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Enhancing Online Meeting Adoption Among Chengdu's Youth

Xu Kairong*

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Abstract

Purpose: The purpose is to identify the determinants of young people's satisfaction, perceived usefulness, and continued intention to use online meetings in Chengdu, China. This study proposed a conceptual framework in which the factors were hypothesized to have causal relations among Confirmation, Satisfaction, Usefulness, Informational Support, Network Management, Emotional Support, Effort Expectancy, and Continuance Intention. **Research Design, Data, and Methodology:** The quantitative methodology of this study uses a sample size of 500, with a survey instrument administered to gather data from the target population. The questionnaires were distributed among all eligible individuals in seven major districts of Chengdu. Data analysis used Confirmatory Factor Analysis and Structural Equation Modeling to validate the model fit and confirm the causal relationships among the variables. **Results:** Satisfaction and usefulness were two fundamental predictors and antecedents of continuance intention in online meetings. All nine proposed hypotheses were confirmed and aligned with the study objectives. **Conclusions:** Six of the eight hypotheses were supported by the research objectives. Developers of online meeting systems and organizers concerned about users' engagement in using them should pay attention to improving the quality factors of online meetings so that a positive attitude development and behavioral intentions can be fruitful.

Keywords: Satisfaction, Usefulness, Continuance Intention, Online Meeting, China

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Information technology is fast becoming one of the leading change factors in educational institutions. Indeed, the main slide presentation adopted in the old traditional education system has already begun taking a new face with the onslaught of online calculators that have invaded the learning and teaching scenes today. Educational technology started to creep in from simple computing tools and instructional aids that rapidly upgraded into today's high-performance computers, leading to further innovation of instructional methodology. Fast-developing mobile technology and the wide diffusion of mobile devices have accelerated the education system toward m-learning. As one form of digitalized learning, mobile learning emerged in (Bhattacherjee, 2001) with the establishment of Stanford University's laboratory. Equipped with only a simple mobile device, even a smartphone or tablet computer, students could learn everywhere at any moment. This flexibility enables each student to tailor it more personally according to needs and interests.

Online meetings, an electronic learning support system integrated with Information Systems, are designed to provide the functionality for user management and track learning behaviors; this argument is based on Andronie (2014). As identified through research, online meetings are not just technological tools but also affect learners' feelings, causing a decrease or an increase in interest and effectiveness regarding the learning process. In as much as online meetings have significant benefits, they also have serious limitations that impact interaction and learning experiences, as observed by Wang et al. (2020).

The integration of online meeting systems enhances training effectiveness and serves an important role in the knowledge economy era (Slechtova et al., 2015). Not only is it applied for learning management, but online meetings also, to a great extent, work for learning analytics. Learning analytics enables education workers to have in-depth

1*Xu Kairong, School of Art Design and Animation, Sichuan University of Media and Communications, China. Email: 464425331@qq.com

information on the effectiveness of the course design and data supporting decisions and strategies of higher education institutions (Shao et al., 2017).

The COVID-19 crisis has hit hard across global lines, resulting in a grand change in each life, work pattern, and learning mode. In this period, development concerning information technology has played an important role. Online meeting systems have become one of the key technologies facilitating education through online means that will compensate for the limitations of face-to-face teaching.

Due to the Chinese government's "Internet + Education" policy, the rapid growth of Internet users has given a wide scope to the online meeting market in China. Online meetings have supported the development of an interactive classroom teaching system very fast, realizing the vision of scalable, personalized, and high-quality education. Hence, online meetings will increase popularity and become a flexible and efficient learning method.

2. Literature Review

2.1 Confirmation

Confirming expectations is how an individual perceives the expected outcomes to align with actual performance (Bhattacherjee, 2001). In terms of young people's attitudes towards the continuance of online meetings, the aspect of confirmation cannot be ignored. Easily perceived confirmation, indirectly influencing the intention to continue using such platforms, mediated by factors of usefulness and satisfaction, is shown by Joo and Choi (2016). Further studies on confirmation emphasize its positive contribution to young people perceiving the effectiveness of e-learning, as documented by Puriwat and Tripopsakul (2021).

H1: Confirmation has a significant impact on satisfaction.
H3: Confirmation has a significant impact on usefulness.

2.2 Usefulness

In our study on young people's satisfaction, usefulness, and continued intention to use online meetings in Chengdu, China: "usefulness" refers to the perception of online service ensuring that the shopping process—from product buying to delivery—proceeds effectively and efficiently. The role of the adult learner becomes all the more important when these front-end analyses, learning theories, and technology are used effectively and promptly. Therefore, service quality is a prime driver for satisfaction and usefulness and shapes the tone of present modern business strategies by Puriwat and Tripopsakul (2021).

H2: Usefulness has a significant impact on satisfaction.
H5: Usefulness has a significant impact on continuance intention.

2.3 Satisfaction

Satisfaction, when talking about online meetings, denotes a psychological or emotional state derived from a cognitive appraisal of a gap between prior expectations and actual performance (Bhattacherjee, 2001). Research has shown quite transparently that learner satisfaction is important, representing the quality of experience about learning from time to time (Yukselturk & Yildirim, 2008). By conducting an in-depth investigation into the factors that predict learner satisfaction when participating in online meetings and interactions, we can enhance the quality of the virtual learning experience by taking measures to create a more engaging and effective online learning environment (Nguyen, 2016).

H4: Satisfaction has a significant impact on continuance intention.

2.4 Informational Support

In the context of online meetings, Schaefer et al. (1981) found three categories of social support: emotional, tangible, and informational support. Of these, informational and emotional support are generally considered the most pervasive (Pfeil, 2009). Facing the growth of organizational data, information support systems are challenged to make vast volumes of data available to decision-makers and analysts that are beyond human capacity to process, especially in cases of online meetings (Solaiman et al., 2015). Accordingly, in an online meeting setting, some participants may be more knowledgeable and experienced in rendering informational support and can better address the needs of others in a virtual meeting (Atanasova et al., 2017).

H6: Informational support has a significant impact on continuance intention.

2.5 Emotional Support

With the popularization of mobile Internet, 4G wireless technology, and smart devices, SNSs have played an important role in everyday life communication; seeking emotional support online has become a common phenomenon. According to Rimé et al. (1991) sharing one's emotions and looking for encouragement and support from friends or relatives is a fundamental need for all age categories.

Emotions reflect the personal feelings or states of mind of an individual. They may appear very clearly to indicate a person's current experiences and well-being, thus extending

or affecting decisions of trust or otherwise (Fulmer & Gelfand, 2012).

H7: Emotional support has a significant impact on continuance intention.

2.6 Effort Expectancy

Ease of use for any given technology is considered effort expectancy, which has been discussed to a great length in the literature as it was referred to by Venkatesh et al. (2003). For example, Kasri and Yuniar (2021) defined effort expectancy as representing the amount of effort required to learn and understand how to use online platforms to pay zakat. Because of these authors, it is interpreted as perceived ease of use of the system. Overall, effort expectancy is central in adopting and using technology because it measures exactly what an individual feels a particular system might be: easy or hard to use.

H8: Effort expectancy has a significant impact on continuance intention.

2.7 Continuance Intention

Users' continuance intention refers to the degree to which they would like to continue using Information Systems/Information Technology IS/IT after the initial acceptance, which is motivated by various factors. The expectancy-confirmation paradigm articulates that users' expectations are influenced by their beliefs about the product's attributes. Survey data reveal that perceived usefulness and confirmation positively influence user satisfaction, while user satisfaction enhances users' continuance intention.

In other words, users' continuance intention is a critical factor in the adoption and use of technology, which itself is the product of user satisfaction, perceived usefulness, expectations, and perceptions of technology's attributes.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework for this study is carefully built based on established theories and previous empirical research, in which the details of each variable employed are elaborated on in systematic order. In its main theoretical framework, Joo and Choi (2016) investigated continuance intention concerning students continuing to use online library resources in an academic library setting. From their work, usefulness and confirmation both have a positive indirect effect on continuance intention.

Bao (2016) proposed the second theoretical framework. It represents the analysis of users' continuance intention in SNSs and outlines the root variables. Raman and Aashish (2021) proposed the third theoretical framework, which examined the rapidly growing environment of MPS in India. The conceptual framework of the study is shown in Figure 1.

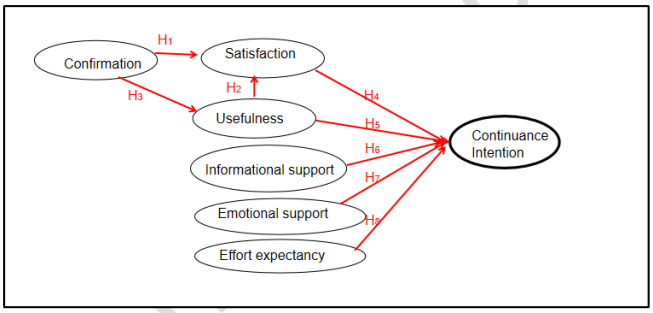

Figure 1: Research Conceptual Framework

H1: Confirmation has a significant impact on satisfaction.
H2: Usefulness has a significant impact on satisfaction.
H3: Confirmation has a significant impact on usefulness.
H4: Satisfaction has a significant impact on continuance intention.
H5: Usefulness has a significant impact on continuance intention.
H6: Informational support has a significant impact on continuance intention.
H7: Emotional support has a significant impact on continuance intention.
H8: Effort expectancy has a significant impact on continuance intention.

3.2 Research Methodology

It has eight sections: Research Design, Participants and Sampling Procedure, Research Instrument/Questionnaire, Instrument Validity and Internal Consistency Reliability, Data Collection/Collection Procedure, Confirmatory Factor Analysis, Goodness of Fit or Model Fit, and Structural Equation Modeling. In the present study, an empirical analysis with quantitative methods will be conducted using a questionnaire survey to collect the sample data and find out the factors affecting satisfaction, perceived usefulness, and continuance intention to use young people's online meetings in Chengdu, China.

Questionnaires were obtained from undergraduate students at five universities. After the quantitative data collection, statistical tools such as SPSS and AMOS were used for data analysis. The CFA and SEM were used to empirically test the proposed conceptual framework and hypothesized relationships among variables.

3.3 Population and Sample Size

This research targeted the population of young people who have used online meetings in seven districts selected within Chengdu city. These districts denote the central urban areas of Chengdu and two other vital areas. The youth population forms a subset thoroughly integrated with technology and the internet in work and daily life. Hence, it is an integral part of Chengdu and Sichuan Province. The minimum sample size required for the model structure was 90; the recommended minimum sample size was 425. This study chose to include 500 respondents.

3.4 Sampling Technique

For this study, quantitative data were obtained through a survey questionnaire with supplementation from secondary data based on a literature review. Data collection involved two stages: a pilot test and the actual survey. This pilot test targeted 50 students, and afterward, 500 questionnaires were distributed to attain the sample size using probability and non-probability sampling techniques.

Data collection was done on an online survey platform. Data analysis was done using Statistical analysis software, SPSS, and AMOS. Stratified random sampling techniques were applied in the research to ensure the sample population was representative. Lavrakas (2008) recommends such a strategy. Table 1 shows the sample sizes for each region as calculated, and these data helped divide the questionnaires that were to be issued for this survey accordingly.

Table 1: Sample Units and Sample Size

Majors	Population Size	Proportional sample size
Jinniu District	1,265,398	75
Wuhou District	1,206,568	72
Jinjiang District	902,933	54
Chenghua District	1,381,894	83
Gaoxin District	1,257,541	75
Pidu District	1,390,913	84
Qingyang District	955,954	57
Total	**8,361,201**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 displays the population target profile of 500 participants from seven districts within Chengdu city. Of the participants, 45.2% are male and 54.8% are female. The largest age group in this study is 26-35 years old, representing 56.0% of the respondents, followed by the 18-25 age group at 25.0%, and the 36-45 age group at 19.0%. Regarding educational background, most respondents hold undergraduate degrees 95.2%, while 4.2% have master's degrees, and 0.6% hold doctoral degrees.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	226	45.2%
	Female	274	54.8%
Age	18-25 years old	125	25.0%
	26-35 years old	280	56.0%
	36-45 years old	95	19.0%
Education	Undergraduate degree	476	95.2%
	Master's degree	21	4.2%
	Doctor	3	0.6%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) is SEM's foundation or cornerstone. It is a crucial preliminary step in SEM processes, as Hair et al. (2010) show. It is used to confirm the measurement model for the evaluation of the reliability and the validity of the variables, as pointed out by Khan and Qudrat-Ullah (2021).

Moreover, factor loadings are applied to evaluate the internal structure of items; their reliability can be testified through coefficients suggested by O'Rourke and Hatcher (2013). According to previous studies done by Hair et al. (2010), for more reliable items, the factor loading ideally should be more than or at least equal to 0.5. Involving a similar methodology in this study, the ranges of factor loading coefficient went from 0.581 to 0.956, as mentioned in Table 3.

The composite or structural reliability and extracted average variance are further used to validate and assess the reliability of items from a different perspective. Some scholars, such as Peterson and Kim (2013) have documented that empirically, CR values of at least 0.7 and AVE of at least 0.4 are acceptable. In the current study, the CR values ranged between 0.722 and 0.896, while AVE ranged between 0.465 and 0.688.

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
Confirmation (C)	Bhattacherjee (2001)	3	0.841	0.745-0.852	0.843	0.642
Satisfaction (S)	Nguyen (2016)	4	0.815	0.656-0.779	0.815	0.525
Usefulness (U)	Puriwat and Tripopsakul (2021)	4	0.813	0.715-0.727	0.813	0.522
Informational Support (IS)	Schaefer et al. (1981)	3	0.792	0.714-0.791	0.794	0.562
Emotional Support (ES)	Fulmer and Gelfand (2012)	3	0.720	0.641-0.737	0.722	0.465
Effort Expectancy (EE)	Venkatesh et al. (2003)	3	0.794	0.581-0.853	0.803	0.583
Continuance Intention (CI)	Bhattacherjee (2001)	4	0.903	0.682-0.956	0.896	0.688

After the measurement model has been validated, SEM is applied to test the structural model for causal relationships among several constructs. As shown in Table 4, no modifications were required for a measurement model since the fit of the original model was good enough.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.367
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.919
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.895
NFI	≥ 0.80 (Wu & Wang, 2006)	0.905
CFI	≥ 0.80 (Bentler, 1990)	0.942
TLI	≥ 0.80 (Sharma et al., 2005)	0.931
RMSEA	< 0.08 (Pedroso et al., 2016)	0.052
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 = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

Straub (1989) states two important dimensions are involved in proving a tool's construct validity: convergent validity and discriminant validity. Campbell and Fiske (1959) have commented that convergent and discriminant aspects exist to construct validity. The discriminant validity checks whether the measurement for different concepts meets certain criteria; more exactly, the Average Variance Extracted square root should be greater than the intercorrelation coefficient for any pair of constructs (Fornell & Larcker, 1981). As shown in Table 5, the square roots of AVE at the diagonal positions for all constructs are greater than the inter-construct correlations, confirming the discriminant validity.

Table 5: Discriminant Validity

	C	S	U	IS	ES	EE	CI
C	**0.801**						
S	0.255	**0.724**					
U	0.215	0.437	**0.722**				
IS	0.152	0.455	0.412	**0.749**			
ES	0.196	0.424	0.389	0.391	**0.681**		
EE	-0.035	0.001	-0.052	-0.039	0.086	**0.763**	
CI	0.248	0.423	0.433	0.393	0.448	-0.048	**0.829**

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

4.3 Structural Equation Model (SEM)

Hair et al. (2006) address that SEM is an appropriate approach to simultaneously testing a series of relationships between variables. In the present study, SEM is used to meet research objectives by assessing the adequacy of the conceptual frame and the measurement model using SPSS and AMOS to assess model fits and causal links between variables. The selected fit indices for the study and their results are shown in Table 6, which proves that the structural model is good enough after adjusting.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/ DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.589
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.901
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.877
NFI	≥ 0.80 (Wu & Wang, 2006)	0.892
CFI	≥ 0.80 (Bentler, 1990)	0.930
TLI	≥ 0.80 (Sharma et al., 2005)	0.920
RMSEA	< 0.08 (Pedroso et al., 2016)	0.056
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 = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The researcher proposed eight hypotheses worthy of empirical validation based on the above conceptual framework.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: C→S	0.193	3.879*	Supported
H2: U→S	0.466	8.162*	Supported
H3: C→U	0.257	4.692*	Supported
H4: S→CI	0.206	3.596*	Supported
H5: U→CI	0.183	3.120	Not supported
H6: IS→CI	0.164	3.383*	Supported
H7: ES→CI	0.269	4.910*	Supported
H8: EE→CI	-0.060	-1.311	Not supported

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

These hypotheses shed some light on the expected outcomes of the research study by examining hypothetical relations between dependent and independent variables that were put to scientific and statistical scrutiny later for validation and support (Mourougan & Sethuraman, 2017). The magnitude of these relationships is measured through regression coefficients or standardized path coefficients, as detailed in Table 7. Six out of eight hypotheses were supported. The results showed that emotional support significantly influenced a person's intention to continue using the service, with a standardized path coefficient of 0.269 and a t-value of 4.910. Satisfaction was the next most influential factor on continuance intention, with a standardized path coefficient of 0.206 and a t-value of 3.596 for hypothesis H4. Informational support was the last factor that affected continuance intention, having a standardized path coefficient of 0.164 and a t-value of 3.383 for hypothesis H6.

5. Conclusion and Recommendation

5.1 Conclusion

Finally, emotional support is the most critical factor regarding an individual's intention to continue using online meetings. In a learning context, it has been affirmed that establishing emotional support and empathy is essential in making learners confident and comfortable in reaching out to novel learning environments. As Webb (2012) has explained, teachers provide a positive and ideal atmosphere for the learner to flourish by giving emotional support in a learning context.

Satisfaction and informational support are most important in the continued use of online meetings. Xu and Wang (2017) indicated that user satisfaction is positively and significantly associated with continuance intention. Zhang et al. (2023) found a very strong positive relation between continuance intention and satisfaction with online learning. Sun et al. (2022) validated the positive impact of information quality on continuance intention, underlining further that such informational factors operate primarily as determinants of intentions. Masrani et al. (2023) firmly established the basis of informational justice and exposed a significant link to continuance intention.

Lastly, confirmation significantly influences the levels of satisfaction and usefulness; conversely, confirmation only significantly influences usefulness. For instance, previous studies have established some relationship between the student's fulfillment and the instructor's confirmation behaviors. Eichelberger and Ngo (2018) uncovered that perceived usefulness influences learner satisfaction in web-based courses. Li and Liu (2014) demonstrated that the confirmation of expectations positively influences perceived usefulness and user satisfaction.

5.2 Recommendation

Final results: Antecedents of emotional support, satisfaction, and informational support influence the intention to use online meetings directly. Coupled with constant technological development and the popularization of social media and self-media, people are increasingly involved in a virtual environment, ultimately making communication more impossible. Emotional support in virtual interactions thus calls for more humane approaches to enhance the usability of online meetings. In several studies into behavioral intention, satisfaction has been found to influence behavioral intentions positively. As such, this research offers some product structure adjustments per customer needs and timely updates. One of the main reasons people turn to the internet for informational support is to wade through the enormous amount of information in search of relevant content. The professional challenge posed by this is huge.

Satisfaction is strongly determined by confirmation and usefulness, while the effect of confirmation on usefulness is equally strong. It ensures that students are satisfied with teachers and employees are happy with their leaders. This is because, during learning and work, teachers or leaders usually take the lead. Hence, involving them in the design process would contribute to their satisfaction. This usefulness is fundamental to user satisfaction since, from the utility, users derive much satisfaction. Enhancement of performance is important for this category. This is further reinforced by confirmation from teachers and leaders, which influences usefulness.

5.3 Limitation and Further Study

Several limitations of this research show avenues for further study. First, the survey data collection data was collected from seven key districts in Chengdu. Considering that Chengdu is a mega-city with more than 20 million

populations, the data collection needs to include the element of universality. Secondly, as mentioned above, online meeting software is mostly designed by professionals who need more understanding and sympathy for the diversity of requirements for different user groups, which has negatively influenced the user experience. Finally, if online meetings are to be applied more pervasively, then online meeting functions should not be limited only to meetings. Given the prevalence of chat apps and many new ones that pop up constantly, it is incredibly important to hold on to unique characteristics to retain interest and loyalty.

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