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A Study on the Driving Factors of Satisfaction and Continuous Intention to Use Online Learning Among Vocational Students in China

Xin Zhao*

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Abstract

Purpose: This study aims to explore the factors influencing the online learning satisfaction and continuous intention of the students majoring in folk music and dance at Rongjiang Secondary Vocational School, China. The research framework included seven variables: teachers' technical readiness students' technical readiness, self-efficacy, autonomy, quality of learning experience, learning satisfaction, and continuous intention. **Research design, data, and methodology:** The questionnaire was used to collect 500 sample data from the target population in this study. Purposive, quota, and convenience sampling were adopted. Before distributing the questionnaire, item-objective congruence (IOC) and a pilot test of Cronbach's Alpha were adopted to test the content's validity and reliability. The data were analyzed by confirmatory factor analysis and structural equation models to verify its fit and determine the causal relationship between variables. **Result:** The results show that the six hypotheses are supported. Teachers' technological skills, students' technical skills, students' self-efficacy, students' autonomy, and quality of learning experience significantly impact learning satisfaction. Learning satisfaction has a significant impact on continuous intention. **Conclusions:** To guarantee a high rate of learner engagement and satisfaction with e-learning, policymakers, practitioners, and educators should consider crucial variables such as offering efficient communication, innovative online courses, and training for existing and new users.

Keywords : Techincal Readiness, Self-Efficacy, Experience, Learning Satisfaction, Continuous Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

As cultural factors grow more pervasive in the classroom, vocational schools are turning to cultural norms as a starting point for improving connotation building. However, modern vocational schools often need an organic driving force and a spiritual basis by failing to embrace the institutions' own culture and inherent worth. There are challenges and questions surrounding cultural instruction at vocational institutions. In China, internet education remained limited to passive watching until the end of the twentieth century. It was only at the turn of the millennium that online education entered the age of the multimedia network. Artistic pictures and constructed formal structures may be made using music's rich sound combinations as the medium and dance's spiritual body forms as the language to convey human emotion, thought, and understanding of the universe (Zheng et al., 2013).

The Technology Readiness Index (Badri, 2013) evaluates the technology readiness of teachers. Teachers' technical readiness means how well-equipped and experienced educators are to make productive use of technology in the classroom. Teachers need to know, do, and believe in effectively using technology in their classrooms and responding to changes in the technological landscape (Reeves & Li, 2012).

Student's technical readiness means feeling at home in a technological environment created by and supported by high-tech gear and a sophisticated network. A student's inclination to adopt and apply new technologies to achieve

1*Xin Zhao, Guizhou Electronic Information Vocational and technical College, China. Email: 48817245@qq.com

personal and professional objectives is called their "technology readiness" (Parasuraman, 2000).

Self-efficacy was related to subsequent academic success and emotional involvement, according to study (Olivier & Shapiro, 1993). Self-efficacy, an essential part of the social cognitive theory that influences students' motivation and performance (Van Dinther et al., 2011), seems to be a significant factor. Self-efficacy involves a student's belief in their abilities and their anticipation of how they will perform in the future (Hatlevik et al., 2013). It is a crucial notion for comprehending learning and success.

Student autonomy refers to a primary learning outcome of Higher Education in many countries; giving students chances to take the initiative and gain self-assurance is essential for producing workers who can independently handle the job (Henri et al., 2018).

The quality of learning experiences is crucial to kids' emotional and social growth (Kong, 2008). The quality of the learning experience is the degree to which a student is productively involved in and content with his or her educational experience. It includes a wide range of elements that make a classroom a productive and rewarding place to study (Godwin, 2011).

Learning satisfaction represents the student's reflection on his or her learning (Saidur et al., 2011). Learning satisfaction has been viewed from the perspective of affect as a superior emotional complex, defined by the degree to which one experiences joy while learning; according to Long et al. (2016), this is the primary goal of adult students who participate in learning activities (Chang, 2012).

The continuous intention of behaving in a certain way is defined as the propensity to keep using the same social networking site for browsing, posting, and general platform loyalty. It is a persistent dedication to learning and action (Zheng et al., 2013).

The research problem addressed in this study is the need to understand the factors influencing online learning satisfaction and continuous intention among students majoring in folk music and dance at Rongjiang Secondary Vocational School in China. As online learning becomes increasingly prevalent, especially in the wake of global events like the COVID-19 pandemic, it is essential to identify the specific variables that impact students' satisfaction with online learning and their intention to continue their studies in this field.

While there is existing research on factors influencing online learning satisfaction and continuous intention, there is a gap in understanding these factors within the context of students majoring in folk music and dance at a vocational school in China. Additionally, previous studies may not have examined all relevant variables or focused specifically on this unique demographic, highlighting the need for targeted research in this area.

By addressing these objectives, the study aims to provide valuable insights into the specific factors that influence online learning satisfaction and continuous intention among students majoring in folk music and dance at Rongjiang Secondary Vocational School in China, thereby contributing to the advancement of knowledge in this field and informing educational practices and policies.

2. Literature Review

2.1 Teachers' Technical Readiness

Teachers' perceptions and attitudes toward integrating technology in teaching and learning, as well as their intentions to implement such changes, indicate their preparedness, as shown by the results (Baya'a & Daher, 2009). Teachers' readiness to employ technology in the classroom and their implementation may be evaluated using the technology adoption model and the technology integration framework. It focuses on factors including how likely people are to use the technology, how positive they are about it, and how they feel about its utility and simplicity (Chandler, 2009). Hence, this study proposes a hypothesis:
H1: Teachers' technical readiness has a significant impact on learning satisfaction.

2.2 Students' Technical Readiness

Learning online places, a premium on students' comfort with and familiarity with various forms of technology; a lack of this may pose problems for students and the learning process (Volery & Lord, 2000). A direct correlation exists between improving students' technical readiness and academic performance (Vonderwell, 2003). According to research conducted by Hung et al. (2010), students in higher grades (juniors and seniors) were better ready for online learning in terms of self-directed learning, online communication self-efficacy, motivation for learning, and learner control. Hence, this study proposes a hypothesis:
H2: Students' technical readiness has a significant impact on learning satisfaction.

2.3 Students' Self-Efficacy

Numerous studies have shown that students' levels of self-efficacy influence their academic performance and approach to learning, including the types of assignments they choose, the effort they put forth, their persistence, and the quality of their final products (Schunk, 1991). Social cognitive theory suggests that four types of information—enactive mastery experiences, vicarious (observational) experiences, social persuasions, and physiological and

psychological totes—contribute to developing students' sense of self-efficacy. Enactive mastery experiences are genuine instances of overcoming a challenge (Bandura, 1997). Hence, this study proposes a hypothesis:
H3: Students' self-efficacy has a significant impact on learning satisfaction.

2.4 Students' Autonomy

Students' independence is widely acknowledged as a motivating viewpoint for better instruction, and it was a central tenet of the study conducted by Su and Reeve (2011). Students' perceptions of autonomy support have been linked to various positive learning outcomes (Koka & Hagger, 2010), satisfaction across all three psychological needs (Taylor & Ntoumanis, 2007), and greater self-determined motivation. Therefore, it has been well established that encouraging students' independent learning is crucial in physical education. Hence, this study proposes a hypothesis:
H4: Students' autonomy has a significant impact on learning satisfaction.

2.5 Quality of Learning Experience

Based on the work of Peltier et al. (2005) and the viewpoint model proposed by Marks et al. (2005), the researchers examined the items under QLE. According to research by Peltier et al. (2003), each factor significantly affects how students see their educational experience. Marks et al. (2005) and Peltier et al. (2003) found a strong correlation between how students rated the course material and how satisfied they were with their online education. Perceived quality of student-to-student interactions positively impacted the learning experience's perceived quality, as Marks et al. (2005) and Peltier et al. (2005) demonstrated. Hence, this study proposes a hypothesis:
H5: Quality of learning experience has a significant impact on learning satisfaction.

2.6 Learning Satisfaction

According to Wiers-Jenssen et al. (2002), education is about more than just picking up facts and techniques; it also affects one's success and growth. Studies have established the connection between Presence in Society and learning satisfaction in industrialized nations (Barbera et al., 2013; Strong et al., 2012). Hence, this study proposes a hypothesis:
H6: Learning satisfaction has a significant impact on continuous intention.

2.7 Continuous Intention

Recent studies have shown that students' past online learning experiences may affect their future propensity to learn online (Mohammadi, 2015). Researchers found strong correlations between students' desire to continue their online education and their perceived usefulness, pleasure, interest, and satisfaction with their online learning experiences. Existing studies on college students' plans for ongoing online education typically employ specific models drawing on students' attitudes, motivations, abilities, and prior online education (Mohammadi, 2015).

3. Research Methods and Materials

3.1 Research Framework

The research's overarching conceptual framework is grounded on and informed by three major theoretical frameworks: the Technology Acceptance Model (TAM) success model, the Unified Theory of Technology Acceptance and Use (UTAUT), and the Planned Behavior Theory (TPB) model. This research builds on prior theoretical work and practical studies. To examine their influence on people's intentions, the researchers listed all possible factors and proposed theorized causal linkages between them.

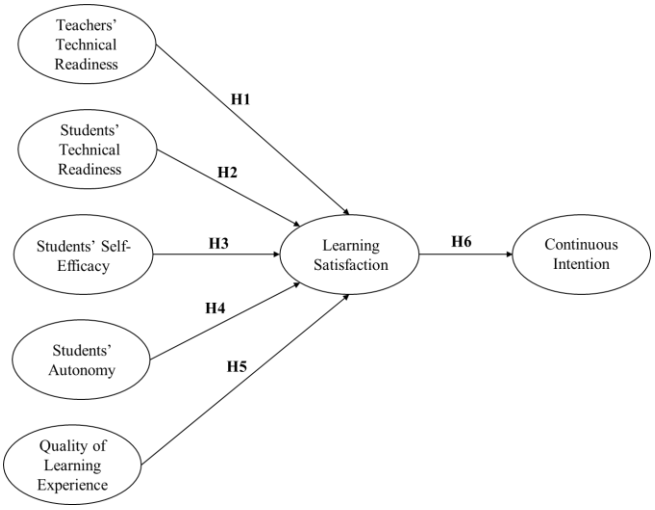

Figure 1: Conceptual Framework

H1: Teachers' technical readiness has a significant impact on learning satisfaction.
H2: Students' technical readiness has a significant impact on learning satisfaction.

H3: Students' self-efficacy has a significant impact on learning satisfaction.
H4: Students' autonomy has a significant impact on learning satisfaction.
H5: Quality of learning experience has a significant impact on learning satisfaction.
H6: Learning satisfaction has a significant impact on continuous intention.

3.2 Research Methodology

This study uses quantitative methods to investigate the factors influencing the online learning satisfaction and persistence intentions of RongJiang's ethnic music and dance students. The data above was gathered using online questionnaires administered using Questionnaire Star, a platform that facilitates the dissemination and gathering of data. Pilot testing and checks for project objective consistency (IOC) established the questionnaire's reliability. The content validity of the research instruments was verified using the index of item-objective congruence (IOC) and Cronbach's Alpha. IOC ratings were obtained from three experts in the study's field. Notably, all variables surpassed the minimum inter-item correlation threshold of 0.6. Furthermore, the Cronbach's alpha value exceeded 0.7, as recommended by Straub (1989), indicating satisfactory reliability.

Students of music and dance from schools in Rongjiang County, China, were surveyed for this study using an online questionnaire. Statistical analysis software packages like SPSS and AMOS were used to examine the data. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) were used to examine the strength of associations between the theoretical framework and the proposed variables. Analysis and interpretation of the data followed. A literature review and introduction are followed by the formulation of theoretical models and hypotheses, the design and administration of questionnaires, data collection, analysis, discussion, and eventual disclosure, and finally, a conclusion and recommendations for future research.

3.3 Population and Sample Size

Students from schools specializing in folk music and dance in Rongjiang County, China, provided a representative sample for the research. They are, to begin with, sixth-formers at Rongjiang County Vocational Middle School. Online education is familiar for these kids. Third, each grade has more than 400 pupils. This ensures a more accurate representation of the ethnic music and dance main community within the sample. There were six latent and 35 observable variables, and the desired statistical power was set at a 0.05 probability scale. It was calculated that a 0.2 magnitude of influence is the norm. The required minimum sample size was determined to be 403, whereas the minimal sample size for the model structure was calculated to be 177. Using this strategy, we were able to guarantee that our research had enough participants to put our hypotheses to the test reliably.

3.4 Sampling Technique

A questionnaire is a series of questions developed to collect information from a certain population (Malhotra et al., 2006). Those who participate in this survey are kindly asked to be as thorough as possible (Gray, 2017). Individuals who responded were guaranteed their privacy and anonymity would be protected. The research strategy included using questionnaires and quantitative techniques to collect data from the population of interest.

Table 1: Sample Units and Sample Size

Grade	Population Size
Year One	724
Year Two	624
Year Three	628
Total	2000

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Demographic information collected from respondents included gender, year of study, online course learning, mobile devices used for online courses, and enjoyment of taking online courses. Questionnaires were distributed to 500 students at the Rongjiang County Secondary Vocational School. The respondents are 288 females and 212 males, representing 57.6 percent and 42.4 percent, respectively. For the year of study, 233 students of year one account for 46.6 percent, 143 students of year two account for 28.6 percent, and 124 students of year three account for 24.8 percent. For online course learning, 382 students like online course learning account for 76.4 percent, 80 students do not like online course learning account for 16 percent, and 38 students are indifferent to online course learning account for 7.6 percent. For mobile devices used for online courses, 222 students use Mobile phones, accounting for 44.4 percent; 95 students use Mobile PCs, accounting for 19 percent; 138 students use iPads, accounting for 27.6 percent; 44 students do not use any mobile devices, accounting for 8.8 percent, and one student use others account for 0.2 percent. For those who enjoy online courses, 451 students who like online course learning account for 90.2 percent, and 49 students who do not like online course learning account for 9.8 percent.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	212	42.4%
	Female	288	57.6%
Year of Study	Year One	233	46.6%
	Year Two	143	28.6%
	Year Three	124	24.8%
Like online course learning	Yes, I like it	382	76.4%
	No, I don't like it	80	16%
	Indifferent	38	7.6%
Mobile devices used for online courses	Mobile phones	222	44.4%
	Mobile PC	95	19%
	iPad	138	27.6%
	None	44	8.8%
	Others	1	0.2%
Enjoy taking online courses	Yes	451	90.2%
	No	49	9.8%

4.2 Confirmatory Factor Analysis (CFA)

The measurement model was evaluated using confirmatory factor analysis to confirm model fitness. The measurement model illustrates seven latent variables: Teachers' technical readiness, Students' technical readiness, Students' self-efficacy, Students' autonomy, Quality of Learning Experience, Learning satisfaction, and Continuous Intention. Modification to the measurement model was not necessary for this study as the original measurement model has already presented a model fit.

Factor loading was deemed to be at least 0.5 and the P-value coefficient to be less than 0.05. Additionally, according to Fornell and Larcker (1981), cut-off points were established with a composite reliability (CR) greater than 0.7 and an average variance extracted (AVE) greater than 0.5.

The reliability test known as Cronbach's alpha was also employed, and all constructs achieved values greater than 0.70, as suggested by Straub (1989). Table 3 illustrates that Cronbach's alpha values exceed 0.7, factor loadings surpass 0.5, CR values are above 0.7, and AVE ranges from 0.442 to 0.719, all indicating satisfactory results. These findings demonstrate that the confirmatory factor analysis (CFA) test yielded positive outcomes, affirming the validity of the data analysis conclusions.

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
Teachers' Technical Readiness (TTR)	Kariyev et al. (2015)	3	0.833	0.747-0.817	0.835	0.628
Students' Technical Readiness (STR)	Parasuraman (2000)	4	0.872	0.730-0.839	0.874	0.636
Students' Self-Efficacy (SSE)	Hatlevik (2018)	4	0.885	0.774-0.845	0.884	0.655
Students' Autonomy (SA)	Benson (2001)	3	0.834	0.743-0.842	0.836	0.631
Quality of Learning Experience (QLE)	Mackey et al. (2003)	3	0.817	0.729-0.797	0.817	0.600
Learning Satisfaction (LS)	Saidur et al. (2011)	4	0.839	0.693-0.790	0.84	0.568
Continuous Intention (CI)	Zheng et al. (2013)	3	0.826	0.762-0.793	0.826	0.613

The acceptable values of goodness-of-fit indices presented the model fit in Table 4. The statistical values of indices were compared to the acceptable criteria. In which, the values were CMIN/DF = 1.367, GFI = 0.951, AGFI = 0.937, NFI=0.947, IFI = 0.985, TLI =0.982, CFI=0.985, and RMSEA = 0.027.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<3 (Hair et al., 2006)	1.367
GFI	>0.8 (Xia & Yang, 2019)	0.951
AGFI	>0.8 (Xia & Yang, 2019)	0.937
NFI	>0.9 (Sica & Ghisi, 2007)	0.947
IFI	>0.9 (Arbuckle, 1995)	0.985
TLI	>0.9 (Hair et al., 2006)	0.982
CFI	>0.9 (Sica & Ghisi, 2007)	0.985
RMSEA	<0.08 (Pedroso et al., 2016)	0.027
Model Summary		**Acceptable Model Fit**

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

The effectiveness of factors can be determined by comparing the square root of the Average Variance Extracted (AVE) for each variable, as shown in Table 5, with the factor correlation value. Significantly, the AVE square root of all variables exceeds the factor correlation value, indicating the effectiveness of the factors.

Table 5: Discriminant Validity

	TTR	STR	SSE	SA	QLE	LS	CI
TTR	**0.792**						
STR	0.399	**0.797**					
SSE	0.320	0.346	**0.809**				
SA	0.278	0.266	0.370	**0.794**			
QLE	0.270	0.261	0.251	0.380	**0.775**		
LS	0.549	0.431	0.442	0.469	0.438	**0.754**	
CI	0.337	0.278	0.312	0.347	0.271	0.485	**0.783**

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

4.3 Structural Equation Model (SEM)

SEM may help you determine what factors contribute to what outcomes (Wanichbancha, 2014). With the help of the AMOS SEM software (Sumsiripong, 2016), we determined the new model's cause-and-effect chain. The SEM technique was deemed a good methodology by Hair et al. (2006) because it allowed for the simultaneous evaluation of a series of correlations across variables, while other statistical approaches may examine the relationship between each construct separately. SEM acted as a confirmatory rather than a descriptive one compared to the other multivariate methodologies utilized to evaluate the theoretical model (Abedin et al., 2021). In Table 6, the statistical values of indices met the acceptable criteria after the model adjustment.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values Before Adjustment	Statistical Values Before Adjustment
CMIN/DF	<3 (Hair et al., 2006)	2.458	2.328
GFI	>0.8 (Xia & Yang, 2019)	0.897	0.901
AGFI	>0.8 (Xia & Yang, 2019)	0.875	0.879
NFI	>0.9 (Sica & Ghisi, 2007)	0.899	0.905
IFI	>0.9 (Arbuckle, 1995)	0.938	0.944
TLI	>0.9 (Hair et al., 2006)	0.930	0.936
CFI	>0.9 (Sica & Ghisi, 2007)	0.937	0.943
RMSEA	<0.08 (Pedroso et al., 2016)	0.054	0.052
Model Summary		**Unacceptable Model Fit**	**Acceptable Model Fit**

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

4.4 Research Hypothesis Testing Result

The correlation magnitude among the independent and dependent variables proposed in the hypothesis is measured by regression coefficients or standardized path coefficients. Six proposed hypotheses were supported. Learning Satisfaction has a significant impact on Continuous Intention. Teachers' technical readiness significantly drove Learning Satisfaction, Students' technical readiness, Students' self-efficacy, Students' autonomy, and Quality of Learning Experience, respectively.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: TTR→LS	0.388	7.15*	Supported
H2: STR→LS	0.194	4.076*	Supported
H3: SSE→LS	0.221	4.602*	Supported
H4: SA→LS	0.268	5.313*	Supported
H5: QLE→LS	0.241	4.793*	Supported
H6: LS→CI	0.46	7.723*	Supported

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

Table 7 reveals the following findings:

H1 has shown a significant impact on Students' technical readiness on learning satisfaction, this structural pathway results in a standard coefficient value of 0.388 and a t-value of 7.15.

H2 has shown a significant impact of Students' technical readiness on learning satisfaction; this structural pathway results in the standard coefficient value of 0.194 and t-value of 4.076.

Students' self-efficacy significantly impacted learning satisfaction with a standardized path coefficient of 0.221 and a t-value of 4.602 in **H3.**

Students' autonomy significantly impacted learning satisfaction with a standardized path coefficient of 0.268 and a t-value of 5.313 in **H4.**

A significant factor impacting learning satisfaction is the Quality of the Learning Experience, with a standardized path coefficient of 0.241 and a t-value of 4.793 in **H5.**

H6 has shown a significant impact of Learning Experience on Continuous Intention; this structural pathway results in the standard coefficient value of 0.46 and t-value of 7.723.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The variables that impact the usage of online learning technologies have been the subject of several research because of their worldwide prevalence and importance. Online education is sometimes referred to as "E-Learning." Technology-based learning is education in an electronic setting that includes communication, microcomputers, computers, artificial intelligence, networks, and multimedia technology. According to Xiao Gang, a learning coach at Zhixingtang, E-Learning is "a way to rapidly learn through the application of information technology and the Internet." The several meanings of "E" in "e-learning" include "efficient learning," "exploratory learning," "experiential learning," "extended learning," "easy-to-use learning," and "enhanced learning." To ensure that all people have access to

a high standard of living, they must utilize the technology that has been developed specifically to accomplish this. Positive influencing factors of persistence intention (CI) include the following: teachers' technology readiness (TTR), students' technology readiness (STR), students' self-efficacy (SSE), students' autonomy (SA), quality of learning experience (QLE), learning satisfaction (LS) and persistence intention (CI). Intentions to learn continuously impact how higher education institutions in our nation utilize the e-learning system. The researchers used a multi-level sampling strategy inside the quantitative research design. The non-probability sampling judgment sampling approach was used to sample the students at Rongjiang County Secondary Vocational and Technological College.

To accurately reflect the online learning education referred to in the issue, a representative sample of first--, second-, and third-year students in ethnomusic and dance were surveyed. Using the total number of students, an estimated sample size is calculated for each project using a stratified random selection of potential samples. After that, we used a mix of discretionary and accidental samples to compile our information. Online and paper surveys collect information that may then be analyzed using statistical methods like CFA and SEM. Students' technical readiness (STR) was shown to be the most important factor in successfully implementing the system. There was a positive correlation between teachers' technology readiness (TTR), students' technology readiness (STR), students' self-efficacy (SSE), students' autonomy (SA), quality of learning experience (QLE), learning satisfaction (LS) and persistence intention (CI). In order to guarantee a high rate of learner engagement and satisfaction with e-learning, policymakers, practitioners, and educators should consider crucial variables such as offering efficient communication, innovative online courses, and training for new users.

5.2 Recommendation

Since most developing nations' technologies are sophisticated and far ahead of most developed countries in Asia, adopting online learning tends to be greater in emerging countries. Furthermore, the kind of technology is the primary element influencing the outcomes of other investigations. Various technologies, such as mobile learning (De la Torre-Cruz et al., 2014), mobile augmented reality apps (Saprikis et al., 2021), and mobile applications, might affect the outcomes of studies stated in previous publications. Classroom number games (Dele-Ajayi et al., 2019) and similar works. This report also highlights the importance of online learning in the education sector, as most students will have to rely on it to achieve their academic objectives and finish their schoolwork despite the pandemic. Future research may find different outcomes regarding the popularity of online education and how students transfer their knowledge to new online environments.

Given that teachers' technological skills were found to significantly influence learning satisfaction, it is recommended that Rongjiang Secondary Vocational School invest in training programs to enhance teachers' proficiency in utilizing technology for online instruction. This may include workshops, seminars, or ongoing professional development opportunities to ensure that educators are equipped with the necessary skills to effectively engage students in online learning environments.

Since students' technical skills, self-efficacy, and autonomy were identified as significant factors affecting learning satisfaction, the school should consider implementing support services to assist students in developing these competencies. This could involve providing access to technical support resources, offering guidance on self-directed learning strategies, and fostering a supportive learning environment that promotes student confidence and autonomy.

The study highlights the importance of the quality of learning experience in influencing student satisfaction. Therefore, it is recommended that Rongjiang Secondary Vocational School continuously evaluates and improves the quality of its online learning offerings. This may involve curriculum revisions, incorporation of multimedia resources, interactive learning activities, and regular feedback mechanisms to enhance student engagement and satisfaction.

Since learning satisfaction was found to significantly impact continuous intention, efforts should be made to reinforce positive learning experiences and encourage students to continue their studies in folk music and dance. This could involve highlighting the benefits of further education in the field, providing career guidance and mentorship opportunities, and fostering a sense of belonging within the academic community.

While the study successfully identified several factors influencing online learning satisfaction and continuous intention among students majoring in folk music and dance, there may be additional variables or contextual factors that warrant exploration. Therefore, it is recommended that future research builds upon these findings by investigating other potential determinants and examining the effectiveness of interventions aimed at enhancing online learning outcomes in this specific academic discipline and institution.

5.3 Limitation and Further Study

The study population consisted only of Chinese students. Since most students at Rongjiang County Secondary Vocational and Technical College are first-time users of ubiquitous online learning, their experiences and perceptions may be skewed by their lack of familiarity with the platform.

The parameters that are assessed in this article have their own set of limitations. It is recommended that researchers dig further into one facet of human behavior: self-efficacy. Researchers did not highlight other criteria since they only showed the major ones from established hypotheses. For additional constraints, the outcomes are restricted to the cultural norms of certain nations and their inhabitants. Due to cultural variations, it is also likely that different analytical findings will show in other populations in various areas.

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