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Factors Impacting Postgraduate Students' Satisfaction and Continuance Intention with Online Education in Chengdu, China

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Abstract

Purpose: This study examined the satisfaction and continuance intention of post-graduates pursuing a degree in accounting, translation, Chinese language and literature, and ideological and political education in Chengdu, China, for online learning. The conceptual framework includes perceived ease of use, perceived usefulness, system quality, service quality, information quality, satisfaction, and continuance intention. **Research design, data, and methodology:** This study employed a quantitative survey approach to gather data from a sample of 500 postgraduate participants. To gauge the research instrument's validity, Item-Objective Congruence (IOC) was employed, and the internal consistency reliability was assessed through a pilot study using the Cronbach alpha coefficient. The sampling methodology encompassed a combination of judgmental, quota, and convenience sampling techniques. Data analysis involved evaluating model fit, reliability, and validity through Confirmatory Factor Analysis (CFA) and Structural Equation Models (SEM). **Results:** In this study, all hypotheses find support. Perceived ease of use, perceived usefulness, system quality, service quality, and information quality exert significant influences on satisfaction. Notably, perceived ease of use significantly affects perceived usefulness, while satisfaction notably influences continuance intention. **Conclusions:** The findings help gain a greater awareness of the main variables that impact the acceptance and application of internet-based instruction in higher education institutions.

Keywords: Online Education, Perceived Ease of Use, Perceived Usefulness, Satisfaction, Continuance Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The fact that remote instruction unites every educational activity carried out by individuals or groups, digitally and physically, via web-based or standalone devices makes it possible to access a learning platform without being restricted by period or geographical limitation (Naidu, 2006). The following techniques can be implemented alone or in combination to deliver education online (Xin et al., 2020). The modern information society is still experiencing scientific and technical advancements, an immense increase in knowledge and information, and a demand for an educational environment that supports the expansion of e-learning. With more than 989 million consumers, China has the greatest number of frequent network members globally. Moreover, China's total online usage rate currently stands at 70.4%, much higher than the average worldwide level, based on the 47th "Statistical Report on Internet Development in China."

According to the 47th "Statistical Report on Internet Development in China," China's internet browsing rate has surpassed 70.4%, more than the global average. Anybody can take advantage of educational websites through a laptop or cellphone. Mobile gadgets can cross both space and time boundaries. People can be categorized as learners and content suppliers due to the association of people using online learning platforms in educational pursuits (Huang, 2019). Nevertheless, there are two online educational activities: interactive online instruction and independent self-directed education. Independent, self-directed learning

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is online, which students accomplish mainly by watching videos.

The present investigation, which relies on earlier studies, investigates the variables that have an essential effect on distance learning for postgraduate learners in China who specialize in ideological and political education, Chinese language and literature, accounting, and translation. The primary goal of the investigation was to determine Chinese students' intentions to continue adopting online learning and a sense of satisfaction with it.

Due to the associated components, it appears that a quantifiable study needs to be conducted to figure out how postgraduate students in Sichuan province, China, who specialize in ideological and political education, Chinese language and literature, accounting, and translation assess the extent of satisfaction and their willingness to continue utilizing online education.

2. Literature Review

2.1 Perceived Usefulness

The concept of "perceived usefulness" is an individual's feeling of trust that an item can aid them in carrying out an occupation, as defined by Zhang et al. (2008). Like numerous past scientific investigations, perceived usefulness is an especially significant factor in the Technology Acceptance Model (Teng, 2014). As stated by Agudo-Peregrina et al. (2014), the perceived usefulness of online educational programs is strongly linked to factors including location, best time, attitudes toward education, and preferred learning paradigm. It is also possible to gauge an individual's opinion of the value of online instruction by asking them the extent to which they believe it will encourage them to accomplish their objectives (Lin et al., 2011). The definition of "positive usefulness" (PU) refers to how people rate the advantages of applying internet connectivity that is wireless (Islam et al., 2017). The level to which somebody perceives that adopting a particular strategy could boost their productivity at work (Chang & Tung, 2008).

As stated by Saadé and Bahli (2005), an instrument that delivers unique benefits—like the capacity to submit assignments—would be seen as profitable to improve achievement and generate sufficient satisfaction. Therefore, this makes perceived usefulness a crucial variable in the present research. Jeong and Lambert (2001) noted that perceived usefulness was correlated more closely with technical use compared to perceived ease of use. Perceived usefulness is one of the most important key belief structures when applying information technology (Teng, 2014). As application experience grows, perceived ease of use might gradually diminish or even lose significance; yet, perceived usefulness has been demonstrated to be a consistent construct that can forecast how users act before and following acceptance (Chang, 2013).

H1: Perceived usefulness has a significant impact on satisfaction.

2.2 Perceived Ease of Use

As defined by Davis (1989), PEOU indicates the rate at which someone feels that employing that data system is likely to be simple. As stated by Lin et al. (2011), PEOU in the context of online instruction refers to how much the individual believes that employing an internet-based instructional system is likely to be simple. Moreover, it was reported by Dishaw and Strong (1999) that perceived ease of use was an essential variable that influenced system acceptability and adoption. In the opinion of Zhang et al. (2008), perceived ease of use demonstrated that employing new technology could seem easy and simple. The perceived ease of use is the amount to which somebody feels that employing MOOCs takes minimal time and effort, as defined by Wu and Chen (2017). The summary of their assessment of a significant aspect of using technology, including the interface for users and the necessary processes, is the concept of PEOU, which is closely related to motivation among learners (Vululleh, 2018).

Perceived usefulness and perceived ease of use are essential when forecasting an individual's behavioral decision to accept educational technologies. Furthermore, as previously demonstrated in some investigations, perceived usefulness influences the relationship between users' attitudes and perceived ease of use. Through views of its usefulness and satisfaction, PEOU indirectly boosted the willingness of learners to adopt web-based education, as demonstrated by Lee and Park (2008) The effectiveness and perceived ease of use of online educational platforms are correlated in Roca and Gagne (2008) research. An individual may also employ an internet-based educational system under the explicit or implicit influence of PEOU via PU. According to Yakubu and Dasuki (2018), Davis's perceived ease of use is only one of the six characteristics used to evaluate system quality.

H2: Perceived ease of use has a significant impact on satisfaction.

H6: Perceived ease of use has a significant impact on perceived usefulness.

2.3 System Quality

As Chang et al. (2015) stated, system quality describes a system's adaptability, accessibility, navigation, and dependability. DeLone and McLean (2003) thought the IS success model could be employed to demonstrate how

system quality impacts customer satisfaction. Moreover, previous work has proven that system quality impacts user satisfaction (Chen, 2010); it is based on the requirements of those who use the system, as noted throughout the systems' analysis or development. Hong et al. (2006) investigation from asserts that SYQ has been considered the basis for readoption intents and actions, which is a measurement for information processing systems overall. Following a purchase made via the Internet, the customer's satisfaction is significantly impacted due to appearance, technological suitability, reaction speed, support, security, and protection (Ahn et al., 2007).

System quality has been defined in online education by its suitability for the purpose it was designed for and customers' requirements (Freeze et al., 2019). Marjanovic et al. (2016), respectively, published literature that suggested a link between system quality and application. Based on Roca and Gagne (2008) investigation, SYQ might boost users' contentment and motivation. Ahn et al. (2007) argued that system quality, which comprises factors like design, technological adequacy, responsiveness, instruction, safeguarding, and data security, has an important impact on customer satisfaction with purchasing online. Zhang et al. (2020) argue that system attributes, specifically those that affect how individuals interact with a device, enormously benefit performance expectations. Individuals' motivational incentives for using the SYQ may increase if they think it is outstanding.

H3: System quality has a significant impact on satisfaction.

2.4 Information Quality

In the opinion of Yakubu and Dasuki, who established this claim in 2018, IQ is perceived as a feature that system outputs ought to have and is assessed in terms of their authenticity, availability, completeness, accuracy, continuity, and responsiveness. Seta et al. (2018) suggested that the precision of the data could subsequently be assessed according to the back-feed made. The level of the entire material that the system supplies is typically called information quality, just as Zhang et al. (2020). The material of an internet-based learning system should be original, comprehensive, relevant, intelligible, reliable, etc. Typically, IQ has been employed to assess system efficiency, including the caliber of the system's output, mostly through reporting (Freeze et al., 2019).

Information quality assumptions affect attitudes toward system satisfaction (Wixom & Todd, 2005). Information quality encompassed efficiency, relevance, suitableness, and readability of report contents, while form involved the quality of the structure, timeliness of presentations, reporting style, and data ordering (Chang, 2013). The worth of the information supplied to learners by the online education system is an indicator of the information's caliber. Information quality is affected by completeness, timeliness, correctness, practicability, and coherence of information transmission (Aparicio et al., 2017). Information quality, usually considered a vital antecedent, favored behavioral intention when deploying an online learning system (Seta et al., 2018). Information quality reveals issues in online education content. Enabling learners to access instructional resources is the primary aim of a course website (Freeze et al., 2019).

H4: Information quality has a significant impact on satisfaction.

2.5 Service Quality

According to Mtebe and Raphael (2018) investigation, service quality illustrates a provider's capabilities of providing buyers with the service they have been offered. In the opinion of Yakubu and Dasuki (2018), adaptability, reliability, commitment, and even comprehension are the main characteristics affecting the quality of a service. Highly efficient service support must exist in a system for online learning to supply service quality, which may be evaluated by features including responsiveness, empathy, trust, and security (DeLone & McLean, 2003). Service quality can be assessed by both technological qualities, representing the services supplied, and functional elements, which demonstrate the method by which the services are supplied (Gronroos, 1984).

The supporting elements' flexibility, comprehension, dependability, and security are vital for an online educational system's service quality. This effect of service quality on equipment utilization and user satisfaction has been verified by conducting investigations. Pitt et al. (1995) revealed that, in order to improve the quality of subsequent connections, service quality must be assessed against satisfaction; Machado da Silva et al. (2014) and Aparicio et al. (2017) stated that, in this context, service quality possesses a beneficial effect on both the use of online education and satisfaction among learners. SEQ must enormously affect consumer satisfaction, claim Liu et al. (2010). Additionally, as Roca and Gagne (2008) revealed, SEQ has been proven to have an important beneficial impact on satisfaction in the context of online education. The amount of service offered through the whole system, the company, and the department is evaluated. It might be rated according to how dependable, responsive, tangible, and understandable it appears.

H5: Service quality has a significant impact on satisfaction.

2.6 Satisfaction

As reported by Lin and Wang (2012), client satisfaction is the degree to which an individual is satisfied with the

system's caliber, performance, and appearance. User satisfaction is a psychological state of attitude experienced by someone who regularly uses a particular software application on a computer. According to the description provided by Mtebe and Raphael (2018), it consists of gathering views and emotions on the system from users who use it. User satisfaction indicates how well a user-information system connects with its users. Moreover, it may be identified as the extent to which learners feel the information system fulfills their expectations (Freeze et al., 2019). Application to or satisfaction with an ELS is not necessarily associated, owing to the strength and possible discrepancy in distance learning (Freeze et al., 2019). The amount to which students are satisfied with the tool, the material, and the service can be referred to as satisfaction. According to Machado da Silva et al. (2014), users' perceptions of and attitudes toward the environment should symbolize their satisfaction.

Customer satisfaction with a product or service is essential when considering whether employment will remain (Thong et al., 2006). It is based on personal experiences, which implies that positive and negative events can affect satisfaction. Customers' views of satisfaction are critical when considering whether to stay with a system since they substantially impact how dependable the system seems to be (Mtebe & Raphael, 2018). Total satisfaction is described as an affective state that is an emotional response to the entire Web site search procedure. This concept emphasizes the procedural assessment involved with the act of purchasing more than the goal-oriented strategy, which demonstrates the buyer's psychological state as a result of the consuming process (McKinney et al., 2002). Client satisfaction with the transaction process might be crucial for a business to remain operational and draw fresh customers (Huang, 2008). DeLone and McLean (2003) assessed user satisfaction articles for their analysis. They agreed that user satisfaction was a crucial barometer of IS success.

H7: Satisfaction has a significant impact on continuance intention.

2.7 Continued Intention

A continuance intention is the readiness to use a data system (Wu & Chen, 2017). A participant's continuation intention is to continue employing an offering after recognizing it (Cheng, 2014). The motivation to keep deploying a service after attempting to accept it is identified as a continuous intention, according to Roca and Gagne (2008). Future aspirations of learners and potential MOOC adoption (Wu & Chen, 2017). In the words of Lin et al. (2005), a plan to continue using Web Portal Context is considered a continuance intention.

The expectation-confirmation model states that satisfaction and perceived utility (PU) are two important factors driving ongoing intention. Previous studies have shown a link between consumers' happiness and intention to continue using a certain IS (Lee, 2010). The recommended ECM was predicated on the assumption that system usage satisfaction and perceived utility would influence a system's desire to continue being utilized (Bhattacherjee, 2001). According to a report by Basak and Calisir (2015), psychological incentives might arise when an individual starts using an information system and can affect a person's decision to stay employing the system. Given this, if MOOC use is valued, an individual is likely inclined to use it in the future.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework of this research was developed by examining the theoretical underpinnings of previous studies. It was built upon the foundations of four theoretical frameworks, namely the Technology Acceptance Model (TAM) and Information System Success Model (ISSM). Previous research conducted by Chang (2013) established a relationship between system quality, information quality, service quality, and satisfaction. Kashive and Powale (2021) also demonstrated the interconnectedness of perceived usefulness, perceived ease of use, and satisfaction. Additionally, Cheng (2012) revealed a link between perceived usefulness and ease of use. Based on these structures, the conceptual framework depicted in Figure 1 was established.

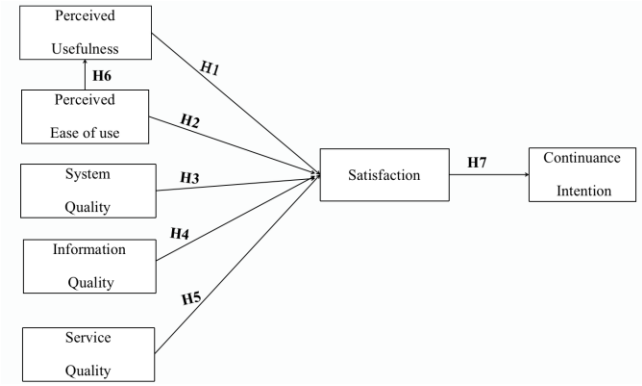

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant impact on satisfaction.
H2: Perceived ease of use has a significant impact on satisfaction.
H3: System quality has a significant impact on satisfaction.
H4: Information quality has a significant impact on satisfaction.
H5: Service quality has a significant impact on satisfaction.
H6: Perceived ease of use has a significant impact on perceived usefulness.
H7: Satisfaction has a significant impact on continuance intention.

3.2 Research Methodology

The approach employed to estimate the variables determining the postgraduate students at Chinese XiHua University having majors in accounting, interpreting, Chinese language and literature, political and ideological education, and persistent employing purpose for learning via the internet has been outlined in this investigation. The approach of quantitative surveys was deployed in this study since it was the best way to get the responses of individuals and discover how they feel and their reactions. Data analysis involved evaluating model fit, reliability, and validity through Confirmatory Factor Analysis (CFA) and Structural Equation Models (SEM).

To gauge the questionnaire's reliability and validity, this process involved a comprehensive assessment that encompassed both Item-Objective Congruence (IOC) scrutiny and a pilot test. In the IOC analysis, a panel of three experts evaluated each scale item, all of which achieved a rating of 0.6 or higher. Additionally, a pilot test was conducted with a cohort of 50 participants, and we calculated reliability using the Cronbach alpha coefficient. The results affirmed the robust internal consistency of all questionnaire items, with a reliability score surpassing 0.7, as reported in Sarmento and Costa (2016).

3.3 Population and Sample Size

The investigation's sample group comprises graduates from XiHua University with majors in accounting, Chinese language and literature, political and ideological education, and translation. A basic grading scale was set up by Comrey and Lee (1992): 100 symbolizes a poor grade, 200 is passing, 300 is equitable, and 500 is superb. In agreement with screening and quota sampling, five hundred learners were ultimately chosen from a total enrolment of 514 learners.

3.4 Sampling Technique

The sampling approach comprises judgmental, quota and convenience sampling. The researcher uses judgmental sampling to select 514 postgraduate learners at Xihua University in the Chinese Sichuan Province who were involved in web-based instruction for a minimum of 30 days beforehand. The last sample stage, five hundred participants, was selected through quota selection from the four sampling units, as demonstrated in Table 1. Online questionnaire was use as a tool per convenience sampling. 497of the responses submitted were taken to be valid when they were all collected, while three were considered invalid.

Table 1: Sample Units and Sample Size

Educational Background	Population Size	Proportional Sample Size
Ideological and Political Education	160	156
Chinese language and Literature	139	135
Accounting	146	142
Translation	69	67
Total	**514**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 indicates all 497 respondents' data on demographics in full. In terms of participants, men who participated comprised 46.28%, and female responses comprised 53.72%. The fields of study for postgraduate learners are various, with 25.75% focusing on Chinese language and literature, 25.56% on ideological and political education, 28.17% on accounting, and 20.52% on translation. 61.97% of those who participated were in the first year of study, 25.55% were in the 2nd year of postgraduate education, and 12.48% were in their last academic year due to their scholastic years.

Table 2: Demographic Profile

Demographic and General Data (N=497)		Frequency	Percentage
Gender	Male	230	46.28%
	Female	267	53.72%
Subjects	Ideological and Political Education	127	25.56%
	Chinese language and Literature	128	25.75%
	Accounting	140	28.17%
	Translation	102	20.52%
Academic Year	1st-year	308	61.97%
	2nd-year	127	25.55%
	3rd-year	62	12.48%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

CFA is frequently used in mathematical modeling for evaluating the anticipated interactions among numerous factors (Hurley et al., 1997). Contrary to traditional exploratory factor evaluation, which places weak pre-constraints on that model's structure under consideration, CFA demanded that the analyzing study participants define the exact number of factors and the load patterns for every variable evaluated on the base grouping of components.

As per the guidelines outlined by Fornell and Larcker (1981), factor loadings above 0.5 and P-values below 0.05 were taken into account. Table 3 reveals structural reliability values that comfortably exceed the 0.7 threshold, while the extracted mean variance surpasses 0.4. These results affirm robust internal consistency across all questionnaire items, as further corroborated by a reliability score surpassing 0.7 (Sarmento & Costa, 2016). Therefore, all estimates within this study demonstrate statistical significance.

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Perceived Usefulness (PU)	Abbas (2016)	4	0.825	0.741-0.863	0.877	0.642
Perceived Ease of Use (PEOU)	Abbas (2016)	4	0.915	0.713-0.846	0.860	0.608
System Quality (SQ)	Cheng (2014)	4	0.848	0.731-0.802	0.853	0.593
Information Quality (IQ)	Chang (2013)	6	0.912	0.747-0.830	0.908	0.623
Service Quality (SQ)	Cheng (2014)	3	0.880	0.814-0.833	0.864	0.680
Satisfaction SAT)	Cheng (2014)	4	0.866	0.694-0.862	0.863	0.613
Continuance Intention (CI)	Cheng (2014)	4	0.910	0.719-0.817	0.878	0.645

The pertinent thresholds for the incremental fit measures, such as CFI, NFI, and TLI, and the absolute fit indicators, like CMIN/DF, GFI, AGFI, and RMSEA, are all presented in Table 4 and match the requirements. Since then, the CFA exams' goodness of fit metrics has all been thoroughly reliable.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<3 (Hair et al., 2010)	1.691
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.926
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.909
RMSEA	<0.08 (Pedroso et al., 2016)	0.037
CFI	≥ 0.90 (Hair et al., 2010)	0.971
NFI	≥ 0.80 (Wu & Wang, 2006)	0.932
TLI	≥ 0.90 (Hair et al., 2010)	0.967
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, RMSEA = Root mean square error of approximation, NFI = Normed fit index, CFI = Comparative fit index and TLI = Tucker-Lewis index.

Table 5 provides the results of the evaluation and portrayal of the discriminant validity. None of the connections through a pair of latent variables appeared more than 0.80, with the diagonally stated number being the AVE square root of the AVE (Liu et al., 2020; Schmitt & Stults, 1986). The discriminant validity was thus established via these measurements.

Table 5: Discriminant Validity

	PU	PEOU	SYQ	IQ	SEQ	SAT	CI
PU	**0.801**						
PEOU	0.374	**0.780**					
SYQ	0.498	0.371	**0.770**				
IQ	0.408	0.463	0.461	**0.789**			
SEQ	0.446	0.389	0.500	0.451	**0.825**		
SAT	0.441	0.487	0.484	0.550	0.473	**0.783**	
CI	0.378	0.349	0.422	0.499	0.416	0.484	**0.803**

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

4.3 Structural Equation Model (SEM)

The CFA assessment has been followed by the structural equation model (SEM) confirmation in the present investigation. The SEM technique is implemented in evaluating specific combinations of linearity coefficients to determine the likelihood that the proposed causality explanation fits. Investigators can assess the preciseness of a conceptual model for the connections in the data when implementing structural equation modeling (SEM) through various fit indices (Brosseau-Liard & Savalei, 2014). Either a model of structure or a measurement model can be found in structural equation models (Khine, 2013). Table 7 displays that the sum of the values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA remained all over allowable limits after being corrected using AMOS version 24. The observations suggest that the SEM's goodness of fit has been verified.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	<3 (Hair et al., 2010)	2.756
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.863
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.832
RMSEA	<0.08 (Pedroso et al., 2016)	0.060
CFI	≥ 0.90 (Hair et al., 2010)	0.926
NFI	≥ 0.80 (Wu & Wang, 2006)	0.889
TLI	≥ 0.90 (Hair et al., 2010)	0.916
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, RMSEA = Root mean square error of approximation, NFI = Normed fit index, CFI = Comparative fit index and TLI = Tucker-Lewis index.

4.4 Research Hypothesis Testing Result

Table 7 displays the outcomes of each estimation. It is observed that satisfaction exhibits the highest impact on continuance intention, as evidenced by the standardized path coefficient (β).

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: PU→SAT	0.193	4.183***	Supported
H2: PEOU→SAT	0.278	4.484***	Supported
H3: SYQ→SAT	0.208	4.772***	Supported
H4: IQ→SAT	0.401	8.589***	Supported
H5: SEQ→SAT	0.220	5.105***	Supported
H6: PEOU→PU	0.362	7.483***	Supported
H7: SAT→CI	0.701	7.573***	Supported

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

The connection between perceived usefulness and satisfaction in **H1** is substantial, as evidenced by the research outcomes in Table 8, and its standard coefficient value is 0.193, indicating the least effect point in this academic study. In the words of Lee (2010), the perceived usefulness of the online education platform must have a beneficial effect on user satisfaction with the system. The perceived usefulness of a platform for online instruction is a key factor in assessing user satisfaction with a platform (Cheng, 2019).

Having a standardized path coefficient of 0.278 in **H2,** the investigation suggested that perceived ease of use constitutes one of the most important components of satisfaction. In the opinion of Islam (2011), PEOU possesses an immediate effect on SAT while utilizing mobile broadband technology to further educational objectives in tertiary education. Meanwhile, current studies demonstrated that PEOU quantitatively affects consumer satisfaction with mobile technology (Lee & Park, 2008).

The results of the observable statistics for **H3** verified the premise that system quality impacted satisfaction significantly, with the standard coefficient value of 0.208 representing the most significant impact in this quantification analysis. According to previous studies conducted by Ho et al. (2010) and Rai et al. (2002), system quality positively affects people's satisfaction. According to research, system quality benefits applications and satisfaction (Aparicio et al., 2017).

Furthermore, **H4** suggested that, with a typical coefficient value of 0.401, the quality of the information exhibited a substantial effect on satisfaction. Multiple studies demonstrate a beneficial relationship between information quality, application, and satisfaction (Urbach et al., 2010). The information quality additionally plays an important influence on satisfaction and continued utilization intention (Ranganathan & Ganapathy, 2002).

Through a standard coefficient value of 0.220, **H5** further revealed that service quality significantly affected satisfaction in the current study. Providing customers access to service information might boost their satisfaction and enable online retailers to maintain their purchaser's pleasure, as Park and Kim's 2003 studies demonstrated. In the words of Liu et al. (2010), service quality significantly impacts customer satisfaction.

With a defined path parameter threshold of 0.362 for this structural method, **H6** proved that its perceived usefulness is greatly affected by its ease of use. PEOU positively enormously impacts perceived usefulness (Sharma et al., 2022). Renear and Salo (2003) stated that perceived ease of use could have impacted increased perceived usefulness.

The standard coefficient of the active influence, which has the greatest effect in this qualitative inquiry, has a statistical value of 0.701, demonstrating that **H7** has ultimately decided that satisfaction is strongly associated with continuance intention. Satisfaction, as stated by Bhattacherjee, remained an essential variable for identifying a sustained desire to utilize payments via the Internet in 2001. When someone remains satisfied with the whole application experience, they are inclined to stay with an online learning system (Chang, 2013).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The aim of this research appeared to figure out the variables impacting postgraduate students majoring in ideological and political education, Chinese literary and language studies, the accounting profession, and translation's satisfaction with and motivation to carry on their education via the internet at an intended university in the Chengdu

geographical area of China. The seven assumptions were put forward via the theoretical structure to back up the connections involving perceived usefulness, perceived ease of use, system quality, information quality, service quality, satisfaction, and continuance intention. Five hundred postgraduate students with enough experience in studying online receive a list of items as part of the research strategy. Mathematical calculations confirmed the conceptual framework's reliability and validity through confirmatory factor analysis (CFA). Further, the Structural Equation Model (SEM) was implemented to validate the key factors affecting satisfaction and the intention to continue, and the outcomes revealed that all of the assumptions were validated.

The outcomes of the present investigation suggest that satisfaction has the most substantial immediate influence on willingness for continuation. The quality of the information triggered the most dramatic impact on satisfaction. Further, with a lower standardized path coefficient, perceived usefulness, ease of use, and system quality substantially impacted satisfaction. In addition, in this statistical investigation, perceived ease of use indicated a substantial active influence impact on perceived usefulness, as indicated through the TAM model.

5.2 Recommendation

The investigation's discoveries will help gain a greater awareness of the main variables that impact the acceptance and application of internet-based instruction in higher education institutions. By offering data on factors that promote more favorable adoption of online education systems by postgraduate students, this study will assist HEIs and others in developing online education systems. In light of this, the investigation proposes that HEIs concentrate more heavily on strengthening the quality of the information available through the web-based educational environment to learners and designing student-centered programs that take into account students' requirements for learning, types, and knowledge the amount to maximize the utilization benefits of the system.

System quality contributed substantially to satisfaction, which motivated students to persist in utilizing the system. According to the research results (Pituch & Lee, 2006; Roca et al., 2006), students who are picky about the system's quality may mostly discover the online educational system to be more beneficial, verifiable, and appealing because of its functionality. These functionalities involve flexibility of control, adaptability, connectivity, and responsiveness. In order to increase the adoption of the online learning system, HEIs are encouraged to be cautious regarding the compatibility between system characteristics and students' requests and establish interactive methods to satisfy these kinds of requirements swiftly. To further enhance the benefits and pleasures of system usage, system manufacturers ought to raise the system quality of the online education system. This will foster learners' satisfaction with and desire to continue employing the system by encouraging their initial expectations of the system.

In this study, five latent variables influence students' satisfaction, with information quality constituting the most significant. While using online educational platforms, users may place a higher value on information quality than system and service quality. This insight will help educators and system providers offer a wide variety of excellent, thorough, and substantial information to define users' needs concerning online resources. Due to the technical requirements of online instruction, educators should also give a sizable volume of instructional material on the network educational system from the standpoint of perceived usefulness. Beyond class hours, the online learning environment may involve video tutorials. This might help resolve the students' learning difficulties and let them realize that online education can enhance efficient learning.

5.3 Limitation and Further Study

The investigation has been restricted by its selection of just seven relevant variables that might impact continuation intention directly or indirectly. Moreover, there may exist certain constraints on the collection of statistics. A total of four majors at a single university had been selected for the research following its objectives, and little data was obtained. Therefore, the findings and information gathered from this study need to be verified in additional research because they may have limitations.

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