.

3.4 Sampling Technique

In this study, the sampling techniques employed nonprobability sampling, encompassed judgmental, convenience, and snowball sampling. For judgmental sampling, the researcher used judgment to select parents of students attending Shuren Primary School in China who have utilized the Tencent Class Platform. The researcher applied convenience sampling to distribute online questionnaire via email and WeChat application to parents of students attending Shuren Primary School in China who have utilized the Tencent Class Platform. The researcher applied snowball sampling to acknowledge parents to share with their parents' community in the Shuren Primary School.

4. Results and Discussion

4.1 Demographic Information

The respondents are 500 parents of students in Grade 1-3 attending Shuren Primary School in China who have utilized the Tencent Class Platform. The demographic characteristics

of the respondents are summarized in Table 1. Most respondents were female, with 278 (55.6%) and 222 (44.6%) males. The most respondents were in second grade, with 241 (48.2%) of all respondents, followed by 136 (27.2%) in their third grade, and 123 (24.6%) of first grade. The majority of respondents used Tencent Class 4 to 6 days per week of 365 (73%).

Table 1: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	222	44.4%
	Female	278	55.6%
Grade	Grade 1	123	24.6%
	Grade 2	241	48.2%
	Grade 3	136	27.2%
Frequency of use of Tencent platform	3 days per week or below	89	17.8%
	4-6 days per week	365	73%
	7 days per week	46	9.2%

4.2 Confirmatory Factor Analysis (CFA)

In this study, confirmatory factor analysis (CFA) was utilized to evaluate both convergent validity and discriminant validity. To assess convergent validity, the recommendations of Hair et al. (2010) were followed, which involved testing composite reliability (CR) and average variance extracted (AVE). In order to establish good reliability, the CR value should exceed 0.7, while the AVE value should surpass 0.5. Furthermore, it is important for CR to be higher than AVE to confirm convergent validity. To support discriminant validity, the total AVE of the variable means should surpass their correlation values, as outlined by Hair et al. (2010). For reliability, Cronbach's alpha (CA) should be equal to or above 0.7 (George & Mallery, 2019), and factor loadings should be equal to or exceed 0.5. Based on the results presented in Table 2, all estimates were found to be statistically significant.

Table 2: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
1. Perceived Responsiveness (PR)	Zhang et al. (2012)	3	0.764	0.697-0.741	0.765	0.521
2. Information Quality (IQ)	Alzahrani and Seth (2021)	5	0.854	0.664-0.795	0.855	0.542
3. Self-Efficacy (SE)	Alzahrani and Seth (2021)	5	0.857	0.676-0.800	0.859	0.549
4. Service Quality (SQ)	Alzahrani and Seth (2021)	5	0.791	0.614-0.705	0.795	0.437
5. Satisfaction (SAT)	Rojas-Mendez et al. (2009)	3	0.738	0.682-0.721	0.739	0.485
6. Trust (TR)	Rojas-Mendez et al. (2009)	3	0.884	0.825-0.877	0.884	0.717
7. Continuance Intention (CI)	Alzahrani and Seth (2021)	3	0.882	0.807-0.878	0.882	0.713

Measurement model assessment refers to the evaluation of the measurement properties of the observed indicators or variables used to measure the latent constructs in a structural equation model. It involves assessing the reliability and validity of the measurement model to ensure that the indicators adequately capture the underlying constructs. Fit

indices provide quantitative measures of how well the measurement and structural model fits the data (Hair et al., 2006). The results of the model provide a good fit for the data. It is clear from Table 3 that all the fit indices are within the recommended range, including CMIN/DF = 1.507, GFI = 0.936, AGFI = 0.920, NFI = 0.932, CFI = 0.976, TLI = 0.972, IFI = 0.976, and RMSEA = 0.032.

Table 3: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	456.536/303 = 1.507
GFI	≥ 0.85 (Kline, 2011)	0.936
AGFI	≥ 0.85 (Kline, 2011)	0.920
NFI	≥ 0.85 (Kline, 2011)	0.932
CFI	≥ 0.85 (Kline, 2011)	0.976
TLI	≥ 0.85 (Kline, 2011)	0.972
IFI	≥ 0.85 (Kline, 2011)	0.976
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.032
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker-Lewis index, IFI = Incremental Fit Index, and RMSEA = root mean square error of approximation

To evaluate discriminant validity, the approach proposed by Fornell and Larcker (1981) was adopted, which involved calculating the square root of each average variance extracted (AVE). The findings from this study indicate that the value of discriminant validity exceeds all inter-construct/factor correlations, providing support for its validity. Both convergent and discriminant validity were successfully demonstrated, leading to the conclusion that there is sufficient evidence to establish construct validity, as shown in Table 4.

Table 4: Discriminant Validity

	IQ	PR	SE	SQ	SAT	CI	TR
IQ	**0.736**						
PR	0.252	**0.722**					
SE	0.193	0.457	**0.741**				
SQ	0.230	0.637	0.643	**0.661**			
SAT	0.206	0.490	0.516	0.626	**0.696**		
CI	0.269	0.559	0.447	0.611	0.604	**0.845**	
TR	0.305	0.561	0.452	0.642	0.643	0.710	**0.847**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

In SEM, the structural model is represented by paths or arrows connecting the latent constructs, indicating the hypothesized relationships or causal links between them. (Kline, 2011). Modification indices identify potential improvements to the model by suggesting additional pathways or correlations between indicators. As shown in Table 5, the fit indices are within the recommended range, including CMIN/DF = 2.578, GFI = 0.895, AGFI = 0.875, NFI = 0.878, CFI = 0.921, TLI = 0.913, IFI = 0.922, and RMSEA = 0.056.

Table 5: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	817.203/317 = 2.578
GFI	≥ 0.85 (Kline, 2011)	0.895
AGFI	≥ 0.85 (Kline, 2011)	0.875
NFI	≥ 0.85 (Kline, 2011)	0.878
CFI	≥ 0.85 (Kline, 2011)	0.921
TLI	≥ 0.85 (Kline, 2011)	0.913
IFI	≥ 0.85 (Kline, 2011)	0.922
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.056
Model Summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker-Lewis index, IFI = Incremental Fit Index, and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The reserch hypothesis and testing results from the evaluation of the structural model are demonstrated in Table 6. Consequently, all hypotheses are supported from the measurement of standardized path coefficient (β) and t-value at p<0.05.

Table 6: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PR → SE	0.445	7.362*	Supported
H2: IQ → SE	0.106	2.189*	Supported
H3: SE → SAT	0.301	5.680*	Supported
H4: SQ → SAT	0.599	8.520*	Supported
H5: IQ → SAT	0.136	2.791*	Supported
H6: SAT → TR	0.725	10.989*	Supported
H7: TR → CI	0.847	18.447*	Supported

Note: * p<0.05
Source: Created by the author

H1: Perceived responsiveness significantly impacts self-efficacy with the standardized path coefficient of 0.445, and the t-value is 7.362. Bandura (2001) supported this assumption as a high level of perceived responsiveness signifies active participation by others, and positively influences an individual's self-efficacy.

H2: Information quality significantly impacts self-efficacy with the standardized path coefficient of 0.106, and the t-value is 2.189. Alsabawy et al. (2016) agreed that the quality of information system can greatly impact self-efficacy.

H3: Self-efficacy significantly impacts satisfaction with the standardized path coefficient of 0.301, and the t-value is 5.680. A previous study aligned that self-efficacy is associated with satisfaction (Alruwaie et al., 2020).

H4: Service quality significantly impacts satisfaction with the standardized path coefficient of 0.599, and the t-value is 8.520. This shows that service quality encompasses aspects such as responsiveness, reliability, accessibility, that endorse user satisfaction (Alzahrani & Seth, 2021).

H5: Information quality significantly impacts satisfaction with the standardized path coefficient of 0.136, and the t-value is 2.791. This implies that H5 supports Wang (2009), who examined the importance of information quality in influencing user satisfaction.

H6: Satisfaction significantly impacts trust with the standardized path coefficient of 0.725, and the t-value is 10.989. Furthermore, satisfaction is closely linked to trust as confirmed by previous studies (Alsabawy et al., 2016; Liestiawati & Agustina, 2018; Rojas-Mendez et al., 2009).

H7: Trust significantly impacts continuance intention with the standardized path coefficient of 0.847, and the t-value is 18.447. Therefore, H7 is supported as it implied that trust enhances users' continuance intention (Gefen et al., 2003).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The present research aimed to investigate the factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school situated in Chongqing city, China. The study focused on examining the relationships between various variables, including perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention.

The findings of the study revealed that perceived responsiveness and information quality significantly influenced self-efficacy among parents. This suggests that when parents perceive the Tencent Class platform to be responsive and reliable in providing information, they are more likely to have confidence in their own abilities to support their children's learning through the platform.

Moreover, the study found that self-efficacy, service quality, and information quality significantly impacted parents' satisfaction with the Tencent Class platform. This implies that parents who possess higher levels of self-efficacy, experience better service quality, and perceive the information provided by the platform to be of high quality are more likely to be satisfied with their overall experience.

Furthermore, the results indicated that satisfaction significantly influenced parents' continuance intention, mediated by trust. This implies that parents who are satisfied with the Tencent Class platform are more likely to develop trust in the platform, which subsequently influences their intention to continue using it in the future.

These findings have significant implications for both researchers and practitioners in the field of education technology. By understanding the factors that influence parents' continuance intention, educational institutions and platform providers can design strategies to enhance the responsiveness, information quality, service quality, and overall satisfaction of parents. Additionally, efforts can be made to foster trust among parents by consistently delivering a satisfactory user experience on the Tencent Class platform.

However, it is important to note that this study focused specifically on parents in a primary school in Chongqing city, China. Therefore, caution should be exercised when generalizing the findings to other contexts or populations. Future research could explore these factors in different educational settings and examine whether similar relationships hold true. Additionally, investigating other variables that may impact parents' continuance intention would contribute to a more comprehensive understanding of the topic.

5.2 Recommendation

Based on the findings of the research investigating factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school, the following recommendations can be made:

Enhance Perceived Responsiveness: Educational institutions and platform providers should prioritize improving the responsiveness of the Tencent Class platform. This can be achieved by promptly addressing parents' queries, concerns, and feedback. Clear and effective communication channels should be established to ensure that parents feel heard and valued.

Improve Information Quality: Parents rely on accurate and reliable information provided by the platform to support their children's learning. Efforts should be made to enhance the quality and relevance of the information shared on the Tencent Class platform. Providing comprehensive and up-to-date resources can increase parents' confidence and trust in the platform.

Foster Self-Efficacy: Strategies should be implemented to boost parents' self-efficacy in utilizing the Tencent Class platform. This can be accomplished through informative training sessions, workshops, or tutorials that equip parents with the necessary skills and knowledge to navigate the platform effectively. Building parents' confidence in using the platform will positively impact their engagement and continuance intention.

Enhance Service Quality: Educational institutions and platform providers should focus on delivering high-quality services to parents. This includes ensuring smooth platform functionality, user-friendly interfaces, and prompt resolution

of technical issues. Providing reliable customer support and addressing parents' concerns in a timely manner will contribute to overall satisfaction and continuance intention.

Emphasize Satisfaction: It is crucial to prioritize parents' satisfaction with the Tencent Class platform. Regular feedback mechanisms should be implemented to assess parents' experiences and identify areas for improvement. Actively seeking and addressing feedback can help refine the platform, leading to higher levels of satisfaction and increased intention to continue using the platform.

Build Trust: Trust plays a significant role in parents' continuance intention. Educational institutions and platform providers should focus on fostering trust by consistently delivering on promises, maintaining transparency, and ensuring data privacy and security. Establishing a strong reputation for reliability and ethical practices will strengthen parents' trust in the Tencent Class platform.

Continuous Evaluation and Adaptation: It is important to continually monitor and evaluate the effectiveness of the Tencent Class platform in meeting parents' needs and expectations. Regular assessments and feedback collection can provide valuable insights for adapting and improving the platform over time. This iterative process will contribute to long-term user satisfaction and engagement.

By implementing these recommendations, educational institutions and platform providers can enhance parents' experience with the Tencent Class platform, increase their satisfaction and trust, and ultimately promote their continuance intention.

5.3 Limitation and Further Study

Here are some limitations that should be considered for further study, First, the study focused on a specific primary school located in Chongqing city, China. Therefore, the findings may not be fully generalizable to other primary schools in different geographical locations or cultural contexts. Future studies should aim to include a more diverse sample to improve the external validity of the findings. Second, the study's sample size may have been limited, which could affect the generalizability of the findings. Additionally, it is essential to ensure that the sample represents a broad range of parents with varying demographics and backgrounds. A larger and more diverse sample would enhance the study's reliability and enable a better understanding of the factors influencing continuance intention. Last, the research utilized a specific methodological approach, such as surveys or questionnaires, to collect data. While this approach provides valuable insights, it may have limitations related to self-reporting bias or social desirability bias. Future studies could consider incorporating additional research methods, such as interviews or observations, to provide a more

comprehensive understanding of the factors influencing parents' continuance intention.

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