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Student Satisfaction and Continuance Intention toward Short Video Applications: An Empirical Study from Chengdu

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Abstract

Purpose: This study explores the factors influencing students' Satisfaction (SAT) and Continuance Intention to Use (CIU) Short video applications. These factors are Perceived Usefulness (PU), Perceived Enjoyment (PE), Perceived Ease of Use (PEU), New Product Novelty (NPN), and Platform-Based Trust (PBT), providing insights for understanding humanities students' behavior in using short video applications. **Research design, data and methodology:** Data were collected through a questionnaire survey administered to humanities students at a university in Chengdu, China, yielding 500 valid responses. The validity and reliability of the data was assessed through convergent validity, composite reliability, Cronbach's alpha, factor loading, mean square extraction analysis, and discriminant validity tests, and were found to be acceptable. The conceptual framework was tested using AMOS, and the confirmatory factor analysis results indicated reasonable data fit and a suitable factor structure. **Results:** All proposed factors significantly influenced satisfaction, with NPN ($\beta = 0.382$) and PE ($\beta = 0.321$) showing the strongest effects. Furthermore, SAT had a positive and significant impact on CIU ($\beta = 0.245$). **Conclusions:** Theoretically, this work breaks new ground by bridging three distinct theoretical traditions in the short video platform literature. Practically, the findings provide actionable insights for platform developers and educators to enhance humanities students' user retention through targeted feature design and trust-building strategies.

Keywords: Satisfaction, Continuance Intention to Use, Short Video Application, China

JEL Classification Code: A22, I23, L82, O30

1. Introduction

Short video applications have rapidly become a central part of digital communication and informal learning. Despite their widespread use, there is limited understanding of how these platforms influence educational satisfaction and continuance intention among university students. According to Financial Corporation's 2024 global report, the number of active social media users reached 5.04 billion in January 2024, representing 62.3% of the global population, with users spending an average of 2 hours and 23 minutes per day on these platforms (Tian et al., 2025). Although this growth highlights the pervasiveness of social media, existing studies have not sufficiently explored how these platforms contribute to sustained educational engagement, particularly among students in non-technical disciplines.

Previous research has often focused on general users or students in science, technology, engineering, and mathematics (STEM) fields. This has resulted in limited insights into the specific behaviors and motivations of students in the humanities. Konale et al. (2025) observe that mobile technologies have broadened access to information, while Heller Baird and Parasnis (2011) emphasize how social media influences user behavior through diverse experiences. However, the role of these platforms in fostering academic satisfaction and continued use in humanities education remains underexplored.

Short video platforms such as TikTok and Douyin allow users to create and consume brief videos across diverse topics including music, cooking, and education. These platforms now incorporate features like algorithmic content delivery, live streaming, and interactive elements that enhance user engagement (Zhao & Wagner, 2023). Yet, few studies have examined how these features align with the unique learning styles and preferences of humanities students, who often engage with content in interpretive and reflective ways.

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Whiting and Williams (2013) point out that in the mid-20th century, audiences had limited control over mass media exposure. Today, short video platforms provide personalized and on-demand content that fosters more participatory learning experiences. O'Connor et al. (2022) note that users feel relaxed when engaging with these platforms, which facilitate low-effort access to vast information. Lee et al. (2005) add that passive learning often occurs through engaging and user-friendly content. Despite these insights, few studies have linked such engagement to long-term educational outcomes like satisfaction and continuance intention.

Karunarathne et al. (2025) argue that the transparency and networked nature of social media enable more effective information sharing than one-on-one communication. Wang (2025) emphasizes that social media functions as a dynamic platform for information dissemination. Nevertheless, much of the existing literature concentrates on general behavior, with limited focus on how perceived enjoyment, trust, and novelty affect educational experiences and technology use over time.

Theoretical integration is also lacking. While Heller Baird and Parasnis (2011) introduce a knowledge-sharing framework based on social exchange, other studies explore AI-based personalization and immersive design (Konale et al., 2025; Li et al., 2024). However, these perspectives are rarely combined with educational theories to examine how short video applications influence academic satisfaction, particularly among students in humanities programs.

In higher education, mobility and openness have emerged as important trends (Johnson et al., 2012, 2013). Short video platforms support these trends by offering flexible schedules, immediate access to content, and high levels of interactivity (Kumar & Chand, 2019). They also enable personalized learning through recommendations and social engagement (Kaye et al., 2020; Lu, 2019; Omar & Dequan, 2020). While such features are widely recognized, their effectiveness for learners in the humanities has received limited empirical attention.

This study addresses that gap by focusing on humanities students, whose educational experiences rely heavily on critical thinking, interpretation, and engagement with complex ideas. These students may benefit from short video applications in distinct ways compared to their peers in technical fields. Chengdu, as the capital of Sichuan Province and home to several leading universities, provides an appropriate setting for this investigation due to its diverse and active student population.

The purpose of this study is to examine how five key features of short video platforms, Perceived Usefulness (PU), Perceived Enjoyment (PE), Perceived Ease of Use (PEU), New Product Novelty (NPN), and Platform-Based Trust (PBT), affect student Satisfaction (SAT) and Continuance Intention to Use (CIU). By addressing gaps in the literature and highlighting the experiences of humanities students, this research contributes meaningful insights to both educators and platform designers seeking to enhance digital learning environments.

2. Literature Review

2.1 Research on Short Video Applications

Short video applications, typically featuring content under five minutes, have rapidly gained popularity due to their unique technical features and fragmented content formats (Li et al., 2024). Platforms like TikTok and Douyin employ automatic recommendation algorithms that differ from those used by YouTube or Netflix. Douyin, for instance, auto-plays videos upon app launch, offering only algorithm-curated content. These apps also continue evolving by adding features such as live streaming and in-app shopping to expand user engagement.

Content on these platforms is often fragmented, with most videos lacking a coherent storyline (Karunarathne et al., 2025). According to Quick Creator's 2024 report, the global short video market, valued at $175.7 billion in 2023, is projected to reach $886.81 billion by 2030. In advertising, 66% of video ads are now under 30 seconds, and revenue from short-form video ads is expected to exceed $10 billion this year.

Short video apps use intelligent algorithms to deliver highly personalized content, analyzing user data to sustain attention and immersion (Zhao & Wagner, 2023). Social features, comments, likes, and shares, also enhance user interaction and platform loyalty. Prior studies have explored various aspects, including user satisfaction, cognitive-emotional impacts, addiction, privacy concerns, and knowledge acquisition (Chen et al., 2019; Mou et al., 2021).

Recent research trends emphasize three directions: the effect of technical features on behavior, psychological and social mechanisms, and the theoretical foundations guiding platform design. Short video platforms are increasingly relevant to youth culture and education. As noted in the NMC Horizon Reports (Johnson et al., 2012, 2013), trends in higher education emphasize mobility and openness. Short video platforms offer flexible, interactive, and immediate access to knowledge (Kaye et al., 2020; Omar & Dequan, 2020), challenging traditional education models and reshaping learning dynamics.

This study focuses on humanities students in Chengdu, a major educational hub in southwest China, exploring factors influencing their satisfaction (SAT) and continuance intention to use (CIU) short video apps, providing insights for enhancing digital learning experiences.

2.2 Research Hypothesis and Relationship between Variables

2.2.1 Relation between Perceived Enjoyment and Satisfaction

Perceived enjoyment refers to the extent to which users find an activity pleasurable or intrinsically rewarding. Within the UTAUT2 framework, it is defined as "hedonic motivation" and is considered a key factor that influences both user satisfaction and continued engagement (Venkatesh et al., 2012). Similarly, the Technology Acceptance Model (TAM) identifies enjoyment as an intrinsic motivator, alongside perceived usefulness, that drives user behavior (Davis, 1989).

Van der Heijden (2004) highlighted that in hedonic systems, perceived enjoyment plays a critical role in determining user satisfaction and the likelihood of continued use. This relationship has been supported across various digital contexts. For instance, Thong et al. (2006) demonstrated that enjoyment significantly enhances satisfaction in mobile internet services. In the domain of online gaming, Hsu and Lu (2004) found it to be the strongest predictor of satisfaction and user loyalty. In education, Lee et al. (2005) reported that enjoyable digital learning experiences contribute to higher student satisfaction.

Studies from Southeast Asia have echoed similar findings. Omar and Dequan (2020) observed that enjoyment is a strong motivator for TikTok usage among Malaysian students, particularly for informal learning and entertainment. In Vietnam, Tran (2020) found that perceived enjoyment positively affects user satisfaction in online shopping platforms.

By integrating insights from TAM and UTAUT2, this study positions perceived enjoyment as a core construct influencing satisfaction within short video application use. Based on this rationale, the following hypothesis is proposed:
H1: Perceived enjoyment has a significant impact on satisfaction.

2.2.2 Relation between Perceived Usefulness and Satisfaction

Perceived usefulness refers to the extent to which individuals believe that using a system enhances their performance. In the Technology Acceptance Model (TAM), Davis (1989) identified perceived usefulness as a central factor influencing user satisfaction and continued use. This concept is further supported by the Information System Success Theory, which emphasizes that system and information quality, often reflected in perceived usefulness, significantly shape user satisfaction.

Evidence from various domains confirms this relationship. For example, Kang and Lee (2010) found that perceived usefulness positively influenced satisfaction in mobile service settings. In the context of Southeast Asia, Al-Fraihat et al. (2020) reported that students in Malaysian e-learning environments showed higher satisfaction when systems were perceived as useful.

In addition, Al-Sabawy et al. (2011) demonstrated that perceived usefulness, derived from system effectiveness, plays a vital role in enhancing satisfaction. Research by Kim et al. (2021) further supports this finding in the field of e-commerce, while studies by Collins et al. (2012) and Moreira et al. (2009) highlighted its importance in healthcare systems and digital education platforms.

These consistent findings, across both regional and international contexts, underline the importance of perceived usefulness as a determinant of user satisfaction. The integration of insights from TAM and the Information System Success Theory forms the foundation for the following hypothesis:
H2: Perceived usefulness has a significant impact on attitude.

2.2.3 Relation between Perceived Ease of Use and Satisfaction

Perceived ease of use refers to the extent to which a system is viewed as simple, convenient, and requiring minimal effort. According to Davis (1989), this factor is critical in shaping user attitudes and satisfaction with technology. Within the Technology Acceptance Model (TAM), it complements perceived usefulness by reducing cognitive barriers to engagement. Venkatesh and Davis (2000) emphasized that ease of use improves user satisfaction and intention to adopt technology through both personal experience and social influence.

In educational contexts, Lee et al. (2005) demonstrated that user-friendly online platforms enhance student satisfaction by lowering learning obstacles. In Southeast Asia, a study by Barua and Urme (2023) found that Bangladeshi faculty members rated ease of use as a top factor influencing digital teaching effectiveness, reinforcing its role in academic environments. Similarly, Wei et al. (2023) showed that intuitive mobile applications increase user engagement and satisfaction in event-based mobile platforms.

Unlike constructs such as perceived enjoyment, which focus on emotional responses, perceived ease of use is a more functional variable that determines how accessible users perceive a system to be. This distinction ensures a clearer theoretical contribution within the TAM framework. Moreover, ease of use indirectly boosts satisfaction by increasing the likelihood that users will perceive the system as useful and effective. Based on these insights, the following hypothesis is proposed:
H3: Perceived ease of use has a significant impact on satisfaction.

2.2.4 Relation between Platform-based Trust and Satisfaction

Platform-based trust is a critical factor influencing user satisfaction, particularly in digital service environments. In the Information System Success Model, system reliability and data security form the foundation of trust, which subsequently shapes satisfaction. Trust in a platform is built when users believe their data are handled securely and transparently, reducing uncertainty and enhancing their experience (Liang et al., 2014; Ribbink et al., 2004).

Numerous studies across sectors support this relationship. In mobile banking, Ketema and Selassie (2020) found that poor privacy protection reduces user satisfaction, while Cheng and Jiang (2020) emphasized that transparent data practices can mitigate concerns. Similarly, in Southeast Asia, Barua and Urme (2023) reported that trust in digital learning systems significantly influenced faculty satisfaction, particularly in terms of data handling and system credibility.

In e-commerce, Kalinic et al. (2020) showed that platform-based trust enhances satisfaction and encourages positive behavioral intentions, including loyalty and word-of-mouth. This pattern is also evident in social media usage, where perceived trustworthiness improves content engagement and platform satisfaction (Kim et al., 2009). These findings align with the Technology Acceptance Model, where trust interacts with perceived usefulness to influence user satisfaction and continuance. Therefore, this study proposes the following hypothesis:

H4: Platform-based trust has a significant impact on satisfaction.

2.2.5 Relation between New Product Novelty and Satisfaction

New product novelty, defined as the degree to which a product offers distinctive, original, or innovative features, plays a key role in enhancing user satisfaction. Novelty stimulates emotional responses such as curiosity and excitement, which contribute to a more engaging experience (González-Cutre & Sicilia, 2019). This aligns with Flow Theory, which suggests that novel stimuli can trigger deep involvement and enjoyment in interactive environments, thereby increasing satisfaction (Ryan & Deci, 2000).

Empirical studies consistently affirm this link. For example, McLean and Wilson (2019) found that innovative mobile apps lead to higher consumer engagement and satisfaction. In the context of online retail, Kang et al. (2023) reported that consumers rate their experience more positively when products present novel characteristics. Jin and Xu (2021) showed that in the electronics sector, unique design and feature innovation strongly enhance satisfaction.

Casaló et al. (2018) emphasized that novelty not only improves user perception but also encourages repeat use, reinforcing brand loyalty. In Southeast Asia, Konale et al. (2025) observed that the integration of new technologies such as virtual fitting rooms on shopping platforms significantly boosts consumer satisfaction by offering fresh, personalized experiences.

These findings support the role of product novelty in shaping positive user evaluations and continued engagement. Based on this, the following hypothesis is proposed:

H5: New product novelty has a significant impact on satisfaction.

2.2.6 Relation between Satisfaction and Continuance Intention to Use

Satisfaction is widely recognized as a central driver of continuance intention, referring to a user's willingness to keep using a service or technology over time (Kalinic et al., 2020; Limayem et al., 2007). Drawing on Expectation-Confirmation Theory (ECT) by Bhattacherjee (2001), when user expectations are met or exceeded, satisfaction improves, leading to a stronger intention to continue usage.

Empirical evidence across domains reinforces this relationship. In mobile services, Zhou (2013) found that satisfaction with performance and usability strongly predicts app reuse. In online commerce, Reichheld and Schefter (2000) observed that satisfied customers are more likely to engage in repeat purchases and remain loyal. In the hospitality industry, Heung and Qu (2000) reported that guest satisfaction translates into higher revisit intention.

In Southeast Asia, Tsai et al. (2018) found that satisfaction with MOOC learning platforms significantly enhanced students' continuance intention, especially when content and platform features aligned with learners' goals.

These findings suggest that ensuring satisfaction is essential to promoting long-term platform use and user loyalty. Based on this evidence, the following hypothesis is proposed:

H6: Satisfaction has a significant impact on continuance intention to use.

3. Research Methods and Materials

3.1 Research Framework

This study integrates three theoretical models to examine the factors influencing user satisfaction and continuance intention toward short video applications: the Technology Acceptance Model (TAM), Information System Success Theory (ISST), and Flow Theory.

TAM (Davis, 1989) highlights perceived usefulness (PU) and perceived ease of use (PEU) as key predictors of technology acceptance, later expanded to include social influence (Venkatesh & Davis, 2000). ISST focuses on

system and information quality, emphasizing their role in shaping user satisfaction (Davis, 1989). Flow Theory (Csikszentmihalyi, 1990) explains how enjoyment and immersion arise when users experience a balanced interaction, especially relevant to engagement with short video apps.

Drawing from these models and prior studies (e.g., Al Natour & Woo, 2021; Mou et al., 2021), the proposed framework in Figure 1, serves as the basis for hypothesis testing in this study:

H1: Perceived enjoyment has a significant impact on satisfaction.

H2: Perceived usefulness has a significant impact on attitude.

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

H4: Platform-based trust has a significant impact on satisfaction.

H5: New product novelty has a significant impact on satisfaction.

H6: Satisfaction has a significant impact on continuance intention to use.

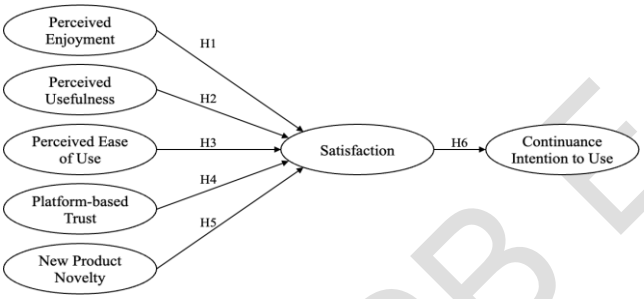

Figure 1: Conceptual Framework

3.2 Research Methodology

This study uses a quantitative non-probability sampling method to distribute questionnaires online to the target population. The main purpose of this method is to collect measurable data, analyze trends and relationships within these data, and validate the research hypotheses (Watson, 2015). The study focuses on humanities students at a university in Chengdu, China. It aims to explore the factors influencing their satisfaction with using short video applications as learning tools and their intention to continue using them. The research design is based on three theoretical foundations: Use and Satisfaction Theory, Information System Success Theory, and Communication Visibility Theory.

A questionnaire survey was conducted among humanities students at the university, resulting in 500 valid responses. The questionnaire was structured into three sections: the first section included screening questions to ensure the respondents met the study criteria; the second section comprised demographic questions, such as gender, age, and grade level; and the third section featured a 5-point Likert scale to measure the study variables, ranging from (1) strongly disagree to (5) strongly agree. These questions were designed to assess the six hypotheses of the study, including perceived usefulness, perceived enjoyment, perceived ease of use, product novelty, platform-based trust, satisfaction, and continuance intention to use.

Before the main survey, a pilot test was conducted with 50 respondents to ensure the validity and reliability of the questionnaire. The pilot data passed the expert review via the Item-Objective Consistency Index (IOC), meeting the minimum threshold of 0.67 as suggested by Turner and Carlson (2003), and the internal consistency met the 0.70 threshold for Cronbach's alpha, as recommended by Nunnally and Bernstein (1994). The final questionnaire was distributed to the target respondents, and 500 valid responses were collected. The data's validity and reliability were assessed through convergent validity, composite reliability, Cronbach's alpha, factor loading, mean square extraction analysis, and discriminant validity tests, confirming the data's acceptability (Den Hartog & Verburg, 2004).

SPSS and JAMOVI software were used to measure the sample data for data analysis. The conceptual framework was tested using AMOS, and the Confirmatory Factor Analysis (CFA) results indicated a reasonable data fit and a suitable factor structure. Structural Equation Modeling (SEM) was then applied to examine the causal relationships between the variables. This rigorous methodology ensures the robustness of the findings and provides a solid foundation for the study's conclusions.

3.3 Population and Sample Size

This study employed a non-probability sampling method, specifically judgmental sampling and quota sampling, to select humanities students from two undergraduate programs at a university in Chengdu, China, as the target population. The researchers distributed questionnaires via an online platform. The two programs surveyed were the Education program and the Art Design program. Table 1 presents the population and proportional sample size for both programs.

Table 1: Sample Units and Sample Size

Humanities	Population Size	Proportional Sample Size
Education	2,495	353
Art Design	1,038	147
Total	**3,533**	**500**

Note: Constructed by the Author

The data collection took place between July 2024 and January 2025. To ensure eligibility, the data screening process included a filter question requiring participants to have used short video applications for more than one year. In total, 353 valid responses were collected from the Education program and 147 from Art Design, yielding a total sample of 500 valid responses from a population of 3,533 students.

To determine whether the sample size was adequate for structural equation modeling (SEM), a power analysis was conducted using G*Power 3.1. Assuming a medium effect size ($f^2 = 0.15$), an alpha level of 0.05, and a power level of 0.95, the recommended minimum sample size for a model with six predictors is 138. Therefore, the collected sample of 500 participants is more than sufficient to ensure statistical power for hypothesis testing and model validation.

4. Results and Discussion

4.1 Demographic Information

The demographic analysis offers a snapshot of the study's participants, drawn from undergraduate students majoring in Education and Art Design at a university in Chengdu, China. Of the 500 valid responses, the majority were female, and most students fell within the 19-22 age range, ensuring demographic relevance to the target population.

The usage behavior of short video applications revealed high engagement among participants. A significant portion reported using short video platforms more than 10 times per week, with most spending between 5 to 25 hours weekly. This suggests that short video apps are deeply integrated into their daily routines.

In terms of content preferences, entertainment and lifestyle videos emerged as the most frequently watched, followed closely by educational content. Notably, over half of the students reported using short video platforms regularly for learning purposes, with nearly 30% engaging in such use more than 10 times per week. This indicates a growing acceptance of short video platforms as informal learning tools.

These insights underscore the relevance of short video applications in the academic and personal lives of humanities students and provide an essential context for examining their satisfaction and continued usage intentions.

Table 2: Demographic Information

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	178	35.6
	Female	322	64.4
Age Group	19-20	232	46.4
	21-22	268	53.6
Weekly Usage Frequency	1-5times	47	9.4
	6-10 times	122	24.4
	more than 10 times	331	66.2
Weekly Usage Time	Less than 5 hours	102	20.4
	5~15hours	201	40.2
	16~25 hours	149	29.8
	More than 25 hours	48	9.6
Short Videos Frequently Watch (Multiple Choice)	Entertainment Videos	347	69.4
	Educational Videos	278	55.6
	News Videos	219	43.8
	Lifestyle Videos	289	59.6
	Others	49	9.8
Weekly Usage Frequency for Study	1-3times	78	15.6
	4-6 times	151	30.2
	7-10 times	122	24.4
	More than 10 times	149	29.8

Note: Constructed by the Author

4.2 Confirmatory Factor Analysis (CFA)

This study employed Confirmatory Factor Analysis (CFA) to assess the measurement model of the conceptual framework, evaluating the Composite Reliability (CR) and Average Variance Extracted (AVE) for each construct. The results are presented in Table 3.

The measurement model shows robust reliability and validity. All constructs achieved CR values above 0.7, indicating reliable measurement. Most constructs also achieved AVE values above 0.5, confirming good convergent validity. Specifically, "Perceived Usefulness" (PU) exhibited the highest CR of 0.915 and AVE of 0.683, while "Satisfaction" (SA) showed a CR of 0.912 and AVE of 0.675. "Perceived Enjoyment" (PE) and "Platform-Based Trust" (PBT) also demonstrated strong reliability and validity, with CR values of 0.855 and 0.867 and AVE values of 0.665 and 0.680, respectively.

Although "New Product Novelty" (NPN) and "Perceived Ease of Use" (PEU) had slightly lower AVE values at 0.635 and 0.650, these remain close to the acceptable threshold of 0.5. Factor loadings for all items were strong, with most exceeding 0.7. These results confirm that the measurement model fits the data well, supporting subsequent structural equation modeling (SEM) analysis.

Table 3: Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results

Variable	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factor Loading	CR	AVE
Perceived Usefulness (PU)	Zacharis (2012)	5	0.915	0.820-0.845	0.915	0.683
Perceived Enjoyment (PE)	Al Natour and Woo (2021)	3	0.852	0.795-0.820	0.855	0.665
New Product Novelty (NPN)	Mou et al. (2021)	3	0.840	0.760-0.810	0.842	0.635
Platform-based Trust (PBT)	Mou et al. (2021)	3	0.865	0.780-0.850	0.867	0.680
Perceived Ease of Use (PEU)	Jia et al. (2023)	4	0.880	0.770-0.840	0.882	0.650
Satisfaction (SA)	Gu et al. (2020)	5	0.910	0.780-0.830	0.912	0.675
Continuance Intention to Use (CIU)	Mou et al. (2021)	3	0.850	0.775-0.825	0.853	0.650

Note: CR = Composite Reliability, AVE = Average Variance Extracted

Table 4 displays the goodness-of-fit results for the CFA. The CMIN/DF value of 1.472 is well below the threshold of 3, indicating a good fit. The GFI (0.915) and AGFI (0.853) meet their respective thresholds of 0.8 and 0.8, suggesting a satisfactory fit. The NFI (0.932), TLI (0.978), and CFI (0.975) all exceed the 0.9 threshold, further confirming a good fit. The RMSEA value of 0.047 is well below the 0.08 threshold, indicating a close fit between the model and the data. These results collectively validate the structural model's validity and support its use for further analysis.

Table 4: Goodness of Fit for Confirmatory Factor Analysis

Index	Criterion	Statistical Value
CMIN/DF	< 3 (Hair et al., 2006)	1.472
GFI	> 0.9 (Arbuckle, 1995)	0.915
AGFI	> 0.8(Sica & Ghisi, 2007)	0.853
NFI	> 0.9 (Hair et al., 2006)	0.932
TLI	> 0.9 (Hair et al., 2006)	0.978
CFI	> 0.9 (Hair et al., 2006)	0.975
RMSEA	< 0.08 (Pedroso et al., 2016)	0.047

Note: 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 and RMSEA = root mean square error of approximation

Table 5 presents the square roots of the AVE values on the diagonal, which are all higher than the correlations between constructs listed below the diagonal. For example, the AVE square root for PU (0.807) exceeds its correlations with PE (0.283), NPN (0.227), PBT (0.268), PEU (0.342), SA (0.289), and CIU (0.309). This pattern is consistent across all constructs, confirming discriminant validity. The results demonstrated acceptable convergent and discriminant validity, thereby confirming the validity of the structural model.

Table 5: Discriminant Validity

Variable	Factor Correlations						
	PU	PE	NPN	PBT	PEU	SA	CIU
PU	**0.807**						
PE	0.283	**0.794**					
NPN	0.227	0.298	**0.779**				
PBT	0.268	0.257	0.236	**0.814**			
PEU	0.342	0.276	0.249	0.295	**0.813**		
SA	0.289	0.238	0.197	0.246	0.298	**0.793**	
CIU	0.309	0.287	0.276	0.294	0.343	0.284	**0.817**

Note: The diagonally listed value is the AVE square roots of the variables

4.3 Structural Equation Model (SEM)

This study employed Structural Equation Modeling (SEM) to examine the relationships between the constructs in the conceptual framework. The model was evaluated using several goodness-of-fit indices, with the results in Table 6.

The CMIN/DF value was 2.545, within the recommended threshold of 3.00 (Hair et al., 2006). The GFI was 0.888, and the AGFI was 0.863, both meeting the recommended thresholds of greater than 0.8 (Doll et al., 1994; Sica & Ghisi, 2007). The NFI was 0.915, TLI was 0.935, and CFI was 0.941, all exceeding the suggested threshold of 0.90 (Hair et al., 2006). The RMSEA was 0.055, below the recommended threshold of 0.08 (Pedroso et al., 2016). This supports the validity of the hypothesized relationships within the structural model and confirms its suitability for analyzing the factors influencing students' satisfaction and continuance intention to use short video applications.

Table 6: Goodness of Fit for Structural Equation Modeling

Index	Criterion	Statistical Value
CMIN/DF	< 3 (Hair et al., 2006)	2.545
GFI	> 0.8 (Doll et al., 1994)	0.888
AGFI	> 0.8 (Sica & Ghisi, 2007)	0.863
NFI	> 0.9 (Hair et al., 2006)	0.915
TLI	> 0.9 (Hair et al., 2006)	0.935
CFI	> 0.9 (Hair et al., 2006)	0.941
RMSEA	< 0.08 (Pedroso et al., 2016)	0.055

Note: 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 and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The structural model was assessed using standardized path coefficients (β), standard errors (S.E.), and t-values to determine the significance of each hypothesized relationship. As shown in Table 7, the results support all six proposed hypotheses, confirming the validity of the conceptual model.

Among the predictors of student satisfaction, new product novelty (β = 0.382) exerted the strongest influence, followed by perceived enjoyment (β = 0.321) and platform-

based trust (β = 0.254). Perceived usefulness (β = 0.198) and perceived ease of use (β = 0.175) also showed significant positive effects on satisfaction. In addition, satisfaction significantly influenced continuance intention to use (β = 0.245), reinforcing the central role of satisfaction in sustaining user engagement.

These findings provide robust empirical support for the model, indicating that both functional and experiential factors contribute to satisfaction, which in turn predicts students' continued use of short video applications.

Table 7: Hypothesis Testing Result

Hypothesis	Standardized path coefficients (β)	t-value	Test Result
H1: PE → SAT	0.321	6.294*	Supported
H2: PU → SAT	0.198	4.125*	Supported
H3: PEU → SAT	0.175	3.302*	Supported
H4: PBT → SAT	0.254	5.182*	Supported
H5: NPN → SAT	0.382	6.698*	Supported
H6: SAT → CIU	0.245	4.537*	Supported

Note: *=p-value<0.05

The result supports **H1** (β = 0.321, t = 6.294), confirming that perceived enjoyment significantly influences student satisfaction with short video applications. This aligns with Van der Heijden (2004) and Venkatesh et al. (2012), who emphasized that enjoyment, or "hedonic motivation," is a key factor in determining satisfaction, particularly in hedonic and leisure-oriented systems. In the context of this study, students who found short video platforms enjoyable reported higher satisfaction, reinforcing the role of intrinsic motivation in user experience.

H2 was supported (β = 0.198, t = 4.125), indicating that perceived usefulness has a significant positive impact on satisfaction. This finding echoes Davis's (1989) Technology Acceptance Model (TAM) and is further supported by Al-Fraihat et al. (2020) in e-learning contexts. It suggests that students value the utility of short video apps, particularly for learning or information access, which enhances their satisfaction.

The support for **H3** confirms that ease of use contributes significantly to satisfaction (β = 0.175, t = 3.302). This is consistent with the foundational TAM work of Davis (1989) and subsequent extensions by Venkatesh and Davis (2000), which found that intuitive, user-friendly platforms improve satisfaction by reducing effort. For students, easily navigating and interacting with short video platforms facilitates a more positive experience.

H4 was also supported, validating the role of trust in influencing satisfaction (β = 0.254, t = 5.182). This finding is aligned with research by Ribbink et al. (2004) and Liang et al. (2014), who emphasized the importance of privacy protection and platform reliability. It also reflects more recent findings by Cheng and Jiang (2020) and Kalinic et al. (2020), which demonstrate that users are more satisfied with platforms that communicate clear privacy practices and provide a trustworthy environment.

H5 yielded the strongest effect on satisfaction, confirming that new product novelty is a critical determinant (β = 0.382, t = 6.698). This result supports prior studies by McLean and Wilson (2019) and Jin and Xu (2021), which show that users respond positively to innovative and unique features. The finding suggests that humanities students particularly value the freshness and creativity of content and features on short video platforms, making novelty a key satisfaction driver.

Finally, **H6** was supported (β = 0.245, t = 4.537), indicating that satisfaction significantly influences students' intention to continue using short video applications. This is in line with Bhattacherjee's (2001) Expectation-Confirmation Theory (ECT), which posits satisfaction as a key determinant of post-adoption behavior. It also mirrors findings by Zhou (2013) and Reichheld and Schefter (2000), emphasizing that satisfied users are more likely to remain engaged and develop usage habits over time.

The empirical results validate the conceptual framework derived from TAM, ISST, and Flow Theory. Each construct has demonstrated a significant influence on satisfaction, which in turn positively affected continuance intention. Notably, new product novelty and perceived enjoyment emerged as the most influential predictors, highlighting the importance of engaging and innovative experiences for sustaining student engagement with short video platforms.

5. Conclusions and Recommendation

5.1 Conclusions

This study examined the factors influencing humanities students' satisfaction and continuance intention to use short video applications as learning tools. With the rapid growth of the short video industry, these platforms have become increasingly relevant not only for entertainment but also for educational and social purposes. Understanding how these factors operate within the educational context of humanities students provides valuable insights for both platform developers and academic institutions.

The research targeted humanities students from two programs at a university in Chengdu, China. A total of 500 valid responses were collected using structured questionnaires. The data strongly supported the conceptual framework, which was informed by established literature and grounded in three theoretical foundations. Data analysis through SPSS and JAMOVI confirmed measurement reliability and validity. Further validation was conducted through AMOS, where confirmatory factor analysis (CFA)

confirmed the structural integrity and model fit.

Structural Equation Modeling (SEM) results showed that all six proposed hypotheses were supported. Perceived usefulness, perceived enjoyment, product novelty, and platform-based trust were found to positively influence satisfaction, with perceived usefulness having the strongest effect. Satisfaction itself was a significant predictor of continuance intention. This finding aligns with Bhattacherjee's (2001) Expectation-Confirmation Theory, which posits that satisfaction arises when initial expectations are met, resulting in continued use behavior.

However, while our findings align with prior studies conducted in China and similar contexts, some cross-cultural research indicates variation. For instance, users in Western countries may prioritize privacy and platform control over perceived enjoyment (Ribbink et al., 2004), and satisfaction drivers may differ based on cultural norms and learning styles. Therefore, generalizing these findings across cultures should be done with caution. Tsai et al. (2018) found that satisfaction in MOOCs varied significantly across learners with different cultural backgrounds, emphasizing the need for cross-cultural validation.

Moreover, this study presents a model where all hypothesized relationships were confirmed; however, we acknowledge that this may be influenced by contextual variables, such as students' familiarity with digital tools or the availability of educational content on short video platforms. Other factors like digital literacy, peer influence, and platform fatigue were not addressed and may moderate the outcomes observed. In contrast to our findings, Zhou (2013) reported that user satisfaction does not always ensure continuance intention when app usability or trust is compromised.

In summary, this study provides important insights into the drivers of satisfaction and continuance intention among humanities students using short video platforms. Humanities students, who are often characterized by high adaptability, critical thinking, and communication skills, can benefit from such platforms in both academic and personal growth contexts. The platforms not only enhance their learning experiences but also foster exposure to diverse perspectives and creative expression.

By emphasizing factors such as perceived usefulness, enjoyment, novelty, and trust, platform designers and educators can enhance engagement and loyalty among these students. Given that humanities students often derive satisfaction from non-financial motivations, such as personal development and knowledge acquisition, targeting these factors is especially effective.

Ultimately, short video platforms that align with educational goals and student values can enrich the learning process while building a committed and engaged user base. However, future research should consider broader populations, longitudinal data, and comparative cross-cultural models to deepen and validate these insights.

5.2 Recommendations

Based on the findings of this study, the following recommendations are proposed for platform developers and educators.

Platform developers should focus on enhancing perceived usefulness by continuously improving the functionality and features of short video platforms. This can be achieved through incorporating tools that facilitate knowledge acquisition, such as interactive quizzes, detailed captions, and expert endorsements. Fostering perceived enjoyment by integrating entertaining and engaging content can significantly increase platform engagement. Features like gamification elements or creative video projects can make learning more enjoyable for humanities students. Regularly introducing product novelty by updating the platform with fresh and innovative content is crucial to maintaining user interest. Finally, strengthening platform-based trust through robust privacy protection measures and transparent data policies is essential, especially for humanities students prioritizing privacy.

For educators, leveraging short video platforms as supplementary educational tools can provide students diverse learning activities beyond traditional classroom settings. Designing activities that encourage students to create and share their short video content actively reinforces learning and enhances their digital literacy and creativity. Collaboration between educators and platform developers is highly recommended to align educational goals with platform features, leading to more effective learning tools tailored to the needs of humanities students.

5.3 Limitation and Further Study

This study offers valuable insights into factors influencing humanities students' satisfaction and continuance intention to use short video platforms. However, several limitations should be considered.

First, the study focused on humanities students from a single university in Chengdu, which limits generalizability across regions, cultures, and academic disciplines. Future research should involve more diverse institutions and student populations to improve external validity.

Second, the cross-sectional design provides only a snapshot of user perceptions. Longitudinal studies are needed to understand how satisfaction and continuance intention evolve over time.

Third, reliance on self-reported data may introduce bias, such as social desirability or inaccurate recall. Future studies could combine survey responses with behavioral data for

more robust findings.

Finally, cultural context may influence how users interpret constructs like trust or enjoyment. Future research should conduct cross-cultural comparisons to explore how cultural differences shape user satisfaction and platform engagement.

By addressing these limitations, future work can better inform platform design and educational strategies across diverse settings.

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