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Examining Behavioral Intention and Use Behavior in Online Learning Among Students of Vocal Language and Art College in Chengdu, China

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Abstract

Purpose: This study aims to explore the factors affecting students' behavioral intention and use behavior in the context of online learning at a private university specializing in vocal language and art college in Chengdu, China. The conceptual framework incorporated perceived ease of use, usefulness, attitude toward use, social influence, trust, behavioral intention, and use behavior. **Research design, data, and methodology:** The researcher employed a quantitative survey methodology to distribute questionnaires among the students at the targeted college. 472 valid data were assessed. Item-Objective Congruence (IOC) was evaluated for content validity. 40 students were involved in the pilot test for Cronbach's Alpha reliability test. Confirmatory Factor Analysis (CFA) was conducted to ensure the construct validity of the relationship between the collected data and the proposed conceptual framework. Furthermore, Structural Equation Modeling (SEM) was utilized to assess the significant factors affecting the variables related to behavioral intention. **Results:** The results of the study confirmed all seven hypotheses. Notably, the results of this study testing the hypotheses indicate that behavioral intention significantly impacts use behavior. **Conclusions:** Future improvements for online learning platforms should focus on introducing interactive tutorials and guides, incorporating specialized tools tailored to creative fields, and bolstering feedback mechanisms.

Keywords : Online Learning, Tencent Meeting, Behavioral Intention, Use Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Online learning systems offer an alternative educational platform for individuals who prefer to avoid participating in traditional, in-person classes or interactions with instructors and peers. As Alfraih and Alanezi (2016) noted, online learning is a transformative educational tool, enhancing the efficacy and efficiency of teaching and learning processes. This learning mode provides educational institutions a streamlined and effective channel for disseminating knowledge among students, strengthening the educational experience. According to Turban et al. (2015), Online learning delivers instructional materials and strategies while utilizing information technology to study, teach, or gain knowledge at any time and location.

As an online meeting and distance education tool, Tencent Meeting has seen widespread use during the pandemic. It is pivotal in enabling students and teachers to continue their educational pursuits amidst lockdowns. With the advent of the COVID-19 pandemic, Tencent Meeting has become a staple for online teaching in higher education in China. A search for "Tencent Meeting" and "teaching" on China Knowledge reveals approximately forty relevant academic papers. In Chengdu specifically, the platform is highly favored by colleges and universities for its ease of use and smooth operation. Other online learning platforms, such as WebEx and Zoom, have also gained popularity.

Studying online teaching methodologies offers significant advantages for teaching management departments in private colleges and universities. It allows them to identify the most effective online teaching methods, choose suitable tools and platforms, and allocate resources

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more efficiently. This research is essential for developing and implementing effective online teaching strategies, addressing technological issues and student engagement challenges, and predicting future educational trends for the institution's long-term development.

Behavioral intention is conceptualized as the deliberate likelihood of an individual engaging in technology use, indicating a direct causal link to actual usage behavior (Ukut & Krairit, 2019). Shin (2018) argued that the perceived ability of a user to operate a specific system or access relevant resources effectively significantly impacts their intention to use the system. In light of the preceding discussion, a quantitative study has been designed to assess the strategies for understanding behavioral intention and use behavior, incorporating seven vital latent variables related to online learning among vocal language and art college students at a private university in Chengdu, China.

2. Literature Review

2.1 Perceived Ease of Use

Perceived ease of use means the extent to which he or she approved that utilizing the technology system would be effortless (Gao & Bai, 2014). Chauhan (2015) explained that the perceived ease of use was the personal purpose of using the particular system and confirmed that the unique system was easy to operate. Under the background of MOOCs, the researchers have mentioned that perceived ease of use was the level of students who believe learning with MOOCs system would be effective and the easiness of earning techniques (Wu & Chen, 2017). Huang et al. (2007) have indicated the effective statements in studies of current students' attitudes towards mobile learning, and the researchers' reports implicated that perceived ease of use has an active and available impact on perceived usefulness and that the attitude towards using was impact of contemporaneously by both of them. To add the proper technology system, people who use the system could quite comprehend the value of network system assistance (Liao et al., 2008). Hence, this study identifies hypotheses that:

H1: Perceived ease of use has a significant impact on perceived usefulness.

H3: Perceived ease of use has a significant impact on attitude toward use.

2.2 Perceived Usefulness

Gao and Bai (2014) are convinced that perceived usefulness is an individual's psychological reaction to enhance work or study effectiveness when using the system. Perceived usefulness has been assumed as the level to which a student who utilized the PBWorks system could be more effective in finishing the community subject (Cheng et al., 2019). In the educational context, it can be defined as the degree to which a student believes that the e-learning system will help him or her academic performance by facilitating the entire learning process and completing learning-related tasks (Agudo-Peregrina et al., 2014). Previous literature shows that perceived usefulness has explained the users' evaluation of whether adopting a specific system could improve work efficiency (Davis et al., 1989). Perceived usefulness refers to a sample of exterior incentives that attach importance to the ultimate gains' earning effect (Davis et al., 1992). People who perceive a specific system as efficient and convenient would create positive psychological expectations when using it (Teo et al., 1999). Hence, this study identifies a hypothesis that:

H2: Perceived usefulness has a significant impact on attitude toward use.

2.3 Attitude Toward Use

Attitude toward use has been interpreted based on previous TAM meanings, which was the level of the optimistic or pessimistic emotional feedback from students when using the WebCT e-learning system (Ku, 2009). Cheng et al. (2019) indicated that attitude toward use could be defined as the level to which people who study in school were inclined to gather and release knowledge with each other in teamwork when using the PB Works system. An individual's favorable or unfavorable thoughts or judgments about utilizing the weblog learning system are characterized by their attitude toward use (Chao & Yu, 2019). People have higher usage intentions when they keep more active attitudes toward a system (Yu & Huang, 2020). Earlier studies have confirmed that attitude toward use was essential to enhance the teachers' persistent behavioral intention to use cloud services (Huang, 2016; Lin, 2011; Wu & Zhang, 2014). Hence, this study identifies a hypothesis that:

H4: Attitude toward use has a significant impact on behavioral intention.

2.4 Social Influence

Watjatrakul (2013) argued that social influence is when individuals regulate their faith in people who are congenial or crucial to them. Both social influence factors and social circumstance appeared in the survey model of Gao and Bai (2014), which convinced that social influence was people's sensation of whether someone important else convinced them to participate in the behavior. Social influence is one of the influencing elements in this report, which an individual characterized realizes that the other essential person looks

forward to the individual utilizing a specific system (Samsudeen & Mohamed, 2019). Social influence assumes that individuals prefer to choose a specific technology as time as they acquire suggestions from others who are crucial to them (Bagozzi & Lee, 2002). Zhou (2011) indicated that social influence connects with a person's intention to use a particular system, which could be impressed by other people's comments. Hence, this study identifies a hypothesis that:

H5: Social Influence has a significant impact on behavioral intention.

2.5 Trust

By collecting scholarly works across disciplines, trust has been widely recognized as a psychological situation that, based on other individuals' intentions or behavior with active prospects, also includes the intention to accept weakness (Rousseau et al., 1998). Kini and Choobineh (1998) give evidence that trust is faith in the system traits, particularly faith in the ability, reliability, and safety of the system in the case of a venture. Trust is a subjective perception that a party will fulfill its promises, and it is critical in uncertain financial transactions when system users are liable for financial loss (Lu et al., 2011). Gefen et al. (2003) have mentioned the trust theory, which states that trust beliefs involve capacity, honesty, and humanity, which impact a person's behavioral intention. Trust lets the individuals ensure that the other person involved will not drive opportunistic behavior (Teo et al., 2008). Trust appeared on the line between trust and behavioral intention, presenting a positive correlation in their comprehensive research (Gu et al., 2009). Hence, this study identifies a hypothesis that:

H6: Trust has a significant impact on behavioral intention.

2.6 Behavioral Intention

Behavioral intention refers to an individual pleased to put effect into inevitable behavior intention (Keong et al., 2012). The behavioral intention was assumed to be the strength of a student who intends to utilize the system of PB Works with other classmates for teamwork in the present and future (Cheng et al., 2019). Ukut and Krairit (2019) proved that behavioral intention was the calculated potential that someone would utilize a particular technology, and behavioral intention also validated an immediate causal relationship on the effect of actual use behavior. Behavioral intention has been defined as the purpose of students to use online learning systems from the actual approach to prospective learning (Samsudeen & Mohamed, 2019). Ukut and Krairit (2019) have mentioned that students' and teachers' models proved an intense work on behavioral intention to use behavior. Behavioral intention is essential in usage behavior, reflecting whether users will download social network applications (Awwad & Al-Majali, 2015). Hence, this study identifies a hypothesis that:

H7: Behavioral intention has a significant impact on use behavior.

2.7 Use Behavior

Ukut and Krairit (2019), ICT usage behavior refers to how and when individuals use ICT. It is shown in the frequency and purpose of usage. In this sense, use behavior refers to a person's habit or rut when using information technology (Handoko, 2019). Raising mobile breakthroughs can result in good use behavior toward mobile technology (De Haan et al., 2018). Ukut and Krairit (2019) have announced that their research makes up a lost step use of behavior in students' execution in the UTAUT model, and the multitudinous invited researchers (95 percent) trust in the final consequence of the use of behavior will have a reflection on the students' state of study in school. Behavioral intention can influence actual usage behavior, which means the intention to use a technology system determines the strength and periodicity of actual use (Yu & Huang, 2020).

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework of this study was formulated by synthesizing the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). Masrom (2007) elucidated the dynamics between perceived ease of use, perceived usefulness, attitude toward use, and behavioral intention. Gao and Bai (2014) uncovered the correlation between social influence, trust, and behavioral intention. More recently, Rabaai (2023) established the connection between behavioral intention and use behavior. The conceptual framework, depicted in Figure 1, integrates these findings, and identifies seven key latent variables: three independent variables (perceived ease of use, social influence, and trust); three mediating variables (perceived usefulness, attitude toward use, and behavioral intention); and one dependent variable (use behavior). This framework guides the investigation into the primary variables influencing students' behavioral intention and use in online learning among vocal language and art colleges at a private university in Chengdu, China. Additionally, the study seeks to measure the magnitude of the impact by analyzing the causal relationships among the latent variables. The conceptual framework of this investigation is presented in Figure 1:

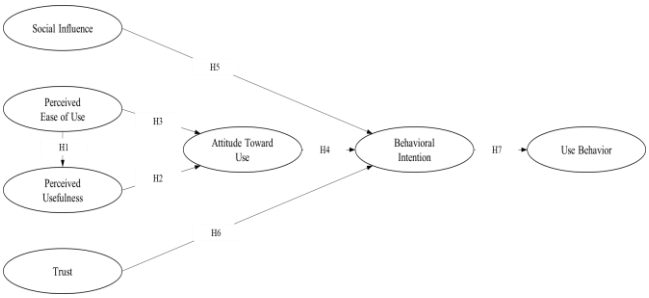

Figure 1: Conceptual Framework

H1: Perceived ease of use has a significant impact on perceived usefulness.
H2: Perceived usefulness has a significant impact on attitude toward use.
H3: Perceived ease of use has a significant impact on attitude toward use.
H4: Attitude toward use has a significant impact on behavioral intention.
H5: Social Influence has a significant impact on behavioral intention.
H6: Trust has a significant impact on behavioral intention.
H7: Behavioral intention has a significant impact on use behavior.

3.2 Research Methodology

In quantitative research, a respondent is an individual who participates in the study by responding to structured, often closed-ended questions. Participants were selected based on specific criteria related to the study objectives. In quantitative research, participant responses are often measured numerically; the greater the number of responses, the more representative the research results are of the target population. In this empirical study, the target population includes undergraduate students from the vocal language and art college at Sichuan University of Media and Communications, spanning freshman to senior years.

To ensure the effective distribution of the questionnaire, the researcher will personally disseminate it at the specified target college. In doing so, collaboration with the university's teaching management staff will be closely maintained. In addition, the researcher examined the characteristics that have a consequence on students' behavioral intention and use behavior with online learning. The influencers were perceived as ease of use, usefulness, attitude toward use, social influence, and trust. Twenty-five items were constructed in Section III of the questionnaire. Items number 1 to 4 demonstrated perceived ease of use, items number 5 to 8 illustrated perceived usefulness, items number 9 to 11 reflected attitude toward use, items number 12 to 14 represented social influence, items number 15 to 18 symbolized trust, the items number 19 to 22 interconnected behavioral intention, and the item number 23 to 25 demonstrated use behavior. Every item on the measure was evaluated using a five-point Likert scale.

Three experts possessing significant expertise in online learning were assigned to carry out the Item-Objective Congruence (IOC) evaluation in this study, which aimed to confirm the precision of the scoring as established by the research instrument's creators. 40 students were enrolled after the pilot test and the content validity evaluation. Next, Cronbach's Alpha assessed the scale items' internal consistency dependability.

After completing the study instrument's validity and reliability testing, 500 students from the vocal language and art college groups were given questionnaires. To study the data, the researcher used statistical analytic tools. The construct validity was evaluated using Confirmatory Factor Analysis (CFA), the hypotheses were tested, and the interactions' direct, indirect, and total effects among the associated variables were assessed using Structural Equation Modeling (SEM).

3.3 Population and Sample Size

The vocal language and art college had 3,315 qualifying participants. For this empirical study, the minimum sample size is 425 students. Recognizing the risk of producing inaccurate data during the research procedure, the researcher expanded the sample size to 500. This inclusion of 75 participants serves as a precautionary measure to protect against the potential impact of inaccurate data on the study's validity.

3.4 Sampling Technique

The researchers used quota sampling to choose 500 vocal language and art college undergraduates who had taken online courses using the Tencent Meeting platform for a semester. Table 1 provides information on the sampling units and their proportional sub-sample sizes.

Table 1: Sample Units and Sample Size

College	Population Size	Proportional Sample
Freshman	1170	165
Sophomore	950	134
Junior	815	115
Senior	602	86
Total	**3537**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

After 472 valid data items were obtained during the collection phase, invalid data were excluded. The 472 participants' demographic distribution is shown in Table 2.

Table 2: Demographic Profile

Demographic and General Data (N=472)		Frequency	Percentage
Gender	Male	203	43.01%
	Female	269	56.99%

4.2 Confirmatory Factor Analysis (CFA)

The structural equation modeling technique known as confirmatory factor analysis (CFA) focuses on the connections between indicator or observable variables (Moore, 2012). Perry et al. (2015) asserted that the primary goal of Confirmatory Factor Analysis (CFA) is to determine the acceptability of a model. Confirmatory factor analysis (CFA) was used to compare the elements and weights of the scale items with the expectations produced from hypotheses or assumptions. Table 3 demonstrates that the factor loadings exceeded 0.50 (Huang & Yuan, 2020), composite reliability (CR) values surpassed 0.70 (Khan & Qudrat-Ullah, 2021), and the average variance extracted (AVE) values were above 0.50 (Hsu et al., 2015).

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 Ease of Use (PEOU)	Gao and Bai (2014)	4	0.895	0.715-0.891	0.858	0.606
Attitude Toward Use (ATU)	Ku (2009)	3	0.831	0.711-0.891	0.856	0.667
Perceived Usefulness (PU)	Gao and Bai (2014)	4	0.851	0.766-0.878	0.893	0.677
Social Influence (SI)	Watjatrakul (2013)	3	0.753	0.649-0.872	0.799	0.573
Trust (TR)	Kini and Choobineh (1998)	4	0.756	0.627-0.900	0.850	0.593
Behavioral Intention (BI)	Cheng et al. (2019)	4	0.748	0.593-0.896	0.849	0.592
Use Behavior (UB)	Ukut and Krairit (2019)	3	0.831	0.708-0.768	0.782	0.544

Moreover, Table 4 shows that the prerequisites for incremental fit evaluations (like CFI, NFI, and TLI) and absolute fit indices (like CMIN/DF, GFI, AGFI, and RMSEA) were met. As a result, each goodness-of-fit metric used in the CFA analysis was judged suitable.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/ DF	<3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.662	2.073
GFI	>0.90 (Sica & Ghisi, 2007)	0.895	0.922
AGFI	≥0.80 (Sica & Ghisi, 2007)	0.866	0.899
RMSEA	< 0.05 (Pedroso et al., 2016)	0.059	0.048
CFI	≥0.90 (Bentler, 1990)	0.928	0.954
NFI	≥ 0.90 (Wu & Wang, 2006)	0.891	0.916
TLI	≥0.90 (Sharma et al., 2005)	0.915	0.945
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, RMSEA = root mean square error of approximation, CFI = comparative fit index, NFI = normalized fit index and TLI = Tucker Lewis index.

Moreover, the results concerning discriminant validity are shown in Table 5. There are no inter-variable correlations greater than 0.80, and the diagonal values are the square roots of the average variance extracted (AVE) (Straub, 1989). Consequently, the study's discriminant validity was validated.

Table 5: Discriminant Validity

	PEOU	PU	ATU	SI	TR	BI	UB
PEOU	**0.778**						
PU	0.251	**0.823**					
ATU	0.371	0.217	**0.817**				
SI	0.044	0.074	0.043	**0.757**			
TR	0.100	0.075	0.088	0.199	**0.770**		
BI	0.066	-0.021	0.202	0.163	0.431	**0.769**	
UB	-0.001	-0.009	0.063	-0.034	-0.051	0.237	**0.738**

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 Structural Equation Model (SEM) to check the results. It is acknowledged that structural equation modeling (SEM) is a statistical method for evaluating intricate models, particularly for determining mediation and moderation effects (Kline, 2016). The AMOS SEM tool was used to analyze the revised model and identify the cause-and-effect pathway (Sumsiripong, 2016). The overall values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all

over allowable limits after being adjusted by AMOS. The SEM's goodness of fit was established based on the data presented in Table 6.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/ DF	<3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.707	2.139
GFI	>0.90 (Sica & Ghisi, 2007)	0.889	0.916
AGFI	≥0.80 (Sica & Ghisi, 2007)	0.865	0.897
RMSEA	< 0.05 (Pedroso et al., 2016)	0.060	0.049
CFI	≥0.90 (Bentler, 1990)	0.922	0.949
NFI	≥ 0.90 (Wu & Wang, 2006)	0.883	0.908
TLI	≥0.90 (Sharma et al. , 2005)	0.913	0.942
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, RMSEA = root mean square error of approximation, CFI = comparative fit index, NFI = normalized fit index and TLI = Tucker Lewis index.

4.4 Research Hypothesis Testing Result

Table 7 presents the hypotheses that were evaluated. The results indicate that trust has a large and direct impact on behavioral intention. This is the biggest effect in this quantitative investigation, with a t-value of 6.788 *** and a standardized path coefficient of 0.404. Perceived ease of use to attitudes toward use is the second most significant influence, with a t-value of 5.763 *** and a β coefficient of 0.360. With a Beta value of 0.269 and a t-value of 5.109 ***, perceived ease of use ranks third and strongly impacts perceived usefulness.

Like how behavioral intention affects use behavior, it is ranked fourth with a β coefficient of 0.213 and a t-value of 3.742 ***. With a β value of 0.152 and a t-value of 3.077 **, the effect of attitude toward use on behavioral intention is ranked sixth. Lastly, among the less powerful influencing elements, attitude toward use is significantly impacted by perceived usefulness (β = 0.145, t-value = 2.802 **); social influence on behavioral intention (β = 0.103, t-value = 2.062 *) follows.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PEOU→PU	0.269	5.109 ***	Supported
H2: PU→ATT	0.360	5.763 ***	Supported
H3: PEOU→ATT	0.145	2.802 **	Supported
H4: ATU→BI	0.152	3.077 **	Supported
H5: SI→BI	0.103	2.062 *	Supported
H6: TR→BI	0.404	6.788 ***	Supported
H7: BI→UB	0.213	3.742 ***	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05
Source: Created by the author

Furthermore, Table 7 shows that the structural method recognizes that the standardized path coefficient of H1 was 0.269, suggesting that perceived usefulness is significantly influenced by perceived ease of use. Agudo-Peregrina et al. (2014) found that students' perceptions of the utility of e-learning systems are positively impacted by perceived ease of use. According to Wu and Zhang (2014), the researchers postulated that perceived usefulness in online learning environments highly depended on perceived ease of use.

With a β value of 0.360, the H2 evaluation found that the substantial association between attitude toward use and perceived usefulness has been validated. Considering prior academic accomplishments, Wu and Zhang (2014) hypothesized that perceived ease of use was crucial for attitudes toward the use of online Learning 2.0 in online learning in various settings. Wang et al. (2017) hypothesized that perceived ease of use represents an essential part of human being's attitudes toward the use of technology services.

With a β score of 0.145, the H3 showed that perceived ease of use significantly influences attitude toward using. Following Shanmugam et al. (2014), perceived usefulness and attitude have a positive and substantial link. The perceived usefulness of m-money influences an individual's attitude toward use (Chauhan, 2015). The perceived usefulness of mobile payment services is associated with a substantial and favorable attitude toward the use of mobile payment services (Aslam et al., 2017).

H4 shows that attitude toward use significantly impacts behavioral intention, with a standardized coefficient of 0.152. Attitude toward use has been suggested to impact behavioral intention to use the system (Shroff et al., 2011). A student's attitude toward weblog learning will be favorably associated with the student's behavioral intention to use the technology (Chao & Yu, 2019). Individuals' intention to use the mobile payment service will be positively and substantially inspired by their attitude toward using it (Patil et al., 2020).

H5 indicates that the intervention considerably impacted behavioral intention from social influence, with an efficacy threshold of β of 0.103. The social influences of a student connected with weblog learning are favorably related to the

student's behavioral intention to use the system for learning (Chao & Yu, 2019). Social influence will benefit and substantially affect customer intention to use mobile payment systems (Patil et al., 2020).

With an efficacy threshold of β set at 0.404, H6 indicates that the intervention had a substantial effect from trust to behavioral intention. According to Gao and Bai (2014), behavioral intention to adopt IoT devices is influenced by trust. According to Slade et al. (2014), trust enhances behavioral intention to utilize m-payments. Teo et al. (2015) persuaded that there is a positive and significant correlation between consumers' desire to use mobile payments and their level of trust.

Ultimately, H7 confirmed a statistically significant association between behavioral intention and use behavior, with a standardized coefficient value of β at 0.213. Ukut and Krairit (2019) were persuaded that Behavioral intention directly influences actual use behavior. According to the study's findings, students' behavioral intention to use the technology impacts and motivates them to use e-learning in their studies (Ikhlash & Tama, 2021; Samsudeen & Mohamed, 2019).

5. Conclusion and Recommendation

5.1 Conclusion

The present research aimed to illustrate how vocal language and art college students' behavioral intention and use behavior were significantly impacted at a private university in Chengdu. To this end, a conceptual framework was established, leading to the formulation of seven hypotheses. These hypotheses focused on social influence, perceived ease of use, perceived usefulness, trust, attitude towards use, behavioral intention, and usage behavior. A survey was administered to 500 students targeted for this research, from which 472 valid responses were obtained. Confirmatory Factor Analysis (CFA) was conducted to ensure the construct validity of the relationship between the collected data and the proposed conceptual framework. Furthermore, Structural Equation Modeling (SEM) was utilized to assess the significant factors affecting the variables related to behavioral intention, ultimately finding support for the overarching hypotheses. The results of this study, which tested the hypotheses, indicate that behavioral intention significantly impacts use behavior.

5.2 Recommendation

This research validates the necessity for the Tencent Meeting platform to refine its user interface, enhancing both usability and perceived value, especially for students in art and animation. Future improvements should focus on introducing interactive tutorials and guides, incorporating specialized tools tailored to creative fields, and bolstering feedback mechanisms. Establishing partnerships for educational workshops will further demonstrate the platform's capabilities, specifically tailored to meet academic needs, thereby increasing student engagement and intention to use, enhancing their overall experience.

Findings from H2 suggest that optimizing the user interface, creating features tailored for creative endeavors, offering specialized training, simplifying technical processes, and implementing a transparent feedback system are crucial. This system should encourage students to contribute suggestions or report issues, with proactive responses from the platform anticipated to continually improve usability and positively affect user attitudes, strengthening their intention to use the platform and enhancing overall behavior.

The outcomes of H3 highlight the importance of expanding the platform's features to emphasize its applicability to art and animation projects, initiating educational programs to illustrate practical benefits, and establishing a user feedback loop for ongoing refinement. These measures aim to increase the platform's perceived usefulness, positively alter user attitudes, and increase its adoption among art and animation students.

According to H4's results, the platform's features should be customized to meet the needs of art and animation students, aiming to elevate their usage intention for both academic and creative activities.

Reflecting on H5, harnessing social networks and endorsements is recommended to boost the platform's adoption and use by highlighting its popularity and acceptance, positively influencing students' usage intentions.

In response to H6, enhancing security and maintaining transparent communication is pivotal in building trust with the platform, intending to positively influence students' intentions for collaborative educational and creative use.

Lastly, insights from H7 advocate for strategies that transform intentions into tangible usage through engaging user experiences and incentives that promote regular engagement, thereby closing the gap between students' intentions and their active participation in academic and creative projects on the platform.

5.3 Limitation and Further Study

The findings may only apply to the specific context of the private university specializing in vocal language and art college in Chengdu, limiting the generalizability of the results to other educational settings or populations. The reliance on self-reported data through surveys may introduce response bias, as participants may provide socially desirable responses or inaccurately represent their behaviors. The

study's cross-sectional design provides a snapshot of behavioral intention and use behavior at a specific time, but it may not capture changes or developments over time. While efforts were made to obtain a sizable sample, the sample's representativeness may be affected by self-selection or non-response bias. Conducting longitudinal studies would allow for exploring changes in behavioral intention and use behavior over time, providing a more comprehensive understanding of the dynamics involved. Complementing quantitative surveys with qualitative methods such as interviews or focus groups could offer deeper insights into the underlying reasons and motivations driving students' behavioral intention and use behavior. Comparing the findings with those of other educational institutions or cultural contexts could elucidate how contextual factors influence students' perceptions and behaviors in online learning environments. Implementing interventions based on the identified determinants could help validate their causal relationships and assess their effectiveness in promoting desirable behavioral outcomes in online learning settings.

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