

## EDITORIAL

The Scholar: Human Sciences, a journal encompassing the fields of humanities and social sciences, has earned acclaim in the Thailand Citation Index (TCI) as a prominent publication since 2015. It currently holds the esteemed TCI: TIER1 classification. We take great pride in presenting the latest issue, which features a collection of manuscripts that have undergone rigorous evaluation. Each submission has been meticulously reviewed through a blinded review process by three specialized reviewers from different institutions, both internal and external to the authors. This peer-reviewed accreditation ensures the scholarly quality and integrity of the published articles.

This issue covers thirty articles. The first article, titled "Key Influencers Shaping Postgraduate Student Satisfaction and Continued Use of Knowledge Payment Platforms in Chengdu, China," identifies system quality, information quality, service quality, utilitarian value, and hedonic value as factors influencing graduate students' satisfaction and continuance intention toward knowledge payment platforms, finding that information quality is the strongest predictor of user satisfaction.

The second article, titled "Determining Factors Influencing Satisfaction with 'Chinese Landscape Painting Appreciation' in Shaanxi, China," investigates the factors influencing art students' satisfaction with the course "Appreciation of Chinese Landscape Painting" at Shangluo University, finding that social value, image, and artistic creativity all significantly affect student satisfaction.

The third article, titled "Exploring the Key Drivers of Student Satisfaction and Adoption of E-Learning Systems in Higher Vocational Colleges in Chengdu, China," examines how perceived usefulness, perceived ease of use, habit, subjective norm, and attitude are interrelated in shaping students' satisfaction and intention to use e-learning systems, finding that student satisfaction is the most critical factor affecting intention to use.

The fourth article, titled "Critical Factors Shaping University Students' Satisfaction and Continued Engagement with E-Learning in Sichuan, China," explores the relationships among interactivity, course content quality, perceived usefulness, confirmation, perceived ease of use, and satisfaction on students' continuance intention to use e-learning at Xihua University, confirming all six hypotheses and establishing satisfaction as the key mediating variable.

The fifth article, titled "Exploring the Factors Influencing Audience Satisfaction at Contemporary Art Exhibitions: A Case Study from a Private University in Sichuan, China," investigates how utilitarian experience value, hedonic experience value, perceived value, aesthetics perceived quality, and education perceived quality significantly impact audience satisfaction at contemporary art exhibitions, while emotional value, social value, entertainment perceived quality, and escapism perceived quality do not.

The sixth article, titled "Examining Key Drivers of International Student Satisfaction in a Chinese University," explores the impact of access, academic services, administrative services, instructor quality, and perceived usefulness on international student satisfaction, finding that access, academic services, administrative services, and instructor quality all significantly influence satisfaction, while perceived usefulness does not.

The seventh article, titled "Determinants of Student Satisfaction in Professional Dance Courses: A Case Study of Sichuan Normal University's Dance College," investigates how students' expectations, course content, learning environment, and faculty-student interaction significantly influence satisfaction in professional dance education, while grades and perceived quality do not show significant effects.

The eighth article, titled "Determinants of Continuance Intention to Use a Hospital Information System in a Public Hospital in Sichuan, China," integrates the Technology Acceptance Model (TAM), Information Systems Success (ISS), and Unified Theory of Acceptance and Use of Technology (UTAUT) frameworks to examine how information quality, facilitating conditions, and perceived usefulness positively influence continuance intention, while self-efficacy negatively affects it.

The ninth article, titled "The Influencing Factors of Blended Learning Performance Among College Students in Qingyang, Gansu Province," investigates how learning motivation, behavioral engagement, cognitive engagement,

emotional engagement, agentic engagement, and feedback all significantly influence blended learning performance among college students, with a 14-week intervention further confirming significant improvements across all variables.

The tenth article, titled "Factors Affecting Graduate Students' Cognitive Attitude and Purchase Intentions Toward Live-Stream Shopping: A Study in Mianyang, China," demonstrates that customer engagement, professionalism, interaction, and price discounts significantly affect purchase intention, while cognitive trust and perceived risk influence perceived satisfaction, which in turn impacts purchase intention among undergraduate students in Mianyang, Sichuan.

The eleventh article, titled "Examining the Key Drivers of Art Major Undergraduates' Adoption of Drawing Software for Painting Education in Chongqing, China," explores behavioral intentions of art students toward drawing software, finding that perceived enjoyment, self-efficacy, effort expectancy, and attitude are significant positive drivers, whereas perceived ease of use, perceived usefulness, and satisfaction do not show significant effects.

The twelfth article, titled "Influences on Student Satisfaction with School Teaching: Insights from a College in Shandong Province," examines how campus life and social integration, teacher feedback quality, and education quality significantly impact student satisfaction, while instructor quality and course structure do not demonstrate significant effects among students in Shandong Province.

The thirteenth article, titled "Unraveling Success in Online Learning: Exploring Helpfulness, Usefulness, Compatibility, and Satisfaction Among College Students in Chengdu, China," analyzes how quality of experience, perceived ease of use, product demonstrability, product originality, and perceived compatibility drive satisfaction and helpfulness in online learning across twelve major universities in Chengdu, with product demonstrability emerging as the strongest predictor of satisfaction.

The fourteenth article, titled "Critical Factors Shaping Graduating Undergraduates' Satisfaction and Intention to Use Digital Libraries in Sichuan, China," reveals that information quality, service quality, resource quality, and content significantly influence user satisfaction with digital libraries, and that satisfaction in turn is the strongest predictor of intention to use, while system quality and digital library affinity do not show significant direct effects.

The fifteenth article, titled "Unpacking the Key Drivers of University Students' Satisfaction and Loyalty Towards Logistics Services in Zhanjiang, China," finds that operational quality, information quality, personnel contact quality, and service ordering procedure all significantly impact customer satisfaction, which serves as a mediating variable linking these service quality dimensions to customer loyalty among students in Zhanjiang.

The sixteenth article, titled "Driving Innovation: Exploring What Influences Restaurant Customers' Perception and Adoption of Service Robots in Chengdu, China," investigates how perceived ease of use, social image, ability, anthropomorphism, and autonomy influence perceived usefulness as an intermediate variable, which in turn drives restaurant customers' intention to use service robots in Chengdu, with perceived usefulness having the greatest direct effect on intention.

The seventeenth article, titled "Key Drivers of E-learning Satisfaction and Behavioral Intention Among Art Major Undergraduates: Insights from a Public University in Sichuan, China," finds that system quality and service quality significantly and positively impact perceived usefulness and satisfaction, and that both perceived usefulness and effort expectancy positively influence students' satisfaction and behavioral intentions, with performance expectancy mediating the relationship between system quality and satisfaction.

The eighteenth article, titled "Unpacking Customer Satisfaction in Chengdu's Booming Food Delivery Scene: What Drives Success in the App Economy?" examines how information quality, safety, food quality, and service quality affect customer satisfaction with Meituan's food delivery platform in Chengdu, finding that all four factors positively influence satisfaction, which in turn has a significant positive effect on customer loyalty.

The nineteenth article, titled "Determinants of Teachers' Behavioral Intention to Use a Learning Management System (LMS) in a Public University in Sichuan," reveals that perceived usefulness, attitude, performance expectancy, effort

expectancy, and social influence all significantly influence teachers' behavioral intention to use a Learning Management System, with a 14-week strategic plan intervention producing significant improvements in intention.

The twentieth article, titled "Understanding Factors Impacting on Consumer Satisfaction and Continuance Intention Toward Online Shopping for Residents in Zhanjiang, China," explores how customer service, order tracking, returns, and trust directly and significantly affect customer satisfaction with online shopping platforms, and that satisfaction in turn strongly predicts continuance intention, while navigability does not show a significant effect.

The twenty-first article, titled "Identifying Key Factors Shaping University Students' Intentions at a University, Yunnan, China," examines how entrepreneurship education, the cognitive component, and perceived behavioral control significantly influence entrepreneurial intention among first-year international accounting and finance students in Yunnan, while entrepreneurial passion and entrepreneurial attitude do not, with a subsequent intervention producing significant improvements in entrepreneurial intention.

The twenty-second article, titled "Key Factors Affecting College Students' Continuance Intention Toward E-Learning in a Public College in Guangdong, China," finds that satisfaction, perceived usefulness, platform engagement, performance expectation, and openness all positively influence students' continuance intention to use e-learning platforms, with a 15-week intervention design further confirming significant improvements in continuance intention.

The twenty-third article, titled "Key Factors Shaping Students' E-Learning Satisfaction in Higher Education: A Study in Chengdu, China," demonstrates that social presence, service quality, information quality, learner quality, and perceived usefulness all contribute to enhancing student e-learning satisfaction at Xihua University, and that learners' attitudes and self-discipline play crucial roles in determining their engagement with online learning environments.

The twenty-fourth article, titled "A Research on Factors Impacting Occupational Satisfaction of College Teachers: A Case Study of Dezhou University of Technology in China," reveals that teacher self-efficacy, career motivation, school climate, principal's transformational leadership, and principal's transactional leadership all significantly affect teacher job satisfaction, with a 14-week intervention confirming significant improvements across all constructs.

The twenty-fifth article, titled "Determinants of Undergraduate Students' Attitude and Continuance Intention Toward Online Gaming in Chongqing, China," investigates how perceived enjoyment, subjective norms, flow experience, social interaction, perceived ease of use, and attitude all significantly influence students' continuance intention to play online games, with social interaction having the greatest impact and attitude serving as an intermediate variable for perceived enjoyment.

The twenty-sixth article, titled "Exploring the Drivers Behind Parents' Intentions to Support Fine Art Education for Primary and Middle School Students: A Case Study in Chengdu, China," finds that perceived ease of use, hedonic motivation, and subjective norms are the significant predictors of parents' behavioral intention to support their children's fine art learning, with a 14-week intervention further confirming significant differences in these variables before and after the program.

The twenty-seventh article, titled "Enhancing Factors of Undergraduate Satisfaction and Behavioral Intention Towards Universities in Chengdu, China," examines how experience, student satisfaction, and institutional reputation significantly influence students' behavioral intention, finding that student satisfaction has the greatest impact, and that experience influences perceived service quality while reputation directly shapes satisfaction, based on data from 500 students across eight universities in Chengdu.

The twenty-eighth article, titled "Factors Influencing Student Satisfaction with Art Troupe Activities: A Case Study of a University Art Troupe in Sichuan, China," investigates how utilitarian value, hedonic value, emotional value, and novelty significantly impact student satisfaction with art troupe events, while perceived value, facilities, and knowledge do not, with a 16-week intervention demonstrating significant differences in self-leadership and creativity between pre- and post-intervention stages.

The twenty-ninth article, titled "A Conceptual Metaphor Approach to Holocaust Literature and Its Pedagogical Relevance in Thai Education," analyzes metaphorical attributes in Heather Morris's *The Tattooist of Auschwitz* and

Antonio Iturbe's *The Librarian of Auschwitz*, revealing symbolic themes of terror, suffering, survival, and death, and proposing pedagogical applications for Grade 12 English language instruction in Thailand to enhance students' empathetic and critical thinking skills.

The thirtieth article, titled "Improving Students' Learning Performance in Project-Based Learning for Visual Communication Design Education," employs a mixed-methods approach to demonstrate that self-efficacy, student satisfaction, cognitive engagement, learning attitude, and learning motivation all significantly influence learning performance in project-based visual communication design education, highlighting the importance of aligning instructional design with students' diverse learning styles.

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