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Investigating Parents on The Critical Factors Influencing Primary Students' Continuance Intention to Use Tencent Class Platform in Chongqing, China

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Abstract

Purpose: This study aims to explore the factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school located in Chongqing city, China. The conceptual framework includes variables such as perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention. **Research design, data, and methodology:** The target population consisted of 500 parents whose children attended Grades 4-6 at Shuren Primary School in China and had experience using the Tencent Class platform. A questionnaire was used as the primary data collection instrument. The study employed judgmental, convenience, and snowball sampling techniques. To ensure the validity and reliability of the questionnaire, the item-objective congruence (IOC) index was utilized for validity testing, while Cronbach's alpha coefficient was used to assess reliability. The collected data were analyzed using confirmatory factor analysis (CFA) and structural equation modeling (SEM). **Results:** The study revealed that perceived responsiveness and information quality significantly influenced self-efficacy among parents. Both self-efficacy and service quality had a significant impact on satisfaction, while information quality did not. Furthermore, satisfaction was found to significantly influence continuance intention, mediated by trust. **Conclusions:** Based on the results, educational institutions and platform providers can take measures to enhance parents' experience with the Tencent Class platform.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The academic sector is also contributing to the growth of the e-learning market in Asia Pacific. Schools in the region are adopting digital learning techniques to facilitate remote lectures and ensure social distancing. In Wuhan, around 81% of K-12 students attended lectures through the Tencent K-12 Online School in 2020, according to the World Economic Forum. Additionally, during February, approximately 200 million primary and secondary school students in China began their new semester online. Higher education institutions are also embracing distance learning technologies to ensure uninterrupted education during the pandemic (Graphical Research, 2020).

The use of e-learning platforms in primary schools in China offers several advantages. Firstly, it allows for personalized and self-paced learning experiences, catering to the diverse learning needs of students (Mohd Basar et al., 2021). Through interactive multimedia resources and online collaboration tools, e-learning platforms engage students in active learning and foster their critical thinking and problem-solving skills (She et al., 2021). Moreover, e-learning platforms provide opportunities for continuous assessment and feedback, enabling teachers to monitor students'

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progress and provide timely interventions (Li et al., 2023).

One prominent e-learning platform used in primary schools in China is the Tencent Class Platform. Tencent Class provides a comprehensive online learning environment, offering various features such as video lectures, interactive exercises, and virtual classrooms (Alam et al., 2021). It has gained popularity among educators and students for its user-friendly interface and rich educational resources (Ahmed et al., 2021). Despite the advantages of e-learning in primary schools, there are challenges and considerations that need to be addressed. One significant concern is the digital divide, as not all students have equal access to technology and internet connectivity (Gurban & Almogren, 2022). Efforts should be made to bridge this gap and ensure equitable access to e-learning resources for all students.

The study can offer important feedback to Tencent Holdings Limited, the developer of the Tencent Class platform. By identifying the factors that influence parents' continuance intention, the research findings can guide platform developers in improving the design, functionality, and user experience of the Tencent Class platform. This can lead to the development of features and enhancements that better meet the needs and expectations of parents, ultimately improving user satisfaction and promoting long-term platform usage. Therefore, this study aims to explore the factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school located in Chongqing city, China. The conceptual framework encompasses perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention.

2. Literature Review

2.1 Perceived Responsiveness

Individuals participate as part of a collective group of students working towards a shared goal. These students form a significant social environment where interactions among peers take place (Cheng et al., 2011).Within this environment, students have the opportunity to engage in discussions, ask questions, and receive responses from their fellow peers. This dynamic of responsiveness, which involves feedback and interaction, plays a crucial role in shaping the social environment (Roca et al., 2006). Drawing from the social cognitive theory, it is understood that this social environment factor has an impact on both self-efficacy and individual behavior. By actively participating in discussions and receiving feedback from peers, students can enhance their belief in their own abilities and influence their subsequent actions and engagement within the online learning environment (Wu et al., 2010).

The absence of any response may lead students to believe that their posted topic is uninteresting, resulting in a negative experience that can diminish self-efficacy (Ridings et al., 2002). Additionally, students with a low level of perceived responsiveness may feel excluded from the discussion forum, which can further diminish their self-efficacy. In accordance with the social cognitive theory, environmental factors have an impact on personal factors, and therefore, perceived responsiveness is believed to influence self-efficacy (Zhang et al., 2012). Accordingly, the study proposes the following hypothesis:

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

2.2 Information Quality

In the context of online learning, information quality is defined as the degree to which the information presented to learners is accurate, current, unbiased, and applicable to the learning context (Alkhattabi et al., 2010). It reflects the reliability and relevance of the information provided to support effective learning experiences. The quality of information in online learning environments relates to the accuracy, completeness, and objectivity of the information presented to learners (Klobas & McGill, 2010). Information quality in online learning refers to the provision of correct, reliable, and up-to-date information that aligns with the learning objectives and fosters learner engagement and retention (Lee & Choi, 2011). It encompasses the accuracy, currency, and relevance of the information delivered to learners.

Bismala et al. (2022) investigated the impact of e-learning information quality on students' self-efficacy and academic performance. The findings suggest that high-quality information in e-learning environments positively influences students' self-efficacy beliefs. When students perceive the information provided in online learning platforms to be accurate, reliable, and relevant, it enhances their confidence in their ability to succeed in the learning tasks (Alzahrani & Seth, 2021). The quality of information provided directly influences users' ability to access and comprehend the information, shaping their expectations and determining their overall satisfaction with a website or online platform (Alzahrani & Seth, 2021; Ge et al., 2011; Zhou, 2017). Therefore, the following hypotheses are proposed:

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

H5: Information quality has a significant impact on satisfaction.

2.3 Self-Efficacy

Self-efficacy in online learning is the belief individuals hold regarding their capacity to accomplish learning tasks in online environments (Richardson & Swan, 2003). It encompasses learners' confidence in their ability to manage their time effectively, set goals, seek help when needed, and persist in the face of challenges encountered in online learning. Self-efficacy in online learning refers to learners' beliefs in their own capabilities to utilize technology effectively, engage in online discussions, access and process information, and successfully complete learning tasks in online environments (Glynn et al., 2011). It reflects learners' confidence in their abilities to navigate and thrive in the online learning context.

Artino and Stephens (2009) examined the predictors of online course engagement and success. It reveals that self-efficacy for learning, including beliefs about one's capabilities to succeed in an online learning environment, positively predicts student satisfaction with the online course. When students have confidence in their ability to meet the challenges of online learning, it enhances their satisfaction with the learning experience. Hence, the following hypothesis is proposed:

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

2.4 Service Quality

Service quality in online learning refers to the degree to which online educational providers meet or exceed students' expectations in terms of the accessibility, reliability, responsiveness, and supportiveness of their learning environment (Winoto & Tanuraharjo, 2020). It encompasses the provision of user-friendly interfaces, prompt technical support, clear communication channels, and effective interaction opportunities to enhance the overall learning experience. In the context of online learning, service quality can be defined as the perceived excellence and effectiveness of the online learning environment and its associated support services, including technical support, instructional design, and interaction opportunities (La Rotta et al., 2020). It reflects students' assessments of the overall quality and value of the services provided by the online learning institution or platform.

Deng and Yuen (2011) explored the educational affordances of blogs in supporting online learning. It suggests that the quality of blog-based educational services, such as timely feedback, clear instructions, and helpful resources, significantly influences student satisfaction with the online learning platform. When students perceive the service quality of the blog-based learning environment to be high, it enhances their satisfaction with the learning experience (Lu et al., 2005). Based on these definitions, this study proposes the following hypothesis:

H4: Service quality has a significant impact on satisfaction.

2.5 Satisfaction

Satisfaction with online learning refers to learners' emotional and cognitive evaluation of their online learning experience, encompassing factors such as course content, instructor support, interactivity, and ease of use (Song & Hill, 2007). It represents learners' positive appraisal of the online learning environment and their perception of achieving their learning goals and objectives (Feng et al., 2022). Satisfaction in online learning can be defined as the extent to which learners' expectations and needs are met or exceeded by the online learning environment, including the quality of instructional materials, technological infrastructure, course delivery, and learner support services (Sun et al., 2008). It reflects learners' positive assessment of their learning experience and outcomes.

Al-Fraihat et al. (2020) evaluated the success of e-learning systems and explores the factors influencing student satisfaction. Trust is identified as a significant predictor of satisfaction in the e-learning context. Students who have trust in the system, its reliability, and the security of their personal information tend to experience higher levels of satisfaction. Hajli (2013) examined the adoption of social commerce platforms and considers the role of trust and satisfaction. The findings indicate a positive relationship between trust and satisfaction. Trust in the online learning platform and the social interactions within it enhances student satisfaction with the learning experience. Consequently, a hypothesis is developed:

H6: Satisfaction has a significant impact on trust.

2.6 Trust

Trust in online learning refers to learners' belief, confidence, and reliance on the credibility, reliability, and security of the online learning environment, including the educational institution, instructors, course materials, and online interactions (Aydin & Tasci, 2005). It reflects learners' perception of the integrity and dependability of the online learning system and its stakeholders. Trust in online learning can be understood as learners' confidence in the privacy, security, and confidentiality of their personal information and communication within the online learning environment (Liu & Pu, 2020). It reflects learners' belief that their data and interactions will be handled in a trustworthy and responsible manner.

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

crucial role in exchange relationships that involve vulnerability, uncertainty, and dependence. Trust also enhances transactional success by reducing uncertainties that are often difficult, if not impossible, to address through rational means. Consequently, trust mitigates perceived risks, enabling individuals to subjectively eliminate potentially undesirable actions by the trusted party (Lim et al., 2006). Accordingly, it is demonstrated in the following hypothesis:
H7: Trust has a significant impact on continuance intention.

2.7 Continuance Intention

Continuance intention to use online learning refers to learners' intention to persist in utilizing online learning platforms or resources, influenced by factors such as perceived usefulness, ease of use, satisfaction, and social influence (Al-Emran et al., 2018). It reflects learners' planned behavior to continue using online learning based on their perceptions and social contexts. Continuance intention to use online learning can be understood as learners' intention or willingness to persist in utilizing online learning platforms or resources, taking into consideration factors such as perceived usefulness, satisfaction, and perceived ease of use (Lin, 2011). It reflects learners' planned behavior to continue using online learning based on their assessments of its benefits and their satisfaction with the learning experience. Wu and Wang (2006) focused on measuring knowledge management system (KMS) success but offers insights into continuance intention in online learning. It proposes a respecification of the DeLone and McLean model, emphasizing factors such as system quality, information quality, service quality, and user satisfaction. The study underscores the impact of these factors on users' intention to continue using online learning platforms.

3. Research Methods and Materials

3.1 Research Framework

The research model in this study was constructed by integrating key constructs from established theoretical frameworks. The identified constructs include perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention. The conceptual framework was developed by drawing from the research models proposed by Zhang et al. (2012), Rojas-Mendez et al. (2009), Alzahrani and Seth (2021), and Zhou et al. (2018). These models were selected due to their valuable insights and contributions in comprehending factors influencing students' continuance intention. Specifically, the study focuses on examining the continuance intention of the TenCent Class platform among parents in a primary school situated in Chongqing city, China, incorporating relevant insights from these frameworks, as demonstrated in Figure 1.

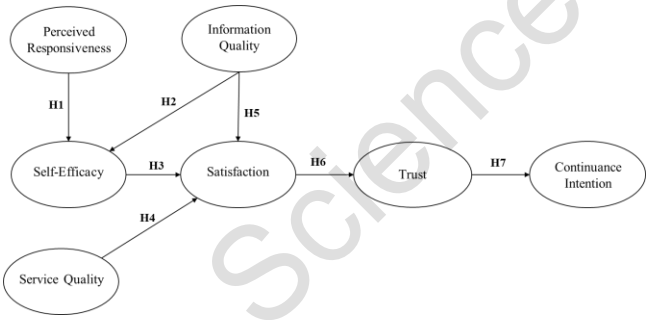

Figure 1: Conceptual Framework

H1: Perceived responsiveness has a significant impact on self-efficacy.
H2: Information quality has a significant impact on self-efficacy.
H3: Self-efficacy has a significant impact on satisfaction.
H4: Service quality has a significant impact on satisfaction.
H5: Information quality has a significant impact on satisfaction.
H6: Satisfaction has a significant impact on trust.
H7: Trust has a significant impact on continuance intention.

3.2 Research Methodology

The research focuses on the population of parents whose children attend Shuren Primary School in China and have utilized the Tencent Class Platform. A quantitative research approach will be employed to gather data. The primary data collection method will involve administering a questionnaire survey to the parents. The validity and reliability of the survey instrument will be evaluated using the item-objective congruence (IOC) index and Cronbach's alpha coefficient. Statistical analyses, including confirmatory factor analysis (CFA) and structural equation modeling (SEM), will be conducted to analyze the collected data. The research will be conducted within a specified timeframe, considering resource availability and participant accessibility. The exact duration of the study will be determined based on the research plan and timeline.

Regarding content validity, the Index of Item-Objective Congruence (IOC) will be utilized to assess the validity of the research instrument. The IOC values range from -1 to +1, with positive values indicating a positive relationship between the item and the overall measure. The IOC evaluation will be performed by three experts who possess Ph.D. titles or hold high-level management positions. The IOC results will be compared against a predetermined pass

score of 0.6 or higher to establish content validity (Waters, 2011).

During the pilot testing phase, Cronbach's Alpha will be applied to assess the reliability of the research instrument. Responses from a pilot sample of 50 participants will be collected, and the coefficient will be calculated using appropriate statistical software. The resulting value, ranging from 0 to 1, represents the reliability of the scale. Generally, a Cronbach's Alpha value above 0.60 is considered acceptable, although specific disciplines may have different criteria (George & Mallery, 2019).

3.3 Population and Sample Size

The target population for this study consists of parents of students in Grades 4-6 who attend Shuren Primary School in China and have utilized the Tencent Class Platform. According to Soper (2023), the minimum sample size required is 425. However, to ensure efficient data analysis using structural equation modeling (SEM), the researcher collected a sample of 500 participants.

3.4 Sampling Technique

In this study, nonprobability sampling techniques were employed, including judgmental, convenience, and snowball sampling. For judgmental sampling, the researcher exercised judgment to select parents of students who attend Shuren Primary School in China and have utilized the Tencent Class Platform. Convenience sampling was utilized to distribute the online questionnaire via email and the WeChat application to parents of students attending Shuren Primary School in China who have utilized the Tencent Class Platform. Additionally, snowball sampling was implemented to encourage parents to share the study with their parent community at Shuren Primary School, thereby expanding the sample size.

4. Results and Discussion

4.1 Demographic Information

The study involved a sample of 500 parents whose children attended Grades 4-6 at Shuren Primary School in China and had utilized the Tencent Class Platform. The demographic characteristics of the respondents are summarized in Table 1. The majority of respondents were female, with 255 (51%), while 245 (49%) were male. Among the respondents, the highest proportion was from the sixth grade, with 198 (39.6%), followed by 170 (34%) from the fifth grade, and 132 (26.4%) from the fourth grade. It was found that a significant majority of respondents, specifically 381 (76.2%), reported using the Tencent Class Platform for 4 to 6 days per week.

Table 1: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	245	49%
	Female	255	51%
Grade	Grade 4	132	26.4%
	Grade 5	170	34%
	Grade 6	198	39.6%
Frequency of use of Tencent platform	3 days per week or below	65	13%
	4-6 days per week	381	76.2%
	7 days per week	54	10.8%

4.2 Confirmatory Factor Analysis (CFA)

In this study, confirmatory factor analysis (CFA) was employed to assess both convergent validity and discriminant validity. To evaluate convergent validity, the recommendations of Hair et al. (2010) were followed, which included examining composite reliability (CR) and average variance extracted (AVE). For establishing good reliability, it was necessary for the CR value to be greater than 0.7, while the AVE value needed to exceed 0.5. Additionally, to confirm convergent validity, the CR value was expected to be higher than the AVE value. Discriminant validity was supported by ensuring that the total AVE of the variable means surpassed their correlation values, as suggested by Hair et al. (2010). Regarding reliability, Cronbach's alpha (CA) was required to be equal to or above 0.7 (George & Mallery, 2019), and factor loadings were expected to be equal to or greater than 0.5. Upon examining the results presented in Table 2, all estimates were found to be statistically significant.

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
1. Perceived Responsiveness (PR)	Zhang et al. (2012)	3	0.885	0.826-0.868	0.885	0.719
2. Information Quality (IQ)	Alzahrani and Seth (2021)	5	0.880	0.642-0.827	0.881	0.599
3. Self-Efficacy (SE)	Alzahrani and Seth (2021)	5	0.822	0.679-0.713	0.822	0.480
4. Service Quality (SQ)	Alzahrani and Seth (2021)	5	0.811	0.615-0.725	0.813	0.466
5. Satisfaction (SAT)	Rojas-Mendez et al. (2009)	3	0.803	0.668-0.819	0.808	0.586
6. Trust (TR)	Rojas-Mendez et al. (2009)	3	0.803	0.655-0.825	0.807	0.584
7. Continuance Intention (CI)	Alzahrani and Seth (2021)	3	0.714	0.594-0.733	0.722	0.466

Measurement model assessment involves evaluating the measurement properties of observed indicators or variables used to measure latent constructs within a structural equation model. This assessment aims to ensure that the indicators effectively capture the underlying constructs and involves examining both reliability and validity. Fit indices are utilized to provide quantitative measures of how well the measurement and structural model fit the data, as suggested by Hair et al. (2006).

The results of the model indicate a strong fit for the data. Table 3 demonstrates that all the fit indices fall within the recommended range, including CMIN/DF = 1.244, GFI = 0.948, AGFI = 0.935, NFI = 0.938, CFI = 0.987, TLI = 0.985, IFI = 0.987, and RMSEA = 0.022. These indices collectively indicate a favorable fit between the observed indicators and the latent constructs in the measurement model, supporting the reliability and validity of the measurements used in the study.

Table 3: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	376.971/303 = 1.244
GFI	≥ 0.85 (Kline, 2011)	0.948
AGFI	≥ 0.85 (Kline, 2011)	0.935
NFI	≥ 0.85 (Kline, 2011)	0.938
CFI	≥ 0.85 (Kline, 2011)	0.987
TLI	≥ 0.85 (Kline, 2011)	0.985
IFI	≥ 0.85 (Kline, 2011)	0.987
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.022
Model Summary		**In harmony with empirical data**

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

In order to assess discriminant validity, the method proposed by Fornell and Larcker (1981) was employed, which entailed computing the square root of each average variance extracted (AVE). The results of this study reveal that the discriminant validity values surpass all inter-construct/factor correlations, thus supporting the validity of the measurements. Both convergent and discriminant validity were effectively demonstrated, leading to the conclusion that there is substantial evidence to establish construct validity, as indicated in Table 4.

Table 4: Discriminant Validity

	IQ	PR	SE	SQ	SAT	CI	TR
IQ	**0.774**						
PR	0.276	**0.848**					
SE	0.226	0.555	**0.693**				
SQ	0.171	0.550	0.576	**0.683**			
SAT	0.165	0.464	0.486	0.598	**0.765**		
CI	0.274	0.642	0.536	0.622	0.616	**0.682**	
TR	0.149	0.327	0.141	0.252	0.338	0.418	**0.764**

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

Source: Created by the author.

4.3 Structural Equation Model (SEM)

In structural equation modeling (SEM), the structural model is depicted through paths or arrows connecting latent constructs, representing the hypothesized relationships or causal connections between them (Kline, 2011). Modification indices are employed to identify potential enhancements to the model by suggesting additional pathways or correlations among indicators.

As depicted in Table 5, the fit indices fall within the recommended range, including CMIN/DF = 2.561, GFI = 0.891, AGFI = 0.870, NFI = 0.867, CFI = 0.914, TLI = 0.904, IFI = 0.914, and RMSEA = 0.056. These fit indices provide quantitative measures of how well the structural model aligns with the observed data. Based on the presented results, the model demonstrates a satisfactory fit, indicating that the hypothesized relationships among the latent constructs are consistent with the data.

Table 5: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	811.952/317 = 2.561
GFI	≥ 0.85 (Kline, 2011)	0.891
AGFI	≥ 0.85 (Kline, 2011)	0.870
NFI	≥ 0.85 (Kline, 2011)	0.867
CFI	≥ 0.85 (Kline, 2011)	0.914
TLI	≥ 0.85 (Kline, 2011)	0.904
IFI	≥ 0.85 (Kline, 2011)	0.914
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.056
Model Summary		**In harmony with empirical data**

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

4.4 Research Hypothesis Testing Result

The research hypotheses and their corresponding testing results, obtained from the evaluation of the structural model, are presented in Table 6. The results indicate that all hypotheses, except H5, are supported based on the measurement of standardized path coefficients (β) and t-values at $p<0.05$. H5, however, did not receive support from the data analysis.

Table 6: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PR → SE	0.547	9.923*	Supported
H2: IQ → SE	0.095	2.049*	Supported
H3: SE→ SAT	0.294	5.678*	Supported
H4: SQ → SAT	0.484	8.346*	Supported
H5: IQ → SAT	0.047	1.007	Not Supported
H6: SAT → TR	0.370	6.644*	Supported
H7: TR → CI	0.460	7.297*	Supported

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

H1: Perceived responsiveness significantly impacts self-efficacy with the standardized path coefficient of 0.547, and the t-value is 9.923 As confirmed by Zhang et al. (2012), perceived responsiveness is believed to influence self-efficacy.

H2: Information quality significantly impacts self-efficacy with the standardized path coefficient of 0.095, and the t-value is 2.049. Bismala et al. (2022) pointed out that that high-quality information in e-learning environments positively influences students' self-efficacy.

H3: Self-efficacy significantly impacts satisfaction with the standardized path coefficient of 0.294, and the t-value is 5.678. Artino and Stephens (2009) revealed that one's capabilities to succeed in an online learning environment, positively predicts student satisfaction.

H4: Service quality significantly impacts satisfaction with the standardized path coefficient of 0.484, and the t-value is 8.346. This explains when students perceive the service quality Tencent to be high, it enhances their satisfaction with the learning experience (Lu et al., 2005).).

H5: Information quality does not significantly impact satisfaction with the standardized path coefficient of 0.047, and the t-value is 1.007. This implies that the results are contradict with previous studies that the quality of information can determine satisfaction (Alzahrani & Seth, 2021; Ge et al., 2011; Zhou, 2017).

H6: Satisfaction significantly impacts trust with the standardized path coefficient of 0.370, and the t-value is 6.644. Hajli (2013) also indicated a positive relationship between trust and satisfaction.

H7: Trust significantly impacts continuance intention with the standardized path coefficient of 0.460, and the t-value is 7.297. Therefore, H7 is supported as trust can greatly impacts continuance intention as supported by Lim et al. (2006).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The findings of this research shed light on the factors that influence parents' continuance intention of the Tencent Class platform among students in a primary school located in Chongqing city, China. The study revealed that two key factors, namely perceived responsiveness and information quality, significantly influenced parents' self-efficacy. This implies that when parents perceive the platform to be responsive and consider the information provided to be of high quality, they develop a stronger belief in their ability to effectively utilize the platform to support their child's education.

Moreover, the study found that both self-efficacy and service quality significantly impacted parents' satisfaction with the Tencent Class platform. This suggests that parents who feel confident in their ability to navigate the platform and who perceive the platform's service quality as satisfactory are more likely to experience higher levels of satisfaction. However, it is worth noting that information quality did not have a direct impact on parents' satisfaction in this study.

Furthermore, the research demonstrated that satisfaction played a significant role in influencing parents' continuance intention. When parents were satisfied with their experience using the Tencent Class platform, they were more likely to express a greater intention to continue using it in the future. Importantly, this relationship was mediated by the element of trust. The study suggests that parents' trust in the platform serves as a mechanism through which satisfaction translates into continuance intention.

These findings provide valuable insights for educational institutions and platform providers seeking to enhance parents' experience with the Tencent Class platform. By focusing on improving perceived responsiveness, information quality, self-efficacy, service quality, and overall satisfaction, they can foster a greater sense of trust among parents, which ultimately promotes their intention to continue using the platform. Such knowledge can inform the development of strategies and interventions aimed at improving parent engagement and support in online educational platforms.

5.2 Recommendation

Based on the findings of the study exploring the factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school located in Chongqing city, China, the following recommendations

can be made:

Educational institutions and platform providers should focus on improving the responsiveness of the Tencent Class platform. This can be achieved by promptly addressing parents' queries, concerns, and feedback, providing timely updates, and ensuring effective communication channels. Increased perceived responsiveness can enhance parents' self-efficacy and contribute to their overall satisfaction.

Efforts should be made to enhance the quality of information provided on the Tencent Class platform. This can involve ensuring accuracy, relevance, and clarity of educational content, instructional materials, and communication materials. By providing high-quality information, parents can develop a greater sense of trust and confidence in the platform.

To promote parents' self-efficacy, educational institutions and platform providers should offer training, workshops, or resources that support parents in effectively utilizing the Tencent Class platform. These initiatives can focus on helping parents navigate the platform's features, understand its functionalities, and maximize its potential to support their child's education. By improving self-efficacy, parents are more likely to have positive experiences and continue using the platform.

educational institutions and platform providers should prioritize the delivery of high-quality services on the Tencent Class platform. This can involve ensuring smooth platform functionality, providing user-friendly interfaces, and offering reliable technical support. A positive service experience can contribute to parents' satisfaction and ultimately influence their intention to continue using the platform.

Building trust among parents is crucial for their continuance intention. This can be achieved through transparent communication, maintaining data privacy and security, and demonstrating consistent platform performance. Educational institutions and platform providers should prioritize building and maintaining trust by establishing clear policies, addressing concerns promptly, and demonstrating accountability.

Overall, by focusing on these recommendations, educational institutions and platform providers can improve parents' experiences with the Tencent Class platform, increase their satisfaction levels, and ultimately foster a stronger intention to continue using the platform.

5.3 Limitation and Further Study

While this study provides valuable insights into the factors influencing parents' continuance intention of the Tencent Class platform among students in a primary school in Chongqing city, China, it is important to acknowledge some limitations that could be addressed in future research.

First, the study was conducted in a specific primary school in Chongqing city, China. The findings may not be representative of the broader population of parents using the Tencent Class platform in different geographical locations or educational settings. Future studies should aim to include a more diverse sample from multiple schools and regions to enhance the generalizability of the findings.

Second, the study utilized a sample of 500 parents, which may limit the statistical power of the analysis. Increasing the sample size could provide more robust and reliable results. Future research should consider larger sample sizes to enhance the representativeness and strengthen the validity of the findings.

Last, the current study focused on a specific set of variables, including perceived responsiveness, information quality, self-efficacy, service quality, satisfaction, trust, and continuance intention. There may be other relevant factors that were not considered in this research. Future studies could explore additional variables such as perceived value, user experience, or social influence to provide a more comprehensive understanding of the factors influencing parents' continuance intention.

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