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Exploring The Guardians' Point of Views on Their Children's Satisfaction and Behavioral Intention to Learn with Cartoon Animation in Sichuan, China

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Abstract

Purpose: This study aims to explore the guardians' views of their children's satisfaction and behavioral intention of cartoon animation in Sichuan, China. The research model was constructed to identify causal relationships among information quality, service quality, perceived usefulness, negative economic impact, negative sociocultural impact, satisfaction, and behavioral intentions. **Research design, data, and methodology:** this study used a quantitative method in which questionnaires were distributed to 500 guardians whose children were between grades 1 to 4 and engage with animation in a primary school. The sampling techniques involve judgmental and convenience sampling. Before data collection, Item Objective Congruence (IOC) index and pilot test (n=50) with Cronbach's alpha were used. Data were analyzed using confirmatory factor analysis (CFA) and structural equation modeling (SEM). **Results:** Hypothesis testing was measured with a p-value < 0.05. The result was that five out of six hypotheses were supported. Service quality significantly influences perceived usefulness. Perceived usefulness, negative economic impact, and negative sociocultural impact significantly influence satisfaction. Satisfaction significantly influences behavioral intentions. In contrast, information quality does not significantly influence perceived usefulness. **Conclusions:** Animation developers, teachers, and school managers should improve high-quality cartoon animation and related tools to enhance children's education.

Keywords: Information Quality, Service Quality, Perceived Usefulness, Satisfaction, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Animation, an art form based on film technology, appeared 17 years later than film in China, but it expanded the radiation of film technology and created a new art variety. In 1922, the first Chinese animation, "Shuzhendong Chinese typewriter," was produced, opening a page in Chinese animation's history. Four years later, they made a 12-minute entertainment cartoon, "the studio of Havoc," which announced the birth of Chinese animated films. In other words, Chinese animation has a history of nearly 80 years. In 1938, Xinhua United Pictures Co, Ltd. set up the cartoon

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department and hired Vancouchan as the director. They decided to shoot the animated feature film "Princess Iron Fan." In addition to learning from some elements of American animated films, the WAN brothers boldly tried to apply the style of Chinese classical painting and landscape painting to the film. They finished the first Asian animated film, "Princess Iron Fan," for 80 minutes, immediately creating a sensation. After the founding of New China, with the unremitting efforts of the older generation of animation artists represented by the Wan brothers, Tewei and Jin Xi, Shanghai art film studio, the only animation production base in China, was established on November 16, 1949 (Hu & Chen, 2021).

This research is conducive to the diversification of animation themes, not only to the study of the essence of animation but also to the analysis and research of the combination of animation and all aspects of society to promote the common development of animation and society, make the film and television animation comprehensive, and promote the right choice of the education and behavior intention of the young students through the lens of their guardians. A guardian is an individual who has been given the legal responsibility to care for a child or an adult who does not have the capacity for self-care, e.g., parents or legal protectors. Due to students between grades 1 to 4 are not legal adults and are not eligible to engage in the survey, consent from their guardians to survey their children is required. Therefore, this study aims to explore the guardians' point of view on their children's satisfaction and behavioral intention of cartoon animation in Sichuan, China. The research model was constructed to identify causal relationships between information quality, service quality, perceived usefulness, negative economic impacts, negative sociocultural, satisfaction, and behavioral intentions.

2. Literature Review

2.1 Information Quality

Information quality is a system that outputs information for learning purposes (Chen & Kao, 2012). Information quality can be summed up in the network environment as the usefulness of network users after using the service (Rotchanakitumnuai & Speece, 2004). If users think the quality of the information, they provide is better, they may conclude that their system is better suited to their task. Therefore, the higher the quality of the information provided by the platform; the more common people choose to use it (Tam & Oliveira, 2016). Information quality in the animation will directly affect the perceived attitude of students. When information quality is favorable or unfavorable, students will judge their perception and determine whether their perception is useful or not (Wang & Lin, 2012). Hence, this study assumes a hypothesis:

H1: Information quality has a significant impact on perceived usefulness.

2.2 Service Quality

The definition of quality of service refers to the usefulness of providing services to service objects (Saeed et al., 2003). The site provides overall support for quality of service, including trust, responsiveness, and specificity (Keating et al., 2003). In order to better make users use a system or technology, service quality quantity has a positive effect on perceived value and customer satisfaction (Saeed et al., 2003). This way, customer loyalty and purchase intention can be further improved (Kuo & Yen, 2009). Before using the system, Bhattacherjee (2001) noted that the user has shown perceived usefulness. When the user perceived service quality is high, the user's acceptance of perceived usefulness will gradually increase—the study by (Saeed et al., 2003). Service quality refers to the overall movie-watching experience provided by cartoons to audiences. After audiences have watched cartoons, their overall experience of this service will affect their perceived usefulness (Wang & Lin, 2012). Thus, a hypothesis is suggested:

H2: Service quality has a significant impact on perceived usefulness.

2.3 Perceived Usefulness

Perceived usefulness is one of the two major determinants of the technology acceptance model. Perceived usefulness reflects the degree to which an individual believes that using a specific system contributes to his or her work performance (Davis, 1989). In information systems research, perceived usefulness is an influential determinant of acceptance of various systems and technology applications (Aboelmaged, 2010). Venkatesh et al. (2003) referred to perceived usefulness as the stable variables of users' behavior at the beginning and after the adoption of products. The impact on users' perceived ease of use will gradually decrease with the increase in user experience and finally become insignificant. Sledgianowski and Kulviwat (2009) discovered that users' perceived usefulness affects positive intention to use the system. In the context of animated cartoons, perceived usefulness will directly affect their satisfaction; when the audience cartoons, perceived usefulness directly affects the satisfaction when students watch the animated short film for a new animation narrative. Consequently, this study develops a hypothesis:

H3: Perceived usefulness has a significant impact on satisfaction.

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2.4. Negative Economic Impacts

Economic globalization is a process of continuous improvement under economic interaction. Based on the continuous expansion of cross-border trade in goods and services, trade freedom and the reduction of international capital flow will expand production technology (Shangquan, 2000). Economic costs lead to substantial budget cuts and tax increases, eventually leading to user protests and, in serious cases, cancellation (Nooij & Berg, 2018). The above shows that an effective assessment of the negative economic impact will help explain the event sponsor's preparatory behavior. Income affects income satisfaction, income, health, and job satisfaction all affect economic growth, and economic growth has a positive impact on user life satisfaction. Therefore, the two variables strongly correlate positively (Schyns, 2001). The local economy will also affect student satisfaction with watching cartoons and influence students' behavioral intentions. Based on the previous literature, a hypothesis is made:

H4: Negative economic impacts have a significant impact on satisfaction.

2.5 Negative Sociocultural

Cognitive social capital is a shared process of members regarding meaning, belief, values, pleasure, speech, and behavior (Sharpley & Stone, 2012). Angry and betraying users tend to spread negative information and word of mouth, damaging the reputation of the entire product (Choi & La, 2013). Therefore, service recovery outcome variables such as negative information need to receive more attention to make the product more popular (Zhang et al., 2020). In addition, the literature on reducing negative sociocultural information remediation shows a negative correlation between user satisfaction after remediation and negative word-of-mouth (Balaji et al., 2016; Bolkan et al., 2012; Ranaweera & Menon, 2013). Social culture refers to beliefs, values, religious beliefs, moral norms, aesthetic concepts, and customs passed down from generation to generation that have been formed in a social form and are recognized by society. The negative social culture can affect student satisfaction with cartoon animation and their learning. Thus, the researcher hypothesizes that:

H5: Negative sociocultural has a significant impact on satisfaction.

2.6 Satisfaction

Satisfaction is the degree of accumulated feelings generated during interactions between the service provider and the served (Kuo & Yen, 2009). Satisfaction refers to the degree to which the user meets or exceeds their expectations on the product quality, service, performance, etc., after using the product. *Satisfaction* is a cognitive or emotional evaluation level when a consumer purchases or uses a product or service (Kim et al., 2006). When the user's expectations after using the product match those before, the user is satisfied. This may result in users repurchasing and using the product or service of the use class. At the same time, when the user is satisfied, the process may also result from the emotional reaction generated by the user when purchasing and using the product or service or the cognitive evaluation between the expectation before using the product and the experience (Oliver, 1997). When students are satisfied with animated cartoons, their behavior intention is developed during their learning process. Subsequently, a hypothesis is proposed:

H6: Satisfaction has a significant impact on behavioral intentions.

2.7 Behavioral Intentions

Behavioral intention is the state of a specific individual's subjective consciousness to act (Ajzen & Fishbein, 1980). Behavioral intention refers to a process in which customers may return to the company where they have used the service and spread positive information about the company to family and friends when they choose the service (Al-Rahmi & Othman, 2013; Wu, 2013). According to Koo et al. (2014), users' satisfaction with activities affects their behavioral intention to participate in relevant small-scale activities. Yim and Byon (2018) found that the satisfaction of sports fans with games and the service process directly affects their willingness to visit again and buy goods. However, previous studies have found that it is mainly from the perspective of tourists and sports fans that study the relationship between user satisfaction and their behavioral intention (Huang, 2006; Koo et al., 2014; Yim & Byon, 2018). Zhong et al. (2022) conceptualized behavioral intention to use online learning systems as the contribution of perceived usefulness, perceived ease of use, trust, attitude, and satisfaction.

3. Research Methods and Materials

3.1 Research Framework

The research framework is developed based on four previous studies' research models, including Barhoumi (2016), Ifinedo (2017), Wang and Lin (2012), and Zhang et al. (2020). Figure 1 shows two direct variables: Perceived usefulness and satisfaction; perceived usefulness is Information quality and Service quality. Two. Variables satisfaction is negative economic impacts and negative sociocultural two variables. There are six hypotheses for the

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research, 36 variables in total, four items of information quality, 4 items of service quality, 4 items of perceived usefulness, 4 items of negative economic impacts, 10 items of negative sociocultural, 5 items of satisfaction, 5 items of behavioral intentions.

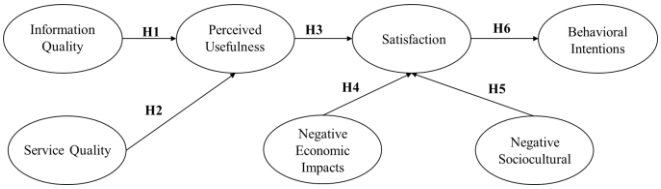

Figure 1: Conceptual Framework

H1: Information quality has a significant impact on perceived usefulness.
H2: Service quality has a significant impact on perceived usefulness.
H3: Perceived usefulness has a significant impact on satisfaction.
H4: Negative economic impacts have a significant impact on satisfaction.
H5: Negative sociocultural has a significant impact on satisfaction.
H6: Satisfaction has a significant impact on behavioral intentions.

3.2 Research Methodology

This study applied a quantitative method by distributing questionnaires to 500 guardians whose children are between grades 1 to 4 and engage with animation in a primary school. The survey consisted of screening questions, measuring items with a 5-point Likert scale, and demographic information. Before the data collection, Item Objective Congruence (IOC) Index and the pilot test (n=50) with Cronbach's Alpha were used. For Item Objective Congruence (IOC) Index, the results revealed that all measuring items were passed at a score of above 0.6. Cronbach's Alpha was used to validate the pilot group. As a result, all constructs were approved at a score above 0.6 (Sekaran, 1992). The results represent excellent (> 0.9), very good (> 0.8), and good (> 0.7) of CA's strength of association, including information quality (0.850), service quality (0.760), perceived usefulness (0.875), negative economic impacts (0.815), negative sociocultural (0.852), satisfaction (0.907), and behavioral intentions (0.745). The data collection period was between January to April 2023. After the data collection, data were analyzed through SPSS AMOS statistical software, using confirmatory factor analysis (CFA) and structural equation modeling (SEM).

3.3 Population and Sample Size

Due to students between grades 1 to 4 are not legal adults and are not eligible to engage in the survey, consent from their guardians to survey their children is required. The target population of this study is guardians whose children are in between grades 1 to 4 and are engaging with animation in a primary school. A sample size of at least 425 respondents is recommended for a structural equation model (Soper, 2023). To conduct an effective study, the researcher determines the appropriate sample size in this study and subjects 500 samples for the research.

3.4 Sampling Technique

In the nonprobability sampling method, this study conducts judgmental and convenience sampling. The researcher used judgment sampling to select guardians whose children are between grades 1 to 4 and engage with animation in a primary school. For convenience sampling, the researcher properly requested consent and permission from the guardians of students and guided them on how to survey their children. The questionnaire is provided in both paper and online format.

4. Results and Discussion

4.1 Demographic Information

The demographic profile of the 500 participants is demonstrated in Table 1. Most respondents are male, with 340 or 68 percent, whereas females are 160 or 32 percent; third grade accounts for 152 respondents or 30.4 percent, followed by second grade 128 or 25.6 percent, the fourth grade 111 or 22.2 percent, and first grade 109 or 21.8 percent.

Table 1: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	340	68
	Female	160	32
Year of Study	First Grade	109	21.8
	Second Grade	128	25.6
	Third Grade	152	30.4
	Fourth Grade	111	22.2

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

In CFA, the methods used to measure convergent validity are Cronbach's Alpha reliability, factor loading, composite or construct reliability, and mean-variance extraction. Table 2 shows that all constructs were approved at a score above 0.6

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(Sekaran, 1992). Cronbach's Alpha values show greater than 0.8, thus confirming the internal consistency of the items and being very good for the distribution of the questionnaire results. The acceptable threshold for the factor load is 0.5 or higher (Hair et al., 2010). In addition, Fornell and Larcker (1981) recommended that the values for CR and AVE are 0.7 or higher, respectively, and are both acceptable at 0.4 or higher. Therefore, the CFA results confirm the convergent validity of this study.

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
Information Quality (IQ)	Cheng (2012)	4	0.897	0.736-0.967	0.900	0.694
Service Quality (SQ)	Lin and Lu (2000)	4	0.903	0.703-0.895	0.907	0.711
Perceived Usefulness (PU)	Lin and Lu (2000)	4	0.925	0.827-0.947	0.926	0.759
Negative Economic Impacts (NEI)	Zhang et al. (2020)	4	0.930	0.816-0.963	0.920	0.742
Negative Sociocultural (NS)	Zhang et al. (2020)	10	0.965	0.749-0.909	0.965	0.734
Satisfaction (S)	Ifinedo (2017)	5	0.909	0.799-0.837	0.909	0.666
Behavioral Intentions (BI)	Chu and Kim (2011)	5	0.946	0.858-0.917	0.946	0.778

The measurement model was performed by employing a confirmatory factor analysis to determine the fitness of the explicit model. The measurement model fit is represented by acceptable values for the goodness of fit index in Table 3. The statistical values of each indicator were compared with the acceptance criteria. Specifically, the values were CMIN / DF = 1.761, GFI = 0.901, AGFI = 0.885, NFI=0.939, CFI = 0.973, TLI = 0.970, and RMSEA = 0.039.

Table 3: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Awang, 2012)	1009.054 or 1.761
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.901
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.885
NFI	≥ 0.80 (Wu & Wang, 2006)	0.939
CFI	≥ 0.80 (Bentler, 1990)	0.973
TLI	≥ 0.80 (Sharma et al., 2005)	0.970
RMSEA	< 0.08 (Pedroso et al., 2016)	0.039
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 = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation,

The discriminant validity is confirmed when the square root of the AVE is greater than the coefficients of any associated construct (Fornell & Larcker, 1981). In Table 4, the square root of the AVE at the diagonal line is greater than the correlation between the scales, so the discriminant validity is guaranteed.

Table 4: Discriminant Validity

	IQ	SQ	PU	S	NEI	NS	BI
IQ	**0.833**						
SQ	-0.046	**0.843**					
PU	0.031	0.278	**0.871**				
S	0.186	0.278	0.328	**0.816**			
NEI	0.219	0.024	0.118	0.178	**0.861**		
NS	0.021	0.341	0.432	0.507	0.097	**0.857**	
BI	0.074	0.253	0.314	0.365	0.102	0.713	**0.882**

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

4.3 Structural Equation Model (SEM)

Model fit was evaluated in the structural model. Each indicator's statistical values were compared with the acceptable goodness of fit values in the data set, as shown in Table 5. The index statistics were CMIN / DF = 2.303, GFI = 0.875, AGFI = 0.857, NFI=0.919, CFI = 0.952, TLI = 0.949, and RMSEA = 0.051.

Table 5: Goodness of Fit for Structural Model

Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Awang, 2012)	1340.311/582 or 2.303
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.875
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.857
NFI	≥ 0.80 (Wu & Wang, 2006)	0.919
CFI	≥ 0.80 (Bentler, 1990)	0.952
TLI	≥ 0.80 (Sharma et al., 2005)	0.949
RMSEA	< 0.08 (Pedroso et al., 2016)	0.051
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 = Normed 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 hypothesis measured the magnitude of the correlation between the proposed independent and dependent variables using either the regression or the standardized pathway coefficients. The results of both data sets are as in Table 6. Five out of the six hypotheses are supported. Respectively: The hypotheses testing was measured with a p-value<0.05. The results were that five out of six hypotheses were supported. Service quality significantly influences perceived usefulness. Perceived usefulness, negative economic impact, and negative

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sociocultural significantly influence satisfaction. Satisfaction significantly influences behavioral intentions. On the contrary, information quality has no significant influence on perceived usefulness.

Table 6: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: IQ→PU	0.053	1.049	Not Supported
H2: SQ→PU	0.274	6.140***	Supported
H3: PU→S	0.111	3.067**	Supported
H4: NEI→S	0.108	2.931**	Supported
H5: NS→S	0.374	10.423***	Supported
H6: S→BI	0.496	8.283***	Supported

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

H1: When the quality of information can provide users with high-quality information, they combine theory with practice. They find that theoretical information is related to practical affairs, and they will recognize the value of the information (Kuo & Yen, 2009). However, H1 was not supported.

H2: The effect of significance is that service quality has a significant influence on perceived usefulness. The standardized path coefficient was 0.274, with a t-value of 6.140. Wang and Lin (2012) supported that, through the lens of their guardians, students have watched cartoons, and their overall experience of this service will affect their perceived usefulness.

H3: Perceived usefulness has a significant influence on satisfaction. The standardized path coefficient of its path relationship is 0.108, and the t-value is 2.931. As in a previous study, the business cycle will affect job satisfaction. When the economy improves, the company will provide employees with good career prospects and satisfy them. When the economy is depressed, the company will lay off employees and create an atmosphere of dissatisfaction (Iverson & Maguire, 2000; Judge & Locke, 1993; Taplin & Winterton, 2007). So, H3 was supported.

H4: Negative economic impact has a significant influence on satisfaction. The standardized path coefficient of its path relationship is 0.108, and the t-value is 2.931. As stated in the previous study, The business cycle will affect job satisfaction. When the economy improves, the company will provide employees with good career prospects and satisfy them. When the economy is depressed, the company will lay off employees and create an atmosphere of dissatisfaction (Iverson & Maguire, 2000; Judge & Locke, 1993; Taplin & Winterton, 2007).

H5: Negative sociocultural has a significant influence on satisfactionsatisfaction. The standardized path coefficient of its path relationship is 0.374 and a t-value of 10.423. Previous studies showed that satisfaction was negatively correlated with negative information in the case of remediation. Similarly, literature on interpersonal relationships suggests that more closely connected people are more likely to engage in close social behavior (Balaji et al., 2016; Bolkan et al., 2012; Ranaweera & Menon, 2013).

H6: The greatest effect on behavioral intentions was satisfaction. In H6, the standardized pathway coefficient for the pathway relationship between satisfaction and behavioral intentions was 0.496, and the t-value was 8.283. Previous research has shown that satisfaction is an important determinant of users' choice of continuing behavior (Kim et al., 2006; Kuo & Yen, 2009). Hence, H6 was supported.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study explores the guardians' perspective on behalf of their children's satisfaction and behavioral intention of cartoon animation in Sichuan, China. The research model was constructed to identify causal relationships between information quality, service quality, perceived usefulness, negative economic impacts, negative sociocultural, satisfaction, and behavioral intentions. In order to form a new conceptual framework for this research, we will study the previous literature and collect the relevant theories and studies for analysis and research as a reference for this study. The results were that five out of six hypotheses were supported. Service quality significantly influences perceived usefulness. Perceived usefulness, negative economic impact, and negative sociocultural significantly influence satisfaction. Satisfaction significantly influences behavioral intentions. On the contrary, information quality has no significant influence on perceived usefulness.

Perceived usefulness, negative economic impacts, negative sociocultural, information quality, service quality, and satisfaction are the factors that influence animation on the satisfaction of education and behavioral intention of children in Sichuan (Kuo & Yen, 2009; Wang & Lin, 2012). This study demonstrated previous studies and found that information quality had no positive effect on use intention (Kim et al., 2006; Kuo & Yen, 2009). Therefore, the research results and previous literature confirmed that perceived usefulness, negative economic impacts, negative sociocultural, service quality, and satisfaction factors could affect the education satisfaction and behavior intention of children in Sichuan (Barhoumi, 2016; Ifinedo, 2017). In addition, satisfaction with cartoons has the strongest influence on the educational satisfaction and behavior intention of children in Sichuan (Zhang et al., 2020).

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5.2 Recommendation

According to the results of this study, some factors may be significant or insignificant in affecting the educational satisfaction and behavior intention of the children in Sichuan province. Perceived usefulness and satisfaction were the strongest predictors of acceptance of behavioral intention among children. Other predictors with also some indirect effects were information quality, service quality, negative economic impacts, and negative sociocultural. This case study did not confirm that information quality has a direct impact on behavior intention, but information quality can establish animation's perceived usefulness of children receiving education satisfaction and behavior intention in Sichuan; based on this unconfirmed situation, animation developers, top managers of higher education institutions or practitioners should emphasize this factor as an important factor to improve the influence of children through animation on their behavioral intention.

The developers of cartoons, the top managers of educational institutions, or the practitioners of marketing practitioners should focus on improving the perception of students' intention of usefulness and positive impression through cartoons through information quality and plot. Educators can indirectly encourage the guardians to monitor their children's behavioral intentions and give feedback to improve animation education for particular ages. It is crucial to encourage the use of animation during the teaching process. It is not only for the digital age that we are currently living in but also for the education of children's study and life in the form of cartoons so that they can subtly influence their behavioral intention.

5.3 Limitation and Further Study

This study has some limitations that can be suggested for further research. First, this study only focused on primary education and collected data from a primary school. Hence, the sample scope and sample size of this study were limited. Second, the subject of this study was educated only through animated cartoons. Further research may be conducted through other educational methods or other forms, such as on campus, where large-scale promotional videos, guide films, or school organizations using learning activities through animation are played. Third, in this study, the respondents were students in grades 1-4 of a primary school. Further research may allow students at other higher levels to facilitate a better understanding of their views on the behavioral intention of education through the form of animated cartoons.

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