pISSN: 1906 - 3296 © 2020 AU-GSB e-Journal.
eISSN: 2773 – 868x © 2021 AU-GSB e-Journal.
https://assumptionjournal.au.edu/index.php/AU-GSB

Determinants of Behavioral Intention and Use Behavior of the Tencent Meeting Platform among Art Design and Animation College Students in Chengdu, China

Xiang Shuqin*, Kitti Phothikitti, Soonthorn Pibulcharoensit

Received: April 29, 2024. Revised: September 2, 2024. Accepted: February 22, 2025.

Abstract

Purpose: This paper investigated the factors influencing art design students' behavioral intention and use behavior towards Tencent meeting online platforms at a private university in Chengdu, China. Employing a quantitative survey methodology, incorporating seven key variables: perceived ease of use, perceived usefulness, attitude toward use, social influence, trust, behavioral intention, and use behavior in order to determine how these determinants affected target art design and animation college students' behavioral intention and use behavior. **Research Design, Data, and Research Methodology:** A multistage sampling method was implemented to distribute questionnaires among 500 undergraduate students from the art design and animation college at the target university, and 458 valid data were assessed. Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) were utilized to assess the causal relationships between the variables under study. **Result:** The statistical analysis showed that all of the hypotheses were valid, where behavioral intention significantly and directly affected use behavior. **Conclusions:** To fulfill the research objectives, each hypothesis underwent testing. It is advised that managers in the university education sector examine the present online learning platforms to enhance the learning behavioral intention and use behavior of art design students.

Keywords: Tencent Meeting, Online Platform, Behavioral Intention, Use Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

This innovative teaching model for online learning, which integrates technology with pedagogical practices, has garnered considerable attention in recent years. In Western countries, e-learning is increasingly recognized as a powerful and transformative tool. It extends traditional learning modalities and significantly enhances education and training capacity (Alfraih & Alanezi, 2016). Tarhini et al. (2017) emphasize the importance of examining students' behavioral intentions toward using online learning systems. Understanding these intentions is crucial for students, instructors, and universities' success and sustained adoption of these systems. Masrom (2007) notes that the recent infusion of technology has significantly altered participation and communication methods in traditional university classroom settings. Research by Dodge et al. (2009) and Patterson and Mcfadden (2009) indicate that online learning systems experience higher dropout rates than traditional face-to-face programs. Consequently, examining the factors affecting student adoption of online learning systems is crucial. Understanding these factors will enable stakeholders to address these challenges more effectively, thereby assisting students in achieving better learning outcomes.

As an online meeting and distance education tool, Tencent Meeting has provided students, particularly in remote areas, access to high-quality educational resources,

1*Xiang Shuqin, Art Design and Animation College, Sichuan University of Media and Communications, China. Email: 635469872@qq.com
2 Kitti Phothikitti, Assistant Professor Dr., Dean of the Graduate School of Business and Advanced Technology Management, Assumption University of Thailand. Email: kittipht@au.edu
3 Soonthorn Pibulcharoensit, Graduate School of Business and Advanced Technology Management, Assumption University of Thailand. Email: soonthornpbl@au.edu

thereby mitigating regional disparities in educational access. This paper examines the factors influencing art design students' behavioral intention and use behavior toward the Tencent Meeting online platform. This investigation is centered around a case study conducted at a private university in Chengdu, China, offering insights into the adoption and effectiveness of Tencent Meeting in higher education for creative disciplines.

For college art students, online teaching expands access to diverse learning resources and expert lectures, enriching their educational experience. Familiarity with online tools is essential in today's digital art trends, enhancing students' creativity and innovation skills. As education shifts towards online and hybrid models, adapting to these trends is vital for art students' future learning and career development, enhancing their academic and professional skills and preparing them for future challenges.

Building upon the discussed premises, a quantitative investigation is planned to analyze the methodology behind the behavioral intention, focusing on seven crucial latent variables linked to the Tencent meeting online platform usage among art design and animation college students at a private university in Chengdu, China.

2. Literature Review

2.1 Perceived Ease of Use

Davis (1989) defined perceived ease of use as the extent to which an individual's faith in the use condition of the specific system does not need additional achievement. Perceived ease of use was reflected as the extent to which people view utilizing the specific system as independent of achievement (Venkatesh & Davis, 2000; Venkatesh et al., 2003). Masrom (2007) characterized perceived ease of use as the easiest way for the population to consider the exploitation of the technology system. The antecedent researcher demonstrated that perceived ease of use was the level of students who thought using an online learning network system could be helpful (Ku, 2009). Gao and Bai (2014) have proposed that perceived ease of use was relevant with individuals rated uncased trials when adopting and using the IoT technology, which claim that technology was convenient to use. The researchers assume that in online learning settings, perceived ease of use is significant for perceived usefulness and attitudes towards using online Learning 2.0 (Wu & Zhang, 2014). Consequently, this research assumes that:

H1: Perceived ease of use has a significant impact on perceived usefulness.

H3: Perceived ease of use has a significant impact on attitude toward use.

2.2 Perceived Usefulness

Masrom (2007) defined perceived usefulness as individuals convinced that the technology usage level enhances their ability to do something. Based on Davis's (1989) TAM, Ku (2009) indicated in the study that perceived usefulness was established as the extent to which people who study in school have faith in their study capability, which could be increased when using the WebCT e-learning technology. Lee (2010) has characterized that perceived usefulness influences an individual's attitude toward using the knowledge of the system, matching with TPB. Wu and Chen (2017) proposed that the perceived usefulness of MOOCs was concerned with the level to which one reliance on MOOCs can be a forward strength that drives the achievement of studying targets. According to Umrani-Khan and Iyer (2009), perceived usefulness in educational learning systems would also include the concept of flexibility or the degree to which the tools and contents of an e-learning system fit the student's preferences; this includes preferred time, location/place, and learning style, and promotes the feeling of independence and self-directed learning. Consequently, this research assumes that:

H2: Perceived usefulness has a significant impact on attitude toward use.

2.3 Attitude Toward Use

The antecedent researchers have characterized that attitude toward using, which was concerned with the individual psychological reaction when he or she uses a specific technology, would present two results, such as positive or negative (Fishbein & Ajzen, 1975). Attitude toward use is the extent to which an independent person assesses and companions the specific system with their task (Davis, 1993). Venkatesh et al. (2012) is convinced that attitude toward use was people in the process of using technology and appearing positive and optimistic mental mood. Attitude determines a person's willingness to engage behaviors according to the theory of TPB (Ajzen, 1991). Attitude toward use directly affects the specific technology's behavioral intention to use with TAM theory (Masrom, 2007). The previous research assumed that attitude was the most persuasive forecast of intention to use technology (Teo & Zhou, 2014). Consequently, this research assumes that:

H4: Attitude toward use has a significant impact on behavioral intention.

2.4 Social Influence

The previous research of Deutsch and Gerard (1955) has proposed that relatively normative information social influence means the influence of adopting information from

another person as demonstrated about actuality. Social influence is the level of an individual's perception of another crucial person inclined to suppose that the individual ought to employ the updated system (Venkatesh et al., 2003, 2012). Rashotte (2007) has referred to social influence as an unsteady state in personal minds, emotions, perceptions, or behavior invited by mutual effect with a single person or community. Social influence positively affects existing technical knowledge (Watjatrakul, 2013). Social influence may impact people's intention to use IoT systems when relating to other individuals or affairs (Gao & Bai, 2014). Consequently, this research assumes that:

H5: Social Influence has a significant impact on behavioral intention.

2.5 Trust

Widely cited research has denoted that trust is a series of prospects that partake in communication (Zucker, 1986). Morgan and Hunt (1994) have argued the definition of trust in the commitment-trust theory of relationship marketing, which refers to the situation in which one has faith in the reliability and integrity of the exchange partner. Rousseau et al. (1998) indicated that trust has different definitions in discrepant contexts, usually computational, institutional, and relational. Lin (2011) considered trust one of the most available and significant factors for increasing certainty and stability, eliciting safety consciousness. Gao and Bai (2014) have denoted that as a result of the value of trust in decreasing venture and pushing behavior intention to use, they absorb trust in TAM theory and promote an active connection between trust and the behavioral intention to use IoT technologies. Consequently, this research assumes that:

H6: Trust has a significant impact on behavioral intention.

2.6 Behavioral Intention

Ajzen (1991) has proposed that behavioral intention was defined as the internal physiological state and mental activity of an individual's situation to accomplish a particular behavior. Behavioral intention has been defined as the degree of probability of technology usage (Venkatesh et al., 2003). Regarding Venkatesh et al. (2003), behavioral intention can assist in forecasting eager behavior or actual use of technology. Behavioral intention is one of the essential elements that can be used to survey the accomplishment of adoption when choosing to use the unique technology (Namahoot & Laohavichien, 2018). The behavioral intention will be mightily expressed to the system when an individual thinks about the capacity to utilize a specific system or additional information (Shin, 2018). Consequently, this research assumes that:

H7: Behavioral intention has a significant impact on use behavior.

2.7 Use Behavior

Some researchers characterized that use behavior means the user can utilize the technology strongly or inductionless (Awwad & Al-Majali, 2015; Venkatesh et al., 2003). Chua et al. (2018) have valued that the average periodicity of technology use can evaluate general use behavior. Use behavior of ICT technology was related to individuals who use ICT in a helpful way or at an appropriate time, which is validated in the frequency of utilization and the purpose of use (Davis, 1989; Davis et al., 1989, 1992; Ukut & Krairit, 2019). Williams et al. (2015) argued that the use behavior can recognize individuals' practical utilization of a special technology through plenty of technology acceptance models. Šumak and Šorgo (2016) denoted that after teachers use the coactive whiteboards and support with convenient criteria, they will generate an active attitude and behavioral intention, which turn to active use behavior toward whiteboards.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework for this study was developed by integrating the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) alongside three theoretical frameworks derived from prior research. Initially, Masrom (2007) identified the relationship between perceived ease of use, perceived usefulness, attitude toward use, and behavioral intention. Furthermore, Gao and Bai (2014) demonstrated an association between social influence, trust, and behavioral intention. Subsequently, Rabaai (2023) demonstrated the linkage between behavioral intention and use behavior. Figure 1 illustrates the conceptual framework for this research.

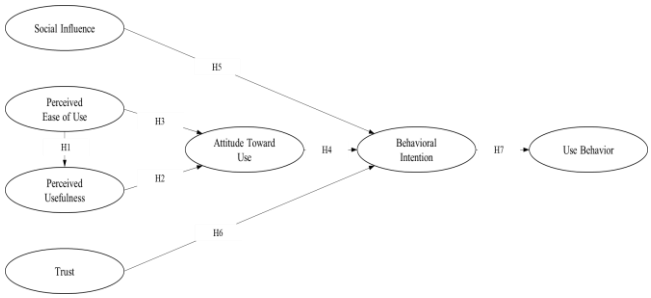

Figure 1: Conceptual Framework

H1: Perceived ease of use has a significant impact on perceived usefulness.
H2: Perceived usefulness has a significant impact on attitude toward use.
H3: Perceived ease of use has a significant impact on attitude toward use.
H4: Attitude toward use has a significant impact on behavioral intention.
H5: Social Influence has a significant impact on behavioral intention.
H6: Trust has a significant impact on behavioral intention.
H7: Behavioral intention has a significant impact on use behavior.

3.2 Research Methodology

This empirical research focuses on a cohort of undergraduate students, encompassing first-year students to seniors, from the art design and animation college at Sichuan University of Media and Communications. The study's methodological framework employs a hybrid sampling strategy, blending probability and non-probability sampling techniques to identify optimal sample units for thorough and effective analysis. Furthermore, this study's observed characteristics are evaluated using a five-point Likert scale.
To authenticate the content, three specialists with vast experience in online learning conducted an item-objective congruence (IOC) assessment. The grading appropriateness determined by the study tool's authors was reviewed as part of this process. After completing the content validity assessment, a pilot study involving 40 students was carried out. The internal consistency of the scale items was then determined by utilizing Cronbach's Alpha to evaluate their dependability.

Once the validity and reliability tests for the research tool were completed, 500 students at the target college received questionnaires. The researcher examined the gathered data using statistical techniques. The concept validity was also evaluated using Confirmatory Factor Analysis (CFA). The hypotheses were tested, and the direct, indirect, and total effects of interactions among the linked variables were assessed using Structural Equation Modeling (SEM).

3.3 Population and Sample Size

For this empirical study at Art Design and Animation College, a minimum sample size of 425 was deemed necessary. Acknowledging the potential for generating invalid data during the research process, the researcher increased the sample size to 500 to enhance data validity. Following a meticulous process of screening, filtering, and employing non-probability sampling methods, 500 samples were ultimately chosen from a pool of 2,052 students as the final sample.

3.4 Sampling Technique

The investigator selected 500 undergraduates from the art design and animation college, all of whom utilized the Tencent Meeting online platform for one semester through quota sampling. Table 1 provides information on the sampling units and the proportional sub-sample sizes associated with them.

Table 1: Sample Units and Sample Size

College	Population Size	Proportional Sample
Freshman	688	151
Sophomore	681	150
Junior	485	107
Senior	418	92
Total	**2272**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

After the data gathering phase, 458 valid data items were obtained by excluding information that was judged invalid. Table 2 provides a detailed breakdown of the 458 respondents' demographics. 62.23% of these responders were female, and 37.77% were male.

Table 2: Demographic Profile

Demographic and General Data (N=458)		Frequency	Percentage
Gender	Male	173	37.77%
	Female	285	62.23%

4.2 Confirmatory Factor Analysis (CFA)

Huang and Yuan (2020) describe Confirmatory Factor Analysis (CFA) as a subset of sophisticated factor analysis techniques commonly used in social science research. CFA aids in identifying the factor structure that researchers believe represents the phenomena under study. According to Table 3, the composite reliability (CR) above 0.70, factor loadings were all over 0.50, and the coefficients of average variance extracted (AVE) exceeded 0.50, all by the standards established by Hair et al. (2010).

Table 3: 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
Perceived Ease of Use (PEOU)	Gao and Bai (2014)	4	0.915	0.725-0.918	0.882	0.654
Attitude Toward Use (ATU)	Ku (2009)	3	0.814	0.739-0.831	0.830	0.620
Perceived Usefulness (PU)	Gao and Bai (2014)	4	0.825	0.637-0.826	0.831	0.555
Social Influence (SI)	Watjatrakul (2013)	3	0.763	0.652-0.859	0.802	0.577
Trust (TR)	Kini and Choobineh (1998)	4	0.886	0.682-0.930	0.887	0.667
Behavioral Intention (BI)	Cheng et al. (2019)	4	0.815	0.639-0.945	0.893	0.681
Use Behavior (UB)	Ukut and Krairit (2019)	3	0.778	0.781-0.807	0.833	0.624

Furthermore, as shown in Table 4, all pertinent metrics for incremental fit indices like CFI, NFI, and TLI and absolute fit indices like CMIN/DF, GFI, AGFI, and RMSEA matched the predetermined standards. As a result, the Confirmatory Factor Analysis (CFA) goodness-of-fit indices evaluated were considered satisfactory.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/ DF	<3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.364	2.059
GFI	>0.90 (Sica & Ghisi, 2007)	0.907	0.920
AGFI	>0.80 (Sica & Ghisi, 2007)	0.881	0.896
RMSEA	< 0.05 (Pedroso et al., 2016)	0.055	0.048
CFI	>0.90 (Bentler, 1990)	0.944	0.957
NFI	> 0.90 (Wu & Wang, 2006)	0.907	0.920
TLI	>0.90 (Sharma et al. , 2005)	0.934	0.949
Model Summary		**Unacceptable Model Fit**	**Acceptable Model Fit**

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, RMSEA = root mean square error of approximation, CFI = comparative fit index, NFI = normalized fit index and TLI = Tucker Lewis index.

Table 5 presents the results of the discriminant validity assessment. It indicates no correlation of more than 0.80 between any two latent variables, and the diagonal values correspond to the square roots of the AVE (Hubley, 2014). As a result, the investigation successfully established discriminant validity.

Table 5: Discriminant Validity

	PEOU	PU	ATU	SI	TR	BI	UB
PEOU	0.809						
PU	0.304	0.745					
ATU	0.239	0.389	0.787				
SI	0.090	0.109	0.057	0.760			
TR	0.133	0.095	0.156	0.102	0.817		
BI	0.181	0.181	0.393	0.171	0.309	0.825	
UB	0.080	0.106	0.242	0.103	0.135	0.271	0.790

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

4.3 Structural Equation Model (SEM)

When the CFA evaluation was finished, the researcher used the Structural Equation Model (SEM) to confirm the results. Structural equation modeling (SEM) is defined by Jöreskog and Sörbom (1993) as an analytical equation that uses parameters from studies of latent and observable variables. The assertion that structural equation modeling is an important statistical technique applied in various settings to look into the connections between latent components and their observable indicators was backed by Yuan et al. (2017). After being adjusted by AMOS, the cumulative values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all beyond permissible bounds. Based on the data shown in Table 6, the goodness of fit of the SEM has been determined.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/ DF	<3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.310	2.066
GFI	>0.90 (Sica & Ghisi, 2007)	0.905	0.914
AGFI	>0.80 (Sica & Ghisi, 2007)	0.884	0.894
RMSEA	< 0.05 (Pedroso et al., 2016)	0.054	0.048
CFI	>0.90 (Bentler, 1990)	0.943	0.954
NFI	> 0.90 (Wu & Wang, 2006)	0.905	0.916
TLI	>0.90 (Sharma et al. , 2005)	0.936	0.948
Model Summary		**Acceptable Model Fit**	**Acceptable Model Fit**

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, RMSEA = root mean square error of approximation, CFI = comparative fit index, NFI = normalized fit index and TLI = Tucker Lewis index.

4.4 Research Hypothesis Testing Result

The results of the hypothesis test are shown in Table 7, where the most prominent impact in this quantitative analysis, with a t-value of 7.187 *** and a standardized path coefficient of 0.415, indicates that attitude toward use is strongly influenced by perceived usefulness. With a β coefficient of 0.335 and a t-value of 6.623 ***, the attitude toward use had the second-most significant influence on behavioral intention. The third most significant impact, with a β coefficient of 0.302 and a t-value of 5.599 ***, was perceived ease of use on perceived usefulness.

Moreover, within this study, the impact of behavioral intention on use behavior holds the fourth position in terms of strength, with a β coefficient of 0.293 and a t-value of 5.581 ***. Ranked fifth is the effect of perceived ease of use on attitude toward use, with a β coefficient of 0.274 and a t-value of 2.836 **. Similarly, trust exhibits a significant relationship with behavioral intention, evidenced by a β value of 0.224 and a t-value of 4.707 ***. Lastly, representing the weakest significant influence, social influence markedly affects behavioral intention, with a β value of 0.154 and a t-value of 3.106 **.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PEOU→PU	0.302	5.599 ***	Supported
H2: PU→ATT	0.274	2.836 **	Supported
H3: PEOU→ATT	0.415	7.187 ***	Supported
H4: ATU→BI	0.335	6.623 ***	Supported
H5: SI→BI	0.154	3.106 **	Supported
H6: TR→BI	0.224	4.707 ***	Supported
H7: BI→UB	0.293	5.581 ***	Supported

Note: *** p<0.001, ** p<0.01
Source: Created by the author

Furthermore, as demonstrated by Table 7, the structural approach acknowledges that the standardized path coefficient of H1 was 0.302, indicating that perceived usefulness is significantly influenced by perceived ease of use. According to previous educational research accomplishments, Masrom (2007) has characterized perceived ease of use as having a considerable influence on the perceived usefulness of the system. It has also been demonstrated that perceived simplicity of use significantly affects perceived usefulness (Teo, 2009).

With a score of β at 0.274, the H2 experiment showed that perceived usefulness has previously been shown to impact attitude toward use considerably. In the study by Aslam et al. (2017), perceived ease of use of mobile payment services has a solid and favorable link with attitude toward the use of mobile payment services. The perceived ease of use will immensely affect users' attitudes toward use (Shroff et al., 2011).

With a β value of 0.415, H3 demonstrated that attitude toward use is greatly influenced by perceived ease of use, indicating its crucial position in the study context. This conclusion is supported by existing work; Lee (2010) suggests that an individual's attitude toward using system information is determined by its perceived usefulness. Similarly, Shroff et al. (2011) found that attitudes toward use are significantly influenced by perceived usefulness.

With a standardized coefficient of 0.335 in the case of H4, it was shown that behavioral intention was significantly influenced by attitude toward use. Numerous studies have been carried out to demonstrate the positive and direct impact of attitude toward usage on behavioral intention (Davis, 1989). Research to date indicates that regardless of the complexity of the technology, a user's adoption of it is influenced by his or her positive attitude (Dwivedi et al., 2007).

A significant correlation between social influence and behavioral intention was noted from the standpoint of H5, as evidenced by a β value of 0.154. This result is consistent with other research by Agustin and Mulyani (2016), Babie et al. (2016), Chang (2012), Fatmasari (2011), and Venkatesh et al. (2012) that showed behavioral intention is directly impacted by social influence. The acceptability of online educational programs is analyzed, and the results show a substantial favorable impact of social influence on behavioral intention to adopt or use e-learning systems in PPs UNM, both conceptually and practically (Mahande & Malago, 2019).

With a β value of 0.224, H6's perspective indicates a strong link between behavioral intention and trust. In their extensive investigations, trust showed that the line between trust and behavioral intention displayed a favorable association (Gu et al., 2019). Trust has acquired strong support within mobile payments as a unitary concept on customer behavioral intention (Lu et al., 2011; Shaw, 2014; Shin, 2010).

Eventually, with a normalized coefficient value of 0.293, H7 showed a substantial relationship between behavioral intention and use behavior. It is well known that behavioral purpose affects use behavior (Venkatesh et al., 2003). According to Dwivedi et al. (2011), there was a substantial correlation between behavioral intention to use behavior and the eight studies included in their systematic review on UTAUT. The investigation's findings aligned with previous studies that showed behavioral intention directly influenced e-learning acceptance (Chang, 2012; Ngampornchai & Adams, 2016; Venkatesh et al., 2012).

5. Conclusion and Recommendation

5.1 Conclusion

The current study aimed to demonstrate how the behavioral intention and use behavior of art design and animation college students at a private institution in Chengdu were dramatically influenced. The conceptual framework was used to develop the seven assumptions, which were then used to validate the conceptual frameworks for social influence, perceived ease of use, usefulness, trust, attitude toward use, behavioral intention, and use behavior. The scale items were given to 500 target students, and 458 valid data values were collected. Quantitative analyses were conducted to evaluate the construct validity of the relationship between the data and the conceptual framework through a successful Confirmatory Factor Analysis (CFA). Moreover, Structural Equation Modeling (SEM) was employed to assess the principal effects impacting variables associated with behavioral intentions, with the overall hypotheses receiving support. The results of this study, which tested the hypotheses, indicate that behavioral intention significantly impacts use behavior.

5.2 Recommendation

This study's findings, corroborated by hypothesis H1, underscore the need for the Tencent Meeting online Platform to streamline its user interface to boost usability and perceived usefulness, particularly for art and animation students. Future enhancements should include the development of interactive tutorials and guides, along with the integration of specialized tools catering to the creative disciplines. Moreover, enhancing feedback mechanisms and establishing partnerships for educational workshops are critical for showcasing the platform's capabilities and optimizing it for specific academic applications. These steps will elevate students' engagement and intentions to utilize the platform, improving their overall usage experience.

Based on H2's findings, it is recommended to enhance the user interface design, develop customized features for creativity, provide specialized training and support, simplify technical processes, and establish a clear and accessible feedback mechanism. This mechanism should enable students to suggest improvements or report issues. Actively responding to such feedback is expected to enhance the platform's usability continuously. Such improvements are anticipated to positively influence users' attitudes towards the platform, ultimately strengthening their behavioral intention and overall use behavior.

According to the test result of H3, it is advised to enrich its features to augment the platform's relevance for art and animation projects, thereby underscoring its utility. Additionally, user education programs are recommended to showcase the platform's practical advantages within academic and creative spheres. Establishing a feedback loop from users will facilitate ongoing refinement of the platform, ensuring it meets its users' specific needs and preferences. These strategies are designed to enhance the perceived usefulness of the platform, positively influence user attitudes, and thereby elevate the propensity for its adoption among art design and animation students.

According to H4's test result, key recommendations focus on enhancing the platform to positively shape user attitudes. This includes tailoring the platform's features better to serve the needs of art and animation students, thereby increasing their intention to use the platform for academic and creative pursuits.

According to H5, the recommendations aim to leverage social networks and peer endorsements. This strategy is intended to enhance the platform's adoption and usage by emphasizing its popularity and acceptance within the student community, thereby positively influencing students' intentions to use the platform for their collaborative and academic needs.

Based on H6's findings, the recommendations emphasize enhancing security features and transparent communication. Strengthening trust in the platform aims to positively impact students' intentions to utilize it for their collaborative educational and creative projects.

Finally, according to the H7, the recommendations focus on strategies to convert intention into actual usage. This includes creating engaging user experiences and providing incentives that encourage regular use of the platform, thereby bridging the gap between students' intentions and their active engagement with the platform for their academic and creative endeavors.

5.3 Limitation and Further Study

The generalizability of the findings beyond the specific context of the art design and animation college at the private university in Chengdu, China. Future studies could aim for a larger and more diverse sample to enhance the external validity of the results. The study employed a cross-sectional design, which only provides a snapshot of the relationships among variables at a single point in time. Longitudinal studies could offer insights into the dynamics of behavioral intention and use behavior over time, capturing any changes or fluctuations in the factors influencing them. The data collection relied on self-reported responses from the participants, which might introduce biases such as social desirability bias or response bias. Future research could incorporate objective measures or observational methods to complement self-report data and enhance the reliability and validity of the findings. Focusing solely on a private

university in Chengdu, China limits the generalizability of the findings to other educational institutions or geographic locations. Replicating the study across multiple institutions or in different cultural contexts could provide a more comprehensive understanding of the factors influencing students' behavioral intention and use of online platforms. Supplementing the quantitative findings with qualitative methods such as interviews or focus groups could offer deeper insights into the underlying reasons and motivations behind students' attitudes, perceptions, and behaviors towards online platforms. Qualitative research can capture nuances and context-specific factors that may not be fully captured through quantitative surveys alone. Conducting comparative studies across different disciplines or academic programs within the same institution could reveal variations in the factors influencing students' behavioral intention and use behavior toward online platforms. Comparing art design students with students from other disciplines may uncover discipline-specific considerations that warrant tailored interventions.

References

Agustin, H., & Mulyani, E. (2016). *Studi empiris penerimaan dan penggunaan e-learning system di kalangan mahasiswa akuntansi fakultas ekonomi unp*. Seminar Nasional Aplikasi Teknologi Informasi (SNATI).

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. https://doi.org/10.1016/0749-5978(91)90020-t

Alfraih, M. M., & Alanezi, F. S. (2016). Accounting students' perceptions of effective faculty attributes. *Journal of International Education in Business, 9*(2), 123-142. https://doi.org/10.1108/jieb-04-2016-0004

Al-Mamary, Y. H., & Shamsuddin, A. (2015). Testing of the Technology Acceptance Model in Context of Yemen. *Mediterranean Journal of Social Sciences, 2*(1), 11-23. https://doi.org/10.5901/mjss.2015.v6n4s1p268

Aslam, W., Ham, M., & Arif, I. (2017). Consumer behavioral intentions towards mobile payment services: An empirical analysis in Pakistan. *Trziste Market, 29*(2), 161-176.

Awang, Z. (2012). *Structural equation modeling using AMOS graphic* (1st ed.). Penerbit Universiti Teknologi MARA

Awwad, M. S., & Al-Majali, S. M. (2015). Electronic library services acceptance and use: An empirical validation of unified theory of acceptance and use of technology. *The Electronic Library, 33*(6), 1100-1120. https://doi.org/10.1108/el-03-2014-0057

Babie, S., Čičin-Šain, M., & Bubaš, G. (2016). A study of factors influencing higher education teachers' intention to use e-learning in hybrid environments. *2016 39th International Convention on Information and Communication Technology, Electronics and Microelectronics (MIPRO)*, 998-1003.

Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*(2), 238-246. https://doi.org/10.1037//0033-2909.107.2.238

Chang, A. (2012). UTAUT and UTAUT 2: A review and agenda for future research. *The Winners, 13*(2), 106-114.

Cheng, E. W., Chu, S. K., & Ma, C. S. (2019). Students' intentions to use PBWorks: A factor-based PLS-SEM approach. *Information and Learning Sciences, 120*(7/8), 489-504. https://doi.org/10.1108/ils-05-2018-0043

Chua, P. Y., Rezaei, S., Gu, M. L., Oh, Y., & Jambulingam, M. (2018). Elucidating social networking apps decisions: Performance expectancy, effort expectancy and social influence. *Nankai Business Review International, 9*(2), 118-142. https://doi.org/10.1108/nbri-01-2017-0003

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319-340. https://doi.org/10.2307/249008

Davis, F. D. (1993). User acceptance of information technology: system characteristics, user perceptions and behavioral impacts. *International Journal of Man-Machine Studies, 38*(3), 475-487. https://doi.org/10.1006/imms.1993.1022

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science, 35*(8), 982-1003. https://doi.org/10.1287/mnsc.35.8.982

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). Extrinsic and intrinsic motivation to use computers in the workplace 1. *Journal of Applied Social Psychology, 22*(14), 1111-1132. https://doi.org/10.1111/j.1559-1816.1992.tb00945.x

Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. *The Journal of Abnormal and Social Psychology, 51*(3), 629-636. https://doi.org/10.1037/h0046408

Dodge, T. M., Mitchell, M. F., & Mensch, J. M. (2009). Student retention in athletic training education programs. *Journal of Athletic Training, 44*(2), 197-207.

Dwivedi, Y. K., Khan, N., & Papazafeiropoulou, A. (2007). Consumer adoption and usage of broadband in Bangladesh. *Electronic Government, an International Journal, 4*(3), 299-313.

Dwivedi, Y. K., Rana, N. P., Chen, H., & Williams, M. D. (2011). A Meta-analysis of the Unified Theory of Acceptance and Use of Technology (UTAUT). *Governance and Sustainability in Information Systems. Managing the Transfer and Diffusion of IT: IFIP WG 8.6 International Working Conference*, 155-170.

Fatmasari, F. (2011). Implementasi e-learning system dengan menggunakan model unified theory of acceptance and use of technology (Studi Kasus: e-learning Universitas Bina Darma). *Jurnal Matriks, 13*(1), 49-64.

Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Addison-Wesley.

Gao, L., & Bai, X. (2014). A unified perspective on the factors influencing consumer acceptance of internet of things technology. *Asia Pacific Journal of Marketing and Logistics, 26*(2), 211-231. https://doi.org/10.1108/apjml-06-2013-0061

Gu, D., Guo, J., Liang, C., Lu, W., Zhao, S., Liu, B., & Long, T. (2019). Social media-based health management systems and sustained health engagement: TPB perspective. *International Journal of Environmental Research and Public Health, 16*(9), 1495.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2010). *Multivariate data analysis* (7th ed.). Prentice Hall.

Huang, G., & Yuan, X. (2020). *New edition Tutorial of Education Statistics and Measurement Evaluation*. East China Normal University Press.

Hubley, A. M. (2014). Discriminant validity. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1664-1667). Springer.

Jöreskog, K. G., & Sörbom, D. (1993). *LISREL 8: Structural Equation Modeling with the SIMPLIS Command Language*. Lawrence Erlbaum Associates.

Kini, A., & Choobineh, J. (1998). Trust in electronic commerce: definition and theoretical considerations. In *Proceedings of the Thirty-First Hawaii International Conference on System Sciences*, 51-61.

Ku, C. H. (2009). *Extending the technology acceptance model using perceived user resources in higher education web-based online learning courses* [Doctoral Dissertation]. University of Central Florida.

Lee, M. C. (2010). Explaining and predicting users' continuance intention toward e-learning: An extension of the expectation-confirmation model. *Computers & Education, 54*(2), 506-516. https://doi.org/10.1016/j.compedu.2009.09.002

Lin, H. F. (2011). An empirical investigation of mobile banking adoption: The effect of innovation attributes and knowledge-based trust. *International Journal of Information Management, 31*(3), 252-260. https://doi.org/10.1016/j.ijinfomgt.2010.07.006

Lu, Y., Yang, S., Chau, P. Y., & Cao, Y. (2011). Dynamics between the trust transfer process and intention to use mobile payment services: A cross-environment perspective. *Information & Management, 48*(8), 393-403.

Mahande, R. D., & Malago, J. D. (2019). An E-Learning Acceptance Evaluation through UTAUT Model in a Postgraduate Program. *Journal of Educators Online, 16*(2), 2.

Masrom, M. (2007, May 21-24). Technology Acceptance Model and E-Learning. *Proceedings of the 12th International Conference on Education, Universiti Brunei Darussalam.* 1-10.

Morgan, R. M., & Hunt, S. D. (1994). The commitment-trust theory of relationship marketing. *Journal of Marketing, 58*(3), 20-38. https://doi.org/10.1016/j.im.2011.09.006

Namahoot, K. S., & Laohavichien, T. (2018). Assessing the intentions to use internet banking: The role of perceived risk and trust as mediating factors. *International Journal of Bank Marketing, 36*(2), 256-276.

Ngampornchai, A., & Adams, J. (2016). Students' acceptance and readiness for E-learning in Northeastern Thailand. *International Journal of Educational Technology in Higher Education, 13*(1), 1-13.

Patterson, B., & Mcfadden, C. (2009). Attrition in online and campus degree programs. *Online Journal of Distance Learning Administration, 12*(2), 1-8.

Pedroso, R., Zanetello, L., Guimarães, L., Pettenon, M., Gonçalves, V., Scherer, J., Kessler, F., & Pechansky, F. (2016). Confirmatory factor analysis (CFA) of the Crack Use Relapse Scale (CURS). *Archives of Clinical Psychiatry (São Paulo), 43*(3), 37-40. https://doi.org/10.1590/0101-60830000000081

Rabaai, A. A. (2023). An investigation into the acceptance of mobile wallets in the FinTech era: An empirical study from Kuwait. *International Journal of Business Information Systems, 44*(4), 536-580. https://doi.org/10.1504/ijbis.2023.135350

Rashotte, L. S. (2007). Social influence. In G. Ritzer (Ed.), *Blackwell Encyclopedia of Sociology* (pp. 4426-4429). Blackwell.

Rousseau, D. M., Sitkin, S. B., Burt, R. S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of Management Review, 23*(3), 393-404. https://doi.org/10.5465/amr.1998.926617

Sharma, G. P., Verma, R. C., & Pathare, P. (2005). Mathematical modeling of infrared radiation thin layer drying of onion slices. *Journal of Food Engineering, 71*(3), 282-286. https://doi.org/10.1016/j.jfoodeng.2005.02.010

Shaw, N. (2014). The mediating influence of trust in the adoption of the mobile wallet. *Journal of Retailing and Consumer Services, 21*(4), 449-459.

Shin, D. (2018). Empathy and embodied experience in virtual environment: To what extent can virtual reality stimulate empathy and embodied experience. *Computers in Human Behavior, 78*, 64-73.

Shin, D. H. (2010). Modeling the interaction of users and mobile payment system: Conceptual framework. *International Journal of Human-Computer Interaction, 26*(10), 917-940.

Shroff, R. H., Deneen, C. C., & Ng, E. M. (2011). Analysis of the technology acceptance model in examining students' behavioural intention to use an e-portfolio system. *Australasian Journal of Educational Technology, 27*(4), 600-618.

Sica, C., & Ghisi, M. (2007). The Italian versions of the Beck Anxiety Inventory and the Beck Depression Inventory-II: Psychometric properties and discriminant power. In M. A. Lange (Ed.), *Leading-edge psychological tests and testing research* (pp. 27-50). Nova Science Publishers.

Šumak, B., & Šorgo, A. (2016). The acceptance and use of interactive whiteboards among teachers: Differences in UTAUT determinants between pre-and post-adopters. *Computers in Human Behavior, 64*, 602-620.

Tarhini, A., Hone, K., Liu, X., & Tarhini, T. (2017). Examining the moderating effect of individual-level cultural values on users' acceptance of E-learning in developing countries: A structural equation modeling of an extended technology acceptance model. *Interactive Learning Environments, 25*(3), 306-328.

Teo, T. (2009). Modelling technology acceptance in education: A study of pre-service teachers. *Computers & Education, 52*(2), 302-312. https://doi.org/10.1016/j.compedu.2008.08.006

Teo, T., & Zhou, M. (2014). Explaining the intention to use technology among university students: A structural equation modeling approach. *Journal of Computing in Higher Education, 26*(2), 124-142.

Ukut, I. I. T., & Krairit, D. (2019). Justifying students' performance: A comparative study of both ICT students' and instructors' perspective. *Interactive Technology and Smart Education, 16*(1), 18-35.

Umrani-Khan, F., & Iyer, S. (2009). ELAM: a Model for Acceptance and use of e-Learning by Teachers and Students. In *Proceedings of the International Conference on e-Learning, Institute of Technology Bombay*, 475-485.

Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management Science, 46*(2), 186-204. https://doi.org/10.1287/mnsc.46.2.186.11926

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly, 27*(3), 425-478. https://doi.org/10.2307/30036540

Venkatesh, V., Thong, J. Y., & Xu, X. (2012). Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology. *MIS Quarterly, 1*(36), 157-178. https://doi.org/10.2307/41410412

Watjatrakul, B. (2013). Intention to use a free voluntary service: The effects of social influence, knowledge, and perceptions. *Journal of Systems and Information Technology, 15*(2), 202-220. https://doi.org/10.1108/13287261311328903

Williams, M. D., Rana, N. P., & Dwivedi, Y. K. (2015). The unified theory of acceptance and use of technology (UTAUT): A literature review. *Journal of Enterprise Information Management, 28*(3), 443-488. https://doi.org/10.1108/jeim-09-2014-0088

Wu, B., & Chen, X. (2017). Continuance intention to use MOOCs: Integrating the technology acceptance model (TAM) and task technology fit (TTF) model. *Computers in Human Behavior, 67,* 221-232. https://doi.org/10.1016/j.chb.2016.10.028

Wu, B., & Zhang, C. (2014). Empirical study on continuance intentions towards E-Learning 2.0 systems. *Behavior & Information Technology, 33*(10), 1027-1038.

Wu, J.-H., & Wang, Y.-M. (2006). Measuring KMS success: A respecification of the DeLone and McLean's model. *Information & Management, 43*(6), 728-739. https://doi.org/10.1016/j.im.2006.05.002

Yuan, K. H., Zhang, Z., & Zhao, Y. (2017). Reliable and more powerful methods for power analysis in structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal, 24*(3), 315-330. https://doi.org/10.1080/10705511.2016.1276836

Zucker, L. G. (1986). Production of trust: Institutional sources of economic structure, *Research in Organizational Behavior, 8,* 53-111.