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Factors Impacting Undergraduate's Attitude, Use and Satisfaction Towards Social Media During COVID-19 in Shanghai Institute of Visual Art, China

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Abstract

Purpose: This research investigated the variables influencing undergraduates' attitudes toward, use, and contentment with social media during COVID-19 at the Shanghai Institute of Visual Art. **Research design, data, and methodology:** The study was carried out using a quantitative survey research methodology distributed to 471 students. The Technology Acceptance Model (TAM) was the basis for developing the research conceptual framework. The seven latent variables are perceived utility, attitude toward use, social media use, anticipated advantages, social risk, satisfaction, and sociability. Item-objective congruence was used to assess the research instrument's validity, and a pilot test was used to measure the internal consistency reliability using the Cronbach alpha coefficient. Additionally, the sampling analysis is conducted by confirmatory factor analysis and structural equation modeling were used to evaluate the data. **Result:** The results indicate that social media use has the most significant direct impact on satisfaction. Expected benefits had the biggest impact on how people used social media. Additionally, sociability, perceived risk, and perceived utility had a substantial impact on attitude, which negatively affected the standardized route coefficient. **Conclusions:** Ultimately, when social media developers and school staff emphasize perceived usefulness, risk control, sociability, and expected benefits, students' satisfaction with social media can be significantly improved.

Keywords : Perceived Usefulness, Perceived Risk, Sociability, Expected Benefits, Satisfaction

JEL Classification Code: E44, F31, F37, G15

1. Introduction

People rely heavily on social media sites like Facebook, LinkedIn, Twitter, YouTube, applications, and blogs for communication, fun, relaxation, and expressing their opinions (Whiting & Williams, 2013). Social media is a valuable and cutting-edge way of communication for all modern individuals. Social media is a useful tool for communication that not only meets people's needs on a social and spiritual level but also facilitates information transmission. Knowledge can also be referred to as information. As a result, social media will significantly advance higher education. The future is not now. This is happening right now.

People can readily spread emotional, social, or other effects that could influence how people engage with one another and their goals for collaboration when they interact with others using information technology (IT), such as social networking sites or social media (Bao, 2016; Heinonen, 2011). Most college students have enthusiastically embraced social media platforms like Facebook, Twitter, MySpace, YouTube, Flickr, Skype, Wiki, blogs, de.licio.us, Second Life, MIT Open Courseware, online communities, text messaging, etc. (Hew, 2011). College professors, many of whom are "digital immigrants" (Prensky, 2001), often use social media for personal use, as well as sporadically for

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teaching and research (Wankel, 2010). Faculty personnel are much less likely to adopt and use social media for teaching and student engagement goals than their students and other campus groups. Most academics use e-mails and other out-of-date, familiar technologies (Roblyer et al., 2010).

Higher education gives students an essential chance for adaptation before entering the social practice field. Along with learning and developing abilities, it is also crucial for future survival to comprehend and integrate into the social environment at this time. Beyond only being a tool to meet social needs, social media has much potential to support people's emotional needs in study, research, job, and life for people in the twenty-first century. Similarly, social media is essential to contemporary college students' daily lives and academic endeavors. Before discussing the main ideas of this study, the researcher will go over the development history, development state, and current issues of Chinese social media.

2. Literature Review

2.1 Perceived Usefulness

How well people believe using technology will increase their capacity to do their tasks is measured by perceived usefulness (Davis, 1989; Fusilier & Durlabhji, 2005). Numerous academic research studies have found that perceived usefulness can be used to carry out a variety of effective services in the activities of social media users (Shin, 2010). The degree to which social media users believe that utilizing a social media application satisfies their needs for being on social media is known as perceived utility (Rania & Salah, 2016). Perceived usefulness frequently refers to someone's optimism that using a certain technology will improve their ability to perform at work (Davis, 1989). How strongly a person believes that using social media during COVID-19 will undoubtedly increase productivity (Amirul et al., 2022). Perceived utility is crucial in the context of e-commerce research and social commerce, according to Hajli (2014). Perceived utility is essential in determining a user's viewpoint and attitude regarding a technology's usefulness. The decision to employ a system or piece of technology greatly impacts one's intentions (Teo et al., 2019). The perceived usefulness of information systems affects how well individuals embrace them, according to Davis (1989). Customers' perceptions of the usefulness of Internet services are referred to as perceived usefulness (Irfan & Chendragiri, 2014). According to numerous academic research, the degree to which elementary and middle school children believe that utilizing social media might improve their performance in learning and social interaction is known as perceived usefulness (Yu et al., 2017). Therefore, this study hypothesizes that:

H1: Perceived usefulness has a significant impact on attitude towards social media.

2.2 Social Risk

Bauer (1960), who came before him, asserted that impulsive and careless social behavior can significantly harm the user's life, reputation, safety, and capacity to execute their duties. In the framework of adopting an academic point of view, Bauer (1960) presented a research report about societal risks associated with social media services. Nobody desires to go through this reaction. Chen (2018) claims that perceived risk is a multi-dimensional notion widely used to characterize the perception of danger related to using the open internet framework to transform personal data. Users who cannot predict the repercussions of using Internet services may incur financial, social, and privacy losses. This is a perceived social risk (Irfan & Chendragiri, 2014). Widaman and Thompson (2003) state that social risk is a rich, intriguing, scientific, and logical notion people frequently embrace in regular social activities. This belief increases the likelihood that people will make sensible decisions when faced with recognized risks. As we all know, the frequency of use of social media software by people who frequently engage in social activities is almost immediately correlated with social risk (Yuyun & Anang, 2020). Therefore, this study hypothesizes that:

H2: Social risk has a significant impact on attitude towards social media.

2.3 Sociability

According to Ma and Lee (2019), several earlier research studies have shown how social components in the network environment have a major impact on learning and social behaviors mediated by scientific reasoning. Users' desire to engage in social activities is the main motivation for using various online services on social media platforms (Baker, 1994; Cheung et al., 2011; Kim et al., 2010). The broad meaning of sociability is the scientific notion of reciprocal communication, cooperation, sharing, and cooperation amongst individuals rather than each person working alone in daily life and at work (Chad & Carl, 2013). According to one definition, sociability refers to online interaction and communication elements that enable users to share knowledge, disseminate information, and promote mutual understanding. Other communication elements promote mutual trust between people in a network setting (Preece, 2001). The main characteristic of social environments is friendliness, which greatly improves online social interactions between independent users or between users and documents in proper settings (Lee & Ma, 2012). According

to Gao et al. (2010), sociability is the number of virtual spaces that unaffiliated people perceive as connected through social media software services. Its goal is to provide opportunities for participation in activities and knowledge and information exchange in a way that promotes social interaction and fortifies links among community members. Social support, according to Lee and Ma (2012), is a social application that fosters sociability through fostering a social environment. The contextual components necessary for fostering and maintaining social interaction between users and documents were also emphasized. Therefore, this study hypothesizes that:

H3: Sociability has a significant impact on attitude towards social media.

2.4 Expected Benefits

Researchers refer to users' view of ongoing ties and diverse network services as perceived expected advantages, and the positive aspect of this perception drives users to use social media platforms (Kim et al., 2010). *Perceptual socialization* is the term used by academics to describe the social benefits of strong relationships that favor users' learning and quality of life (Bettiga, 2018). People will use the services of robust social media platforms to pass the time, share information, make friends, and acquire knowledge when they are bored with their daily activities outside of work hours, which are the primary elements of social benefits (Park et al., 2010). Gan and Li (2018) contend that social advantages are a compulsive form of virtual reward. When people use social media frequently for social purposes, they can pass the time while gaining valuable benefits like exchanging information, learning new skills and knowledge, making friends, etc. A crucial idea in adopting an IS's perceived benefits is perceived utility (Bhattacherjee, 2001). Expected Benefits resemble it and include it.

Additionally, thoughts of affirmation have a big impact (Ting et al., 2018). The term "perceived expected benefits" refers to the typical advantages people use social media for, including communication, information exchange, knowledge dissemination, and the presentation of beautiful content (Hsu & Lin, 2008). Two major targeted outcomes or projected revenue advantages are real revenue or sales growth and brand quality or social relationship strengthening (Cao et al., 2018). Therefore, this study hypothesizes that:

H4: Expected benefits have a significant impact on social media use.

2.5 Attitude Towards Social Media

Social media usage during COVID-19 was associated with past opinions about the medium (Amirul et al., 2022). Attitude toward using social media was established as an individual's "disposition to respond warmly or adversely to an object, person, or event" Ajzen and Fishbein (1980). According to Wen (2014), a user's perspective affects how they feel about using social media to engage in activities. A person's assessments and religious beliefs are the main determinants of their attitude toward using social media (Gretzel & Yoo, 2008). One's attitude about using social media about a new system or technology significantly impacts their motivation to adopt and use it (ChauShen, 2013). An individual's attitude indicates their feelings about a particular activity (Ajzen, 1991; Ajzen & Fishbein, 1980). According to Barki and Hartwick's (1994) research, attitude is a psychological state characterized by a feeling of favor or disapproval. According to Fishbein and Ajzen (1975), attitudes toward using social media are sentiments of good or negative values of an item or a condensed valuation of a reported object associated with the positive-negative prototype. A person's general attitude toward using social media is referred to as their attitude, which is the product of their unique ideas about the behavior, its effects, and the weight they place on those beliefs (Rafael, Carla, et al., 2012). As has been seen in the past, attitudes toward utilizing social media are influenced by a variety of unstable elements, such as the user's incentive to use social media and the perceived danger of unanticipated events during use, in addition to strong opinions about the activity (Baron et al., 2006; Nysveen et al., 2005). Therefore, this study hypothesizes that:

H5: Attitude towards social media has a significant impact on satisfaction.

2.6 Social Media Use

Researchers must consider various factors when using social media for social activities, such as users' emotions, feedback, attitudes toward continuing to use social media, readiness to promote it to others, and other factors (Rauniar et al., 2013). When utilizing social media for social activities, users' pleasure with the services offered is directly tied to utilitarian and hedonistic values, and this satisfaction substantially impacts their values (Rauniar et al., 2013). Social Media Use (SMU) is a sophisticated method for examining how people use social media to accomplish their goals. Scholars frequently employ this method in linked research reports (Cao et al., 2013). The usage and fulfillment theory focuses on the psychological and social media bases of desires that lead to media expectations and numerous media actions that satisfy needs (Katz et al., 1973). Previous studies have shown that social media use can affect working performance (Brooks & Califf, 2017; Cao et al., 2013; Cheung et al., 2011; Leftheriotis & Giannakos, 2014; Moqbel et al., 2013); organizational performance (Abdullah et al., 2018; Ng et al., 2016). Publications assert that social media technologies substantially negatively impact

organizational operations because they are user-centric, promote open communication, and are frequently free to use (Cao et al., 2018). Therefore, this study hypothesizes that:
H6: Social media use has a significant impact on satisfaction.

2.7 Satisfaction

Satisfaction compares unfulfilled expectations with previous social media usage to identify psychological states (Oliver, 1981). According to Wixom and Todd (2005), a person's feelings or attitude toward various factors may impact how content they are in a certain situation. As social media sites offer more options, customers will be happier (Gan & Li, 2018). Positive psychological states that change behaviors and encourage long-term use are represented by satisfaction. According to researchers, satisfaction positively impacts habits (Mcleod, 2019). Satisfaction is a crucial indicator of the uptake of science and new usage intentions (Wixom & Todd, 2005). Oliver (1999) defined *user satisfaction* as the joyful fulfillment of requirements, wants, or objectives. This definition states that a user is reported to feel that their consumption has met their needs, wants, or objectives and that this fulfillment has been delightful. Contentment "reflects a post-consumption evaluative judgment" since the consumer thinks the expense results in outcomes that oppose a standard of pleasure vs. unhappiness. "satisfaction" refers to a state of emotional openness and a personal assessment that meets expectations (Oliver, 1981). User satisfaction may be assessed by a person's judgment of the discrepancies between their initial expectations and the result (Oliver, 1981).

3. Research Methods and Materials

3.1 Research Framework

This study aims to find out how happy undergraduates from the Shanghai Institute of Visual Arts (SIVA) School of Design and School of New Media are with social media. The quantitative survey method was used in this study because it was the most efficient way to gather information on students' attitudes and gauge their psychological reactions.

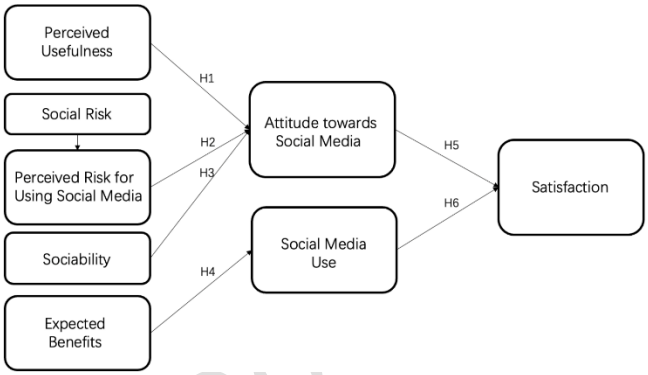

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant impact on attitude towards social media.
H2: Social risk has a significant impact on attitude towards social media.
H3: Sociability has a significant impact on attitude towards social media.
H4: Expected benefits have a significant impact on social media use.
H5: Attitude towards social media has a significant impact on satisfaction.
H6: Social media use has a significant impact on satisfaction.

3.2 Research Methodology

The distribution and collection of questionnaires for this dissertation's in-person data collection technique, which will take eight weeks to complete, will be the responsibility of the faculty members of the target universities. Prior to conducting the extensive questionnaire survey, the researchers assessed content validity utilizing the Item Objective Consistency Index (IOC) and executed a pilot test involving the distribution of the questionnaire to 40 designated respondents. A panel of three experts conducted the IOC evaluation, with all items surpassing the acceptable threshold of 0.6. The pilot test outcomes substantiated the questionnaire's reliability, as indicated by a Cronbach's Alpha coefficient exceeding 0.7. After gathering 1000 actual surveys, the researcher spent three weeks entering all the data into Microsoft Excel files to prepare for a quantitative statistical analysis to analyze the data. Finally, the final valid response is 471.

3.3 Population and Sample Size

The sample size for this dissertation will be determined using the quantitative Danielsoper calculator. The necessary parameters, such as the anticipated effect size of 0.2, the anticipated statistical power of 0.8, the specified number of latent variables of 8, the specified number of observable variables of 25, and the defined probability level of 0.05,

were entered. According to the estimated findings, at least 444 students should be included in the sample for this empirical study at both the new media art and design schools.

3.4 Sampling Technique

The judgmental and convenience sampling was chosen from 1,650 undergraduate design program students in the target four grades at Shanghai Institute of Visual Art. Then, 500 respondents were chosen as the final stage sample using quota selection from the four divisions. Twenty-nine of the surveys had erroneous data, while 471 were judged to have valid data.

Table 1: Sample Units and Sample Size

Subjects	Population Size	Proportional Sample Size
Freshman	443	134
Sophomore	447	136
Junior student	411	125
Senior student	349	105
Total	**1,650**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 provides an overview of the complete demographic data for the 471 respondents. Male respondents comprised 40.13% of the total participants, while female respondents comprised 59.87%. Age-wise, 13.59% of respondents were 16 to 18, 41.83% were 19 to 21, 39.49% were 22 to 24, and 5.09% were over 24. 0.64% of users of social media applications were o, 38.85% were in the 1-3 range, 54.56% were in the 4-5 range, and 5.95% were using more than 5.

Table 2: Demographic Profile

Demographic and General Data (N=471)		Frequency	Percentage
Gender	Male	189	40.13%
	Female	282	59.87%
Age	16-18	64	13.59%
	19-21	197	41.83%
	22-24	186	39.49%
	Above 24	24	5.09%
Number of social media in use	0	3	0.64%
	1-3	183	38.85%
	4-5	257	54.56%
	More than 5	28	5.95%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was used to evaluate the measurement model and ensure its fitness. The measurement model consists of seven latent variables: Perceived Usefulness, Social Risk, Sociability, Attitude, Expected Benefits, Social Media Use, and Satisfaction. No modifications were needed for the measurement model in this study, as the original model already demonstrated a good fit.

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)	Davis (1989)	3	0.750	0.548-0.921	0.795	0.571
Social Risk (ROS)	Bauer (1960)	3	0.795	0.580-0.930	0.861	0.683
Sociability (SOC)	Ma and Lee (2019)	4	0.804	0.559-0.841	0.828	0.553
Attitude Towards Use (ATT)	Amirul et al. (2022)	3	0.786	0.510-0.983	0.854	0.676
Expected Benefits (EB)	Kim et al. (2010)	3	0.720	0.608-0.858	0.866	0.691
Social Media Use (SMU)	Cao et al. (2013)	3	0.754	0.572-0.806	0.756	0.517
Satisfaction (SAT)	Oliver (1981)	3	0.670	0.758-0.813	0.773	0.538

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 = 2.882, GFI = 0.910, AGFI = 0.810, RMSEA = 0.045, CFI = 0.941, NFI=0.923, and TLI =0.981

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<3.00 (Hair et al., 2010)	2.882
GFI	>0.85 (Bagozzi & Yi, 1988)	0.910
AGFI	>0.80 (Sica & Ghisi, 2007)	0.810
RMSEA	<0.08 (Pedroso et al., 2016)	0.045
CFI	>0.90 (Bentler, 1990)	0.941
NFI	>0.90 (Bentler & Bonett, 1980)	0.923
TLI	>0.90 (Bentler & Bonett, 1980)	0.981
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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker-Lewis index

Table 5 illustrates the outcomes of the analysis and presentation of the discriminant validity. None of the correlations crossing any two latent variables were greater than 0.80, and the diagonally defined quantity is the AVE

square root of the AVE (Liu et al., 2020; Schmitt & Stults, 1986). The discriminant validity was therefore demonstrated using these quantitative data.

Table 5: Discriminant Validity

	PU	SMU	EB	ROS	SAT	ATT	SOC
PU	**0.755**						
SMU	0.371	**0.719**					
EB	0.506	0.453	**0.831**				
ROS	0.552	0.353	0.282	**0.826**			
SAT	0.501	0.485	0.608	0.287	**0.733**		
ATT	0.419	0.374	0.539	0.363	0.382	**0.822**	
SOC	0.488	0.348	0.487	0.379	0.495	0.448	**0.744**

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

4.3 Structural Equation Model (SEM)

Verifying the structural equation model (SEM) came after the CFA evaluation in this study. A specific set of linear coefficients is evaluated using the SEM methodology to determine whether or not the suggested causality explanation matches. SEM also looks at the relationship between the qualities in the matrix and considers any bias or dishonesty in the coefficient (Rattanaburi, 2021). Table 6 demonstrates that even after being rectified with AMOS version 24, the combined values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all over the permissible limits. The outcomes demonstrate that the goodness of fit of the SEM was established.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	<3.00 (Hair et al., 2010)	2.596
GFI	>0.85 (Bagozzi & Yi, 1988)	0.935
AGFI	>0.80 (Sica & Ghisi, 2007)	0.845
RMSEA	<0.08 (Pedroso et al., 2016)	0.064
CFI	>0.90 (Bentler, 1990)	0.943
NFI	>0.90 (Bentler & Bonett, 1980)	0.927
TLI	>0.90 (Bentler & Bonett, 1980)	0.994
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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index and TLI = Tucker-Lewis index

4.4 Research Hypothesis Testing Result

Additionally, perceived usefulness expectancy significantly influenced attitude with the β at 0.485 (t-value at 7.107***), while sociability markedly impacted attitude with the β at 0.273 (t-value at 5.614***), as well as attitude, which significantly influenced satisfaction with β at 0.244 (t-value at 4.805***). Consequently, perceived risk has the least significant influence on attitude in this quantifiable investigation, with 0.011 (t-value at 0.277*).

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PU→ATT	0.485	7.107 ***	Supported
H2: ROS→ATT	0.011	0.277*	Supported
H3: SOC→ATT	0.273	5.614 ***	Supported
H4: EB→SMU	0.713	10.873 ***	Supported
H5: ATT→SAT	0.244	4.805 ***	Supported
H6: SMU→SAT	0.599	10.254 ***	Supported

Note: *** p<0.001, * p<0.05
Source: Created by the author

The results in Table 7 show that perceived utility is a significant predictor of attitude, with a standardized path parameter threshold for this structural approach of 0.485. Research has shown that perceived usefulness, attitude, and behavioral intention are related (Ayeh et al., 2013; Huh et al., 2009).

The study demonstrated that perception of risk is one of the crucial facets of attitude, with a standardized path coefficient of 0.011 in H2. Risk perception modifies one's emotions, which impacts attitude (Wu & Chen, 2017). The assumption that user sentiments are influenced by perceived shopping risk extent is supported by prior studies (Otieno et al., 2013).

The observable statistic results for H3 supported the hypothesis that sociability significantly affected attitude with a standard coefficient value of 0.273. In a technology-based self-service scenario, Dabholkar and Bagozzi (2002) found that attitude fully mediates the influence of enjoyment on behavioral intention.

A standard coefficient value of 0.713 indicates the most important consequence in this quantification experiment, and H4 also showed that social media use considerably affected projected benefits. For example, Parra-López et al. (2011) proposed and supported evidence for a clear link between perceived advantages and the propensity to use social media networks. Blog readers anticipate benefits from following social media pages since they join to obtain or share content.

H5 further supported the finding that attitude significantly impacted pleasure in this study with a standard coefficient value of 0.244. to achieve a specific financial goal, and achieving those goals brings enjoyment (Sheau & Christina, 2013).

H6 has concluded that social media use was significantly correlated with contentment, as shown by a statistical score of 0.599 on the standard coefficient of the active influence and the second biggest effect point on satisfaction in this study. "Social Media Use Satisfaction" describes a person's overall affective evaluation of their experience utilizing social media for personal finance (Rauniar et al., 2013).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This research aimed to determine which factors significantly impacted undergraduate students' satisfaction regarding online education at Shanghai Institute of Visual Art in Shanghai, China. The conceptual framework showed the six hypotheses to validate the interaction between perceived usefulness, expected benefits, perceived risk, attitude, sociability, social media use, and satisfaction. In order to determine any interaction among these variables, 471 undergraduate students with experience in social media participated in answering the survey questionnaire.

To ascertain whether the results fit the stipulated theory-derived measurement model, confirmatory factor analysis (CFA) was used. Similarly, to assess the connections between observable and latent factors that affect satisfaction and to test hypotheses, structural equation modeling (SEM) was used.

The results of this study indicate that social media use has the most significant direct impact on satisfaction. Expected benefits had the biggest impact on how people used social media. Additionally, sociability, perceived risk, and perceived utility had a substantial impact on attitude, which negatively affected the standardized route coefficient.

5.2 Recommendation

Based on the results of this quantitative investigation, the researchers make the following recommendations for social media targeting young people. First of all, in this study, social media's functions and usage scenarios are the most important factors affecting students' satisfaction with social media. So, developers should pay more attention to the functional richness of social media tools.

In addition, a positive attitude will improve students' satisfaction with social media. In this study, student satisfaction was influenced by four potential variables, of which expected benefits had the most pronounced effect on student satisfaction. Therefore, future social media developers should avoid spending effort to improve the user experience in the field. Faster, more accurate, and better services can improve users' overall social media evaluation.

Furthermore, as social media is an essential communication tool in the daily life of this age, all rights organizations must participate in optimizing social media. The government for the people, the company for the employees, the school for the students, and so on can effectively improve the efficiency of social operations. When communication is more efficient, virtual and real security is greatly improved.

Ultimately, when social media developers and school staff emphasize perceived usefulness, risk control, sociability, and expected benefits, students' satisfaction with social media can be significantly improved. This helps to ensure the quality of student's daily life and learning process.

5.3 Limitation and Further Study

According to the actual situation of this survey, the limited time for quantitative research is about one year. In addition, the target population and samples participating in the survey are limited to the two major schools of Shanghai Institute of Visual Arts, and the conceptual framework only contains seven potential variables. Therefore, if the sample range of the survey is expanded and the field of potential variables is improved, the results of this research direction may be more accurate. In addition, other technology acceptance theories, such as Rational Behavior Theory (TRA), Planning Behavior Theory (TPB), and Information Systems Success Model (ISSM), should be explored to develop conceptual frameworks.

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