Influencers of University Students' Satisfaction and Continued Use of Online Review Websites in Chengdu, China

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Abstract

Purpose: This quantitative study examines undergraduate students' satisfaction (SAT) with online review platforms and their continuance intention (CI) to use these platforms, drawing on the Information Systems Success Model (ISSM) and the Theory of Planned Behavior (TPB). Key constructs influencing CI include quality (QUL), value (VAL), confirmation (CNFM), service quality (SEQ), information quality (INQ), and user satisfaction (SAT). **Research design, data and methodology:** A quantitative survey targeting undergraduate students at Xi Hua University was conducted, yielding 482 valid responses. These responses were analyzed using statistical techniques. Quota sampling was employed in this study. To assess the causal relationships among the investigated factors, Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA) were utilized. **Results:** Statistical analysis confirms that all hypotheses are supported, with customer satisfaction having the strongest direct impact (β=0.413) on continuance intention to use online review websites. **Conclusions:** The findings of this study have significant implications for operators and managers of online review platforms. To enhance student satisfaction and encourage continued use, it is essential to optimize information quality, refine interface design, improve social interaction features, and establish effective incentive mechanisms. Additionally, by enhancing the overall user experience and promoting social engagement, students' sense of involvement and loyalty can be significantly strengthened.

Keywords: Satisfaction, Continuance Intention, Online Review Website, Undergraduate Students

JEL Classification Code: A22, I23, L86, O30

1. Introduction

Online reviews are a vital component of online word-of-mouth marketing, enabling consumers to share their opinions on products or services through independent review or e-commerce platforms (Chen & Xie, 2008). In the digital era, over 75% of consumers rely on online reviews before making a purchase, underscoring their influence on consumer decision-making, particularly in uncertain purchasing environments. These evaluations not only help consumers reduce uncertainty but also enhance perceived utility and loyalty to review platforms. This effect is especially pronounced among university students, who frequently turn to online review websites to make decisions about restaurants, products, and services near their

campuses. Despite the growing reliance on online reviews for decision-making among students, limited research focuses on the specific factors influencing their satisfaction (SAT) and continuance intention (CI) to use these platforms in the context of Chinese university students.

The significance of online reviews has been extensively studied. Mudambi and Schuff (2010) found that consumers' perceptions of review value significantly influence their purchasing decisions. Zhang et al. (2015) and Baka (2016) demonstrated that modern booking systems categorize reviews to enhance user experience, emphasizing the role of review characteristics such as ratings, quantity, and content in shaping consumer behavior. However, current research predominantly addresses online reviews in the context of hotel bookings and general e-commerce, with minimal focus

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on the academic environment or student-based decision-making processes. This study addresses this gap by examining how online reviews influence decision-making among undergraduate students in Chengdu, China, an emerging educational hub with a rapidly expanding digital ecosystem.

This study aims to:

Identify the key factors influencing satisfaction (SAT) and continuance intention (CI) among undergraduate students using online review platforms.

Evaluate the impact of quality (QUL), value (VAL), confirmation (CNFM), service quality (SEQ), and information quality (INQ) on SAT and CI.

While extensive studies have examined the effects of online reviews on consumer purchasing behavior, limited empirical evidence explores their impact within academic communities, particularly among Chinese university students. This study uniquely contributes to the literature by focusing on the online decision-making behaviors of students in Chengdu, China, where technological infrastructure and mobile internet penetration are rapidly advancing. Understanding the factors driving satisfaction and continued usage of online review platforms among this demographic is crucial for platform developers, marketers, and educational institutions aiming to enhance digital engagement and decision support.

Furthermore, the study builds on the Information Systems Success Model (ISSM) and the Theory of Planned Behavior (TPB) to explore the relationships between the variables. This approach not only strengthens the theoretical foundation but also bridges the identified research gap by offering targeted insights into platform optimization for student users.

2. Literature Review

2.1 Information System Success Model (ISSM)

The DeLone and McLean Information System Success Model (ISSM) serves as a foundational framework for evaluating the performance and effectiveness of information systems through six key success indicators: system quality, service quality, information quality, behavioral intention, satisfaction, and net system benefits (DeLone & McLean, 2003). These dimensions collectively represent how users perceive the value and functionality of information systems in real-world applications. In the context of online review platforms, ISSM provides a structured way to understand how service quality (SEQ), information quality (INQ), and satisfaction (SAT) impact users' continuance intention (CI).

2.1.1 Service Quality

Service quality in the ISSM framework refers to the reliability, responsiveness, and effectiveness of the platform's support and functionalities. High service quality ensures smooth interactions, quick issue resolution, and effective user support, enhancing user satisfaction and loyalty (DeLone & McLean, 2003). Within online review platforms, service quality contributes to users' trust and their willingness to continuously engage with the system (Haslina et al., 2014; Lightner, 2004). This study examines service quality's role in influencing students' perceptions of online review reliability, particularly in Chengdu's university settings. Enhanced service quality improves user trust and satisfaction, which is crucial for sustaining platform engagement among university students.

2.1.2 Information Quality

Information quality is defined as the accuracy, completeness, relevance, and timeliness of information provided by the platform (Chang, 2012; DeLone & McLean, 2003). For university students, reliable and high-quality information is vital for decision-making processes, especially when choosing services and products near their campuses. On review platforms, the clarity, depth, and authenticity of user-generated content significantly impact students' trust and usage intentions. High-quality information reduces uncertainty, enhancing trust and continuance intention for online platform use.

2.1.3 Satisfaction

Satisfaction represents users' contentment with their experiences on the platform. It is shaped by service quality, information quality, and perceived usefulness. In academic settings, satisfaction with online review platforms drives continued usage, particularly when students feel their decision-making is supported by reliable reviews (Hussein et al., 2020; Oliver, 1993). User satisfaction is a critical predictor of continued platform use, influencing decision-making and loyalty.

The ISSM framework conceptualizes how service quality, information quality, and satisfaction collectively influence students' continuance intentions on online review platforms. This theoretical approach provides a structured lens to examine student behavior in a digital context, particularly in Chengdu, where platform usage is growing rapidly.

2.2 Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB), proposed by Ajzen (1991), posits that an individual's behavior is driven by behavioral intentions, which are influenced by three primary determinants: attitude toward the behavior,

subjective norms, and perceived behavioral control. In the context of online review platforms, TPB provides a theoretical foundation for understanding students' motivations and continuance intentions based on their evaluations of quality, value, and confirmation experiences on these platforms. TPB has been extensively applied in technology acceptance and online behavior studies, demonstrating its predictive power for continuance intention (Kim, 2017; Liao et al., 2019).

2.2.1 Quality

Quality refers to users' assessment of the overall excellence or superiority of the platform's content and functionality. In the TPB framework, quality directly influences users' attitude toward the behavior, that is, if users perceive the platform to be reliable, accurate, and trustworthy, they are more likely to form positive attitudes toward its use. Research by Lee and Chen (2014) found that perceived quality significantly enhances user satisfaction and strengthens continuance intention in mobile commerce platforms. This is further supported by Alshurideh et al. (2014), who demonstrated that mobile application quality influences users' ongoing usage through perceived usefulness and trust, reinforcing positive behavioral intentions.

In the context of online review platforms, high-quality content including detailed reviews, transparent rating systems, and accurate information fosters user trust and reduces uncertainty, which is especially critical for university students making informed decisions (Frontiers in Psychology, 2024). This relationship emphasizes that when students perceive the platform as trustworthy and reliable, their intention to continue using it is significantly enhanced.

2.2.2 Value

Value represents the users' evaluation of the benefits gained versus the costs associated with platform use. According to TPB, perceived value enhances users' attitude toward the behavior and their perceived behavioral control, encouraging continued platform use when the perceived benefits outweigh the efforts or costs (Chen & Lin, 2019; Wu & Chen, 2021). Chen and Lin (2019) demonstrated that perceived value drives user retention on digital platforms by enhancing satisfaction and trust. Wu and Chen (2021) further emphasized that users who perceive high value in platform interactions are more inclined to sustain their engagement over time. In the context of Chinese university students, perceived value influences their willingness to rely on online reviews for decision-making, as high-value experiences contribute to confidence in platform reliability.

2.2.3 Confirmation

Confirmation pertains to the extent to which students' expectations about the platform's performance are met during usage. In the TPB framework, confirmation directly impacts attitude and perceived behavioral control, reinforcing positive beliefs about the platform's usefulness and reliability (Bhattacherjee, 2001; Tsai & Bagozzi, 2014). Bhattacherjee (2001) found that when users' expectations are confirmed, their satisfaction increases, reinforcing continuance intention. Tsai and Bagozzi (2014) further highlighted that expectation confirmation enhances user trust, making them more likely to continue platform engagement. For university students in Chengdu, confirmation of expectations such as the relevance and accuracy of online reviews solidifies trust and drives long-term platform use.

2.2.4 Continuance Intention

Continuance Intention represents users' willingness to continue using the platform after initial adoption. According to TPB, continuance intention is influenced by positive attitudes, strong subjective norms, and high perceived behavioral control (Bhattacherjee, 2001; Liang et al., 2018; Zhou, 2011). Zhou (2011) found that satisfaction, perceived value, and confirmation are key predictors of continuance intention in mobile application usage. Similarly, Liang et al. (2018) emphasized that platforms that meet or exceed user expectations foster loyalty and repeated usage. Among university students, these factors are crucial for sustained engagement with online review platforms, especially when the platform consistently provides accurate, timely, and reliable information.

3. Research Methods and Materials

3.1 Research Framework

The ISSM and TPB assumptions, combined with insights from previous studies, form the basis of this study's conceptual framework. Chiu and Cho (2019) identified quality, value, and satisfaction as essential latent variables, while Zhang et al. (2015) demonstrated the role of confirmation, satisfaction, and continuance intention in shaping user behavior. Additionally, Koo et al. (2016) explored the links between service quality, information quality, and user satisfaction, providing a foundation for this research.

The selection of ISSM and TPB is particularly relevant for university students in Chengdu, China, due to their high engagement with online platforms for decision-making. As digital natives, these students frequently use online reviews to evaluate products and services, making the ISSM's focus

on system, service, and information quality directly applicable. Similarly, TPB's focus on attitudes, subjective norms, and perceived control aligns with how students form intentions to continue using reliable and valued platforms, influenced by peer norms and perceived ease of use.
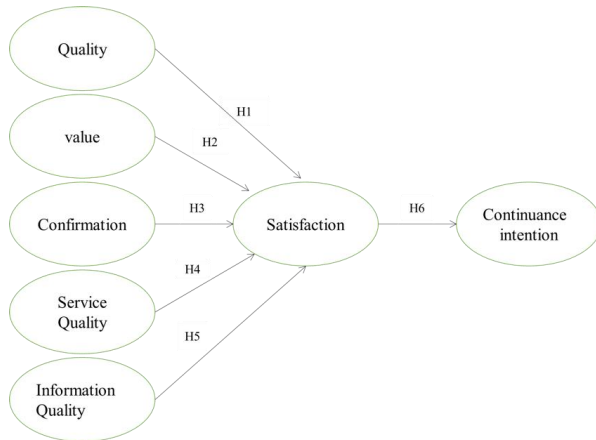

Figure 1: Conceptual Framework

Building on the seven latent variables outlined in the conceptual framework, this study incorporates five independent variables (quality, value, confirmation, service quality, and information quality), one mediator variable (satisfaction), and one dependent variable (continuance intention). This investigation aims to identify the key factors influencing Xi Hua University undergraduate students' behavior and decision-making. Additionally, the study examines the causal relationships among these latent variables to assess their overall influence. Based on the structure of the conceptual framework, the following hypotheses were developed.

H1: Quality has a significant impact on satisfaction for the target students.

H2: Value has a significant impact on satisfaction for the target students.

H3: Confirmation has a significant impact on satisfaction for the target students.

H4: Service Quality has a significant impact on satisfaction for the target students.

H5: Information Quality has a significant impact on satisfaction for the target students.

H6: Satisfaction has a significant impact on continuance intention for the target students.

3.2 Research Methodology

The researchers employed quota sampling to conduct a questionnaire survey among undergraduate students at Xihua University. Quota sampling was chosen to ensure

representation across different academic disciplines, reflecting the diversity of online review usage among students. Quotas were determined based on the student distribution in faculties of Product Design, Environmental Design, Accounting, Financial Management, proportional to the university's population statistics. Although effective for capturing demographic diversity, quota sampling inherently limits population generalizability, which is acknowledged as a methodological limitation of this study.

The collected data were analyzed to identify the key factors significantly influencing participants' utilization of online review platforms. Each observed attribute was assessed using a five-point Likert scale.

To ensure content validity, three experts, all holding doctoral degrees and over 18 years of experience in educational research, evaluated the research instrument's development. The Item-Objective Congruence (IOC) index was calculated for each item based on expert ratings, with all items scoring above the recommended threshold of 0.67, indicating strong content validity. This evaluation confirmed that each item accurately represented the constructs outlined in the study's theoretical framework. Following this content validity assessment, a pilot test was conducted with 40 students. Cronbach's Alpha coefficient was then applied to assess the internal consistency reliability of the scale items, with all constructs exceeding the recommended threshold of 0.70, indicating high reliability.

After confirming the research instrument's validity and reliability, the research team distributed the final questionnaire to a stratified random sample of 500 undergraduate students. Ethical approval for the study was obtained from the Institutional Review Board (IRB) of Xihua University. All participants were informed of the study's objectives, assured of data confidentiality, and provided informed consent prior to participation.

Advanced statistical methods were then applied to systematically analyze the collected data. Initially, Confirmatory Factor Analysis (CFA) was performed to validate the scale construction, ensuring that each measurement index aligned with the latent variables in the theoretical framework. Model fit was evaluated using Goodness-of-fit indices. While initial evaluations indicated acceptable model fit, several indices were slightly below recommended thresholds. Model adjustments were performed through AMOS until all indices met the recommended thresholds, confirming model adequacy.

Based on this foundation, Structural Equation Modeling (SEM) was employed to test the research hypotheses, examining the direct, indirect, and total effects of variable interactions. This approach aimed to comprehensively uncover the underlying correlation mechanisms among variables, thereby providing a robust empirical basis for the research conclusions.

3.3 Population and Sample Size

The target population for the survey consisted of undergraduate students enrolled at Xihua University. Based on the advanced structural equation modeling (SEM) framework, which accounts for both latent and observed variables, a minimum sample size of 425 was recommended.

In this quantitative study, a total of 500 samples were selected from a pool of 1,258 respondents following rigorous screening, filtering, and non-probability sampling procedures. A quota sampling method was employed to select 500 undergraduate students who had previously reviewed online platforms. Table 1 provides detailed information on the sampling units and the corresponding proportions of subsamples.

Table 1: Quota Sampling of Xi Hua University Undergraduate Students

Major	Population Size	Proportional Sample Size
Product Design	179	71
Environmental Design	240	95
Accounting	453	180
Financial Management	386	154
Total	**1,258**	**500**

4. Results and Discussion

4.1 Demographic Information

Following the completion of data collection, all invalid entries were systematically excluded, resulting in a final dataset of 482 valid responses. Table 2 provides a detailed overview of the demographic characteristics of the respondents. Specifically, 31.7 percent were male, while 68.3 percent were female. Regarding academic disciplines, the distribution was as follows: Product Design (23.7%), Environmental Design (26.3%), Accounting (37.3%), and Financial Management (12.7%).

Table 2: Demographic Profile

Demographic and General Data (N=482)		Frequency	Percentage
Gender	Male	153	31.7
	Female	329	68.3
Major	Product Design	114	23.7
	Environmental Design	127	26.3
	Accounting	180	37.3
	Financial Management	61	12.7

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) was performed to assess whether the scale items' components and loadings aligned with theoretical expectations. The factor loading results and the acceptable values for each observed variable confirmed the goodness of fit of the research matrix, as supported by Tenenhaus et al. (2004).

Table 3: Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results

Variable	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factor Loading	CR	AVE
Quality (QUL)	Chiu and Cho (2019)	5	0.837	0.746-0.809	0.812	0.591
Value (VAL)	Chiu and Cho (2019)	6	0.900	0.783-0.800	0.836	0.630
Confirmation (CNF)	Zhang et al. (2015)	4	0.761	0.798-0.814	0.849	0.651
Service Quality (SEQ)	Koo et al. (2016)	5	0.844	0.791-0.842	0.893	0.675
Information Quality (INQ)	Koo et al. (2016)	6	0.914	0.719-0.805	0.850	0.588
Satisfaction (SAT)	Zhang et al. (2015)	5	0.883	0.736-0.814	0.856	0.599
Continuance Intention (CI)	Chiu and Cho (2019)	5	0.831	0.742-0.812	0.816	0.597

Note: CR = Composite Reliability, AVE = Average Variance Extracted

Table 3 demonstrates that the factor loadings exceeded 0.50 (Hulland, 1999), the composite reliability (CR) was above 0.70 (Nunnally & Bernstein, 1994), and the average variance extracted (AVE) values were greater than 0.50 (Fornell & Larcker, 1981). Hence, the study's convergent validity was confirmed. Cronbach's Alpha coefficient was used to evaluate internal consistency reliability of the research instrument. Among the seven dimensions, Confirmation had the lowest Cronbach's Alpha value at 0.761, indicating satisfactory internal consistency and reliability (Nunnally & Bernstein, 1994).

Table 4: Goodness of Fit for Measurement Model

Index	Criterion	Statistical Value
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.067
GFI	≥ 0.85 (Wu & Wang, 2006)	0.959
AGFI	≥ 0.80 (Wu & Wang, 2006)	0.947
NFI	≥ 0.80 (Wu & Wang, 2006)	0.956
CFI	≥ 0.80 (Bentler, 1990)	0.997
TLI	≥ 0.80 (Sharma et al., 2005)	0.997
RMSEA	< 0.08 (Sica & Ghisi, 2007)	0.012

Note: 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

Furthermore, Table 4 presents the results, demonstrating that all criteria for incremental fit evaluation, including CMIN/DF, GFI, AGFI, and RMSEA, were satisfactorily met. Additionally, the absolute fit indicators, such as CMIN/DF, GFI, AGFI, and RMSEA, also met the required thresholds. As a result, all goodness-of-fit metrics used in the CFA evaluation were deemed appropriate, confirming the model's suitability for further analysis.

Table 5: Discriminant Validity

Variable	Factor Correlations						
	QUL	**VAL**	**CNF**	**SEQ**	**INQ**	**SAT**	**CI**
QUL	**0.769**						
VAL	0.217	**0.793**					
CNF	0.235	0.255	**0.807**				
SEQ	0.241	0.231	0.365	**0.822**			
INQ	0.259	0.281	0.268	0.294	**0.767**		
SAT	0.260	0.273	0.329	0.412	0.319	**0.774**	
CI	0.240	0.285	0.235	0.294	0.298	0.337	**0.772**

Note: The diagonally listed value is the AVE square roots of the variables

Table 5 presents the analysis and representation of discriminant validity. The results indicate that no correlation between any two latent variables exceeded 0.80, and the diagonal values represent the square root of the AVE (Schmitt & Stults, 1986). Consequently, the discriminant validity of this study was confirmed.

4.3 Structural Equation Model (SEM)

Following the completion of the CFA evaluation, the researcher employed Structural Equation Modeling (SEM) to validate the findings. As highlighted by Beran and Violato (2010), SEM is widely regarded as an interpretative simulation tool that mitigates evaluation bias and minimizes potential distortions in the coefficient of determination. Additionally, it facilitates the examination of causal relationships among variables within a matrix framework (Stein et al., 2012).

After making adjustments in AMOS, the aggregate values for CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA exceeded the acceptable thresholds, confirming the model's fit. The goodness of fit for the SEM was determined based on the data presented in Table 6.

Table 6: Goodness of Fit for Structural Model

Index	Criterion	Statistical Value
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.173
GFI	≥ 0.85 (Wu & Wang, 2006)	0.901
AGFI	≥ 0.80 (Wu & Wang, 2006)	0.877
NFI	≥ 0.80 (Wu & Wang, 2006)	0.904
CFI	≥ 0.80 (Bentler, 1990)	0.946
TLI	≥ 0.80 (Sharma et al., 2005)	0.940
RMSEA	< 0.08 (Sica & Ghisi, 2007)	0.049

Note: 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 hypothesis testing results indicate that satisfaction is the most influential predictor of continuance intention among users of online review platforms, reinforcing the theoretical assumptions of Expectation Confirmation Theory (ECT) and Theory of Planned Behavior (TPB) (Lee & Kwon, 2011; Limayem & Cheung, 2008). Furthermore, service quality and information quality showed substantial effects on satisfaction, reflecting the importance of reliable service and accurate information in user evaluations, as proposed in the DeLone and McLean's (2003) IS Success Model.

The analysis also validated the significant impacts of confirmation and value on satisfaction, supporting the argument that fulfilled expectations and value enhance user experience (Chiu & Cho, 2019; Zhang et al., 2015). While quality was the weakest predictor, its influence remained statistically significant, underscoring its relevance in user assessment of online platforms.

Table 7: Hypothesis Testing Result

Hypothesis	Standardized path coefficients (β)	t-value	Test Result
H1: QUL → SAT	0.140	2.741**	Supported
H2: VAL → SAT	0.162	3.209**	Supported
H3: CBF → SAT	0.184	3.665***	Supported
H4: SEQ → SAT	0.334	6.596***	Supported
H5: INQ → SAT	0.188	3.765***	Supported
H6: SAT → CI	0.413	7.278***	Supported

Note: *** $p<0.001$, ** $p<0.01$, * $p<0.05$

Additionally, Table 8 indicates that:

H1: The analysis confirms that quality positively influences satisfaction with a standardized path coefficient of 0.140. Although it is the weakest predictor among the latent variables, its impact is still statistically significant ($p < 0.01$). This is consistent with Koo et al. (2016), who found that quality attributes contribute to user satisfaction, although its influence may be moderated by other experience-based factors.

H2: The findings show that value significantly influences satisfaction, with a path coefficient of 0.162 ($p < 0.01$). This aligns with Chiu and Cho (2019), who demonstrated that perceived value is a crucial factor in enhancing user loyalty and repurchase intentions. In the context of online review platforms, the perceived usefulness of shared information strengthens user satisfaction and platform retention.

H3: Confirmation was found to significantly impact satisfaction, with a path coefficient of 0.184 (p < 0.001), reflecting its critical role in reinforcing user trust and confidence in online review evaluations. This is consistent with Zhang et al. (2015), who emphasized the importance of confirmed expectations in driving user satisfaction and continuance intention.

H4: Service quality exhibited a strong influence on satisfaction, with a coefficient of 0.334 (p < 0.001), making it the second most impactful factor. This finding is aligned with the DeLone and McLean's (2003) IS Success Model, which highlights service quality as fundamental to user satisfaction in digital environments.

H5: The analysis also confirmed that information quality significantly affects satisfaction, with a coefficient of 0.188 (p < 0.001). This supports previous literature, such as Lee and Chung (2009), which indicates that well-structured, accurate information enhances decision-making confidence among users.

H6: Finally, the strongest effect was observed between satisfaction and continuance intention, with a path coefficient of 0.413 (p < 0.001). This confirms the theoretical foundations of TPB and ECT, which posit that user satisfaction is a primary driver of continued engagement (Lee & Kwon, 2011; Limayem & Cheung, 2008).

5. Conclusions and Recommendation

5.1 Conclusions

This study examined the factors influencing satisfaction and continuance intention among undergraduate students at Xihua University. A conceptual framework integrating quality, value, expectation confirmation, service quality, information quality, satisfaction, and continuance intention was developed, with data collected from 482 valid responses. Confirmatory Factor Analysis (CFA) validated the measurement model, and Structural Equation Modeling (SEM) tested the proposed hypotheses.

The findings indicate that service quality is the most influential predictor of satisfaction, highlighting the importance of reliable platform services and responsive support for student engagement. This aligns with the DeLone and McLean's (2003) IS Success Model, which emphasizes service quality as essential for user satisfaction in digital contexts. Information quality also had a strong impact, reflecting the students' reliance on clear and accurate information for decision-making, consistent with Lee and Chung (2009).

Expectation confirmation and perceived value demonstrated significant positive effects on satisfaction, supporting the assumptions of Expectation Confirmation Theory (ECT) and Theory of Planned Behavior (TPB). When expectations are met and value is perceived, student satisfaction increases, reinforcing findings from Zhang et al. (2015) and Chiu and Cho (2019). In the Chinese university setting, students prioritize practical utility and trustworthy information over mere platform aesthetics.

Interestingly, quality had the weakest impact on satisfaction, diverging from broader e-commerce findings (Koo et al., 2016). This suggests that Chinese students prioritize functionality and real-time information over traditional quality indicators like design. For platform developers, this implies a need to focus on service efficiency and information reliability to meet the expectations of digitally native users.

The results also confirm that satisfaction is a key driver of continuance intention, aligning with Limayem and Cheung (2008) and Lee and Kwon (2011). This underscores the importance of positive user experiences for fostering long-term platform loyalty. Given the collectivist nature of Chinese culture, peer influence and shared experiences amplify trust in online reviews, suggesting that enhancing interactive community features may further solidify user engagement.

This study extends the application of ISSM and TPB to Chinese university students, illustrating that service quality, information accuracy, and expectation confirmation are central to satisfaction and continuance intention. These findings suggest that developers should prioritize reliable service, accurate information, and community-driven features to strengthen engagement in competitive digital environments.

5.2 Recommendations

According to the findings of this study, online review platforms should prioritize enhancing service quality, information reliability, and expectation confirmation to increase student satisfaction and continuance intention. Key improvements should include refining interface design for greater simplicity, user-friendly navigation, and mobile compatibility to accommodate the digital behaviors of university students. Additionally, maintaining stable platform performance is crucial to prevent disruptions such as slow loading times or errors, which can undermine user trust and satisfaction.

To further elevate user experience, platform developers should ensure the authenticity and credibility of user-generated content. This can be achieved through stringent content review mechanisms that filter out misleading or inaccurate reviews, thereby reinforcing platform reliability.

Including expert reviews and verified user testimonials can add layers of credibility, helping students make well-informed decisions. For universities, collaborating with online review platforms to promote student-oriented resources such as scholarship opportunities, internship openings, and study tips can bridge academic and practical needs, enhancing the platform's perceived value.

Articulating a clear value proposition to students is essential for increasing engagement. This can be done by aligning content with students' academic and personal needs, including discount offers, career planning advice, and scholarship information. Integrating community-driven sections for students to share learning experiences, internship feedback, and academic insights can foster a sense of belonging and encourage active participation. For university stakeholders, promoting these community features can enhance students' career readiness and networking opportunities.

Meeting student expectations is critical for satisfaction and continuance intention. Platforms should provide comprehensive onboarding experiences that clearly explain functionalities, service scope, and usage guidelines. Additionally, real-time customer support and responsive feedback channels are necessary to address user concerns promptly. Establishing dedicated student support teams can demonstrate attentiveness to student needs, enhancing their trust and loyalty to the platform. For university stakeholders, collaborating with platform providers to streamline support services could further boost student confidence in the reliability of digital platforms.

Improving service quality is pivotal for platform engagement. Online review platforms should prioritize timely and professional customer support, ensuring students receive quick and effective resolutions when encountering issues. Routine feedback collection through surveys and user feedback loops should be conducted to assess service performance and identify areas for improvement. For universities, partnering with these platforms to address student service issues may strengthen institutional support for digital learning tools.

The quality and reliability of information should be consistently maintained. All user-generated comments should be verified for authenticity to prevent misinformation. This can be achieved through automated content monitoring and manual verification for flagged content. Moreover, regular updates to platform information are necessary to reflect current and accurate data, which enhances user trust. Universities could play a role in verifying platform content related to academic programs and student services, ensuring alignment with institutional offerings.

To encourage continuous use, online review platforms must prioritize student satisfaction. Regular user satisfaction surveys should be conducted to collect feedback and identify improvement areas. Incentive mechanisms, such as points systems, reward programs, and exclusive content access, can drive active student participation and platform loyalty. For university stakeholders, integrating these platforms into student orientation and career planning workshops can enhance familiarity and long-term engagement with digital decision-making tools.

5.3 Limitation and Further Study

This study has several limitations. First, the cross-sectional design restricts the ability to establish causality between the independent variables (quality, value, confirmation, service quality, information quality) and the dependent variables (satisfaction and continuance intention). Although SEM analysis reveals path relationships, longitudinal studies are recommended to validate causal effects over time.

Second, the study focuses exclusively on universities in Sichuan Province, limiting generalizability. Student behaviors and platform usage may differ across regions due to economic and cultural variations. Future research should broaden the sample to include institutions from diverse provinces for more comprehensive insights.

Third, the conceptual framework examines only five predictors of satisfaction and continuance intention, excluding factors like perceived risk, trust, and platform usability. Future studies could integrate these variables, drawing from ECM, TRA, and TAM to enhance explanatory power. Additionally, exploring moderating effects such as gender, digital literacy, and socio-economic status may provide deeper insights.

Lastly, the reliance on self-reported data introduces the risk of response bias. Incorporating mixed-method approaches such as interviews or observational studies could validate findings and enrich contextual understanding.

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