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**Investigation through the Lens of Guardians of Factors Impacting  
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by Cartoon Animation in China**

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**Abstract**

This research aims to investigate the factors impacting student satisfaction and behavioral intention to be educated by cartoon animation in Sichuan, China. The quantitative survey was completed by students' guardians, constructed with information quality, service quality, perceived usefulness, negative economic impacts, negative sociocultural impacts, satisfaction, and behavioral intentions. The target population involves 500 guardians whose children are between grades 1 to 4 and have been educated with cartoon animation in a primary school. The sampling techniques involve judgmental and convenience sampling. Before the data collection, Item Objective Congruence (IOC) Index and the pilot test (n=50) with Cronbach's Alpha were used. Data were analyzed through confirmatory factor analysis (CFA) and structural equation modeling (SEM). The hypotheses testing was measured with a p-value<0.05. The results were that five out of six hypotheses were supported. Information quality significantly influences perceived usefulness. Perceived usefulness, negative economic impact, and negative sociocultural impacts significantly influence satisfaction. Satisfaction significantly influences behavioral intentions. On the other hand, service quality has no significant influence on perceived usefulness. The findings provide a better understanding for animation developers, educators, and students' guardians to improve this animated cartoon content and monitor their children's behavioral intentions for their learning purpose.

Keywords: information quality, service quality, perceived usefulness, satisfaction, behavioral intentions

**Introduction**

Cartoon animation has long been recognized as a powerful medium for entertaining and engaging children. However, it can also be an effective tool for educational purposes, particularly for children aged 6 to 10. This age group is characterized by high curiosity and an eagerness to learn. Children can be motivated to explore new subjects and concepts by employing educational content within cartoon animations. This article explores the potential of

cartoon animation as an educational tool for children and provides supporting evidence from some studies. First, cartoon animation can aid in the development of cognitive skills in children. According to a study conducted by Wainwright et al. (2017), animated programs incorporating educational content have enhanced problem-solving abilities and critical thinking skills among children aged 6 to 10. Cartoons' visually stimulating and interactive nature can engage young minds, promoting cognitive development and encouraging children to think creatively. Second, cartoon animation can also contribute to social and emotional learning in children. According to a study by Schutte et al. (2016), educational cartoons that feature relatable characters and address social issues can help children develop empathy, emotional intelligence, and social skills. Children can learn valuable life lessons by presenting characters who demonstrate positive behaviors and values, such as the importance of kindness, cooperation, and respect.

Third, cartoon animation can be an effective medium for introducing children to cultural and historical knowledge. Animated series like "Dora the Explorer" and "Magic School Bus" incorporate educational elements, exposing children to diverse cultures, historical events, and scientific concepts. A study by Myers (2018) found that children who engaged with educational cartoons showed increased awareness and knowledge of cultural diversity and historical events. Last, cartoon animation can be crucial in promoting children's health and safety education. Research by DeLoache and Chiong (2009) indicates that educational cartoons focusing on personal hygiene, nutrition, and road safety can effectively convey important messages to young viewers. Cartoons can help children develop healthy habits and make safe choices by incorporating memorable characters and engaging narratives.

The landscape of cartoon animation for education in China is robust and rapidly evolving. The Chinese government has recognized the potential of animation as an educational tool and has actively promoted its use in classrooms. The problem is that there need to be more studies on how young students adopt education with cartoon animation. Hence, this research potentially fills the research gap identifying the factors impacting student satisfaction and behavioral intention to be educated by cartoon animation in Sichuan, China. Due to students between grades 1 to 4 (between 6 to 10 years old) are not legal adults and are not eligible to engage in the survey, consent from their guardians to survey their children is required. A guardian is an individual who has been given the legal responsibility to care for a child or an adult who does not have the capacity for self-care, e.g., parents or legal protectors. In this study, the guardians took the role of observing and interviewing their children and submit the data to the researchers with an appropriate consent. The significance of this study is that it provides a better understanding for animation developers and educators to improve this animated cartoon content. The findings can also encourage guardians to monitor their children's behavioral intentions and give feedback to improve animation education for various ages.

## **Literature Review**

### **Information Quality**

Information quality is the quality of the content and form of the report in the information system. It includes information accuracy, practicality, completeness, efficacy, relevance, timeliness, constraint, and so on (Nelson et al., 2005). In online services, information quality refers to the quality of the content provided in the service. Information quality conveys the

expected meaning of information through the system and obtains the results at the semantic level. It reflects various criteria for generating content and form, such as infallibility, accuracy, authenticity, reliability, completeness, simplicity, efficiency, content, relevance, domain, and popularity (Rotchanakitumnuai & Speece, 2004). The information quality of the animation will directly affect the perceived usefulness. When information quality is favorable or unfavorable, students will judge its benefits (Hok et al., 2021). Therefore, this research can hypothesize that:

Hypothesis 1: Information quality has a significant impact on perceived usefulness.

### **Service Quality**

Service quality refers to a system's predicted and perceived service quality ratios (Cheng, 2012). Service quality refers to the service object's perception of the overall service quality. DeLone and McLean (2003) guided users to feel services are flexible and easy to use. For example, a product with high service quality provides many simple methods for subscribers. Such an operation will be regarded as meeting the needs of subscribers. Service quality plays a significant role in shaping the perceived usefulness of a product or service. When it comes to e-learning, service quality refers to the support and assistance provided to users throughout their learning journey. The better the service quality, the more likely users will perceive the e-learning platform as useful (Hok et al., 2021). Thus, a hypothesis is suggested:

Hypothesis 2: Service quality has a significant impact on perceived usefulness.

### **Perceived Usefulness**

In the case of social media, perceived usefulness is one of the powerful determinants of user acceptance of social media, including instant messaging and Facebook (Sledgianowski & Kulviwat, 2009). Perceived usefulness refers to evaluating the user's perception of the feasibility of the learning effect provided by the learning system (Davis, 1989). In marketing literature, Romero et al. (2011) regarded in their studies that perceived usefulness has a significant impact on customers' decision-making when they are buying. This study implies that perceived usefulness significantly impacts student satisfaction with cartoon animation. Accordingly, a hypothesis is suggested:

Hypothesis 3: Perceived usefulness has a significant impact on satisfaction.

### **Negative Economic Impacts**

Anyanwu and Yameogo (2015) stated a negative impact on economic growth. Major events affect the economy and generate repercussions in the global media, so large events are expected to significantly impact the economy (Müller & Moesch, 2010). However, large-scale events can also negatively affect the economy, such as tax increases, inflation, and mismanagement of public funds (Gursoy & Kendall, 2006; Kim et al., 2006). Satisfaction will drive economic growth, and technological innovation will bring better medical services, making people with higher incomes willing to pay for these treatment services (Barhoumi, 2016). In this sense, student satisfaction is directly impacted by negative economic impacts. Based on the previous literature, a hypothesis is made:

Hypothesis 4: Negative economic impacts have a significant impact on satisfaction.

### **Negative Sociocultural Impacts**

Negative social culture refers to family and friends face-to-face or on social media complaint behavior. Negative word of mouth can be negative social culture through information transmission, and known customers face to face communication can also spread through digital media to communicate with known and unknown customers to reduce the occurrence of negative information through communication (Hennig-Thurau et al., 2010). Social culture refers to beliefs, values, religious beliefs, moral norms, aesthetic concepts, and customs passed down from generation to generation that have been confirmed to satisfaction. Therefore, a hypothesis is developed:

Hypothesis 5: Negative sociocultural impacts have a significant impact on satisfaction.

### **Satisfaction**

Satisfaction refers to the satisfaction/dissatisfaction resulting from the customer's evaluation of the difference between the actual performance of the goods/services and their expectations (Kotler & Keller, 2011; Zeithaml et al., 2008). Satisfaction is the degree of satisfaction between the feeling generated by the user's expectation and benefits from the product, and the feeling reflected in the product (Seddon, 1997). Satisfaction plays a crucial role in shaping behavioral intentions, which refers to individuals' inclination or willingness to engage in certain behaviors. When individuals are satisfied with a product, service, or experience, they are more likely to exhibit positive behavioral intentions towards it (Zhang et al., 2020). Subsequently, a hypothesis is proposed:

Hypothesis 6: Satisfaction has a significant impact on behavioral intentions.

### **Behavioral Intentions**

Behavioral intention can be called the whole process of an individual thinking about performing or not performing certain behavioral activities (Ajzen & Fishbein, 1980). Behavioral intention is a psychological tendency process, a psychological thinking process of users before they make certain actions (Lee & Krohn, 2013). Behavioral intention has become one of the important factors for service personnel (managers, organizers, etc.) to understand the behaviors and activities of the service (customers, tourists, etc.) (Zeithaml et al., 2008). Behavioral intention is divided into revisit intention and word-of-mouth intention. Thus, the determinant of consumers' intention to repurchase or recommend a product or service to others is the result of their overall perception of the provider based on their previous experience of using the product or service (Kim et al., 2009).

## **Research Methodology**

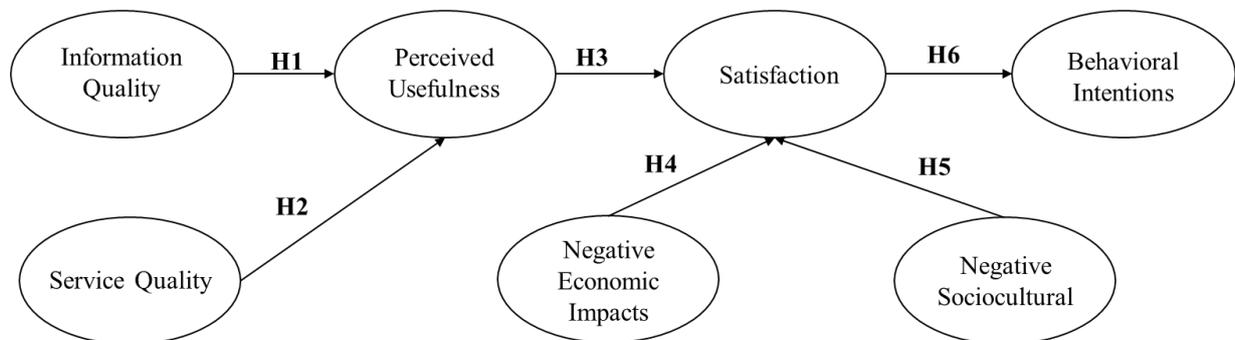
### **Conceptual Framework**

The research framework is developed based on four previous studies' research models, including Barhoumi (2016), Ifinedo (2017), Wang and Lin (2012), and Zhang et al. (2020). Figure 1 shows two direct variables: Perceived usefulness and satisfaction; perceived usefulness is Information quality and Service quality. Two. Variables satisfaction is negative economic impacts and negative sociocultural impacts two variables. There are six hypotheses for the research, 36 variables in total, four items of information quality, four items of service

quality, four items of perceived usefulness, four items of negative economic impacts, ten items of negative sociocultural impacts, five items of satisfaction, five items of behavioral intentions.

**Figure 1**

*Conceptual Framework*



Note: Constructed by author

**Research Design**

This study applied a quantitative method by distributing questionnaires to 500 guardians whose children are between grades 1 to 4 and engage with animation in a primary school. The survey consisted of screening questions, measuring items with a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), and demographic information. The researcher used judgmental sampling to select guardians whose children are between grades 1 to 4 and engage with animation in a primary school. For convenience sampling, the researcher properly requested consent and permission from the guardians of students and guided them on how to survey their children. The questionnaire is provided in both paper and online format.

Before the data collection, Item Objective Congruence (IOC) Index and the pilot test (n=50) with Cronbach’s Alpha were used. For Item Objective Congruence (IOC) Index, the results revealed that all measuring items were passed at a score of above 0.6. Cronbach’s Alpha was used to validate the pilot group. As a result, all constructs were approved at a score above 0.6 (Sekaran, 1992). The results represent excellent (> 0.9), very good (> 0.8), and good (> 0.7) of CA’s strength of association, including information quality (0.850), service quality (0.760), perceived usefulness (0.875), negative economic impacts (0.815), negative sociocultural impacts (0.852), satisfaction (0.907), and behavioral intentions (0.745).

**Research Population and Sample**

Due to students between grades 1 to 4 are not legal adults and are not eligible to engage in the survey, consent from their guardians to survey their children is required. The target population of this study is guardians whose children are in between grades 1 to 4 and are engaging with animation in a primary school. The target population is N=1,050. The researchers calculated through the online statistical software, including the desired effect size (0.2), desired statistical power level (0.8), the number of late variables (7), the number of observed variables (36), and probability level (0.05). A sample size of at least 425 respondents is recommended for a structural equation model (Soper, n.d.). To conduct an effective study,

the researcher determines the appropriate sample size in this study and subjects 500 samples for the research.

**Data Analysis**

The data collection period was between January to April 2023. After the data collection, data were analyzed through SPSS AMOS statistical software, using confirmatory factor analysis (CFA) and structural equation modeling (SEM).

**Demographics of Participants**

The demographic profile of the 500 participants is demonstrated in Table 1. Most respondents are male, with 300 or 60 percent, whereas females are 200 or 40 percent. For year of study, third grade accounts for 149 respondents or 29.8 percent, followed by second grade 131 or 26.2 percent, the fourth grade 122 or 24.5 percent, and first grade 98 or 19.6 percent.

**Table 1**

*The demographic data*

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	300	60
	Female	200	40
Year of Study	First Grade	98	19.6
	Second Grade	131	26.2
	Third Grade	149	29.8
	Fourth Grade	122	24.4

**Results and Discussion**

In CFA, the methods used to measure convergent validity are Cronbach's Alpha reliability, factor loading, composite or construct reliability, and mean-variance extraction. Table 2 shows that all constructs were approved at a score above 0.6 (Sekaran, 1992). Cronbach's Alpha values show greater than 0.8, thus confirming the internal consistency of the items and being very good for the distribution of the questionnaire results. The acceptable threshold for the factor load is 0.5 or higher (Hair et al., 2010). In addition, Fornell and Larcker (1981) recommended that the values for CR and AVE are 0.7 or higher, respectively, and are both acceptable at 0.4 or higher. Therefore, the CFA results confirm the convergent validity of this study.

**Table 2**

*Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)*

Variables	Source of Questionnaire	No. of Item	CA	Factors Loading	CR	AVE
Information Quality (IQ)	Cheng (2012)	4	0.895	0.716-0.871	0.898	0.688

Variables	Source of Questionnaire	No. of Item	CA	Factors Loading	CR	AVE
Service Quality (SQ)	Lin and Lu (2000)	4	0.882	0.731-0.924	0.884	0.658
Perceived Usefulness (PU)	Lin and Lu (2000)	4	0.910	0.821-0.907	0.912	0.721
Negative Economic Impacts (NEI)	Zhang et al. (2020)	4	0.920	0.814-0.942	0.921	0.745
Negative Sociocultural Impacts (NS)	Zhang et al. (2020)	10	0.960	0.734-0.897	0.961	0.711
Satisfaction (S)	Ifinedo (2017)	5	0.901	0.775-0.844	0.901	0.646
Behavioral Intentions (BI)	Chu and Kim (2011)	5	0.941	0.854-0.898	0.942	0.764

The discriminant validity is confirmed when the square root of the AVE is greater than the coefficients of any associated construct (Fornell & Larcker, 1981). In Table 3, the square root of the AVE at the diagonal line is greater than the correlation between the scales, so the discriminant validity is guaranteed.

**Table 3**

*Square roots of AVEs and correlation matrix*

	<b>IQ</b>	<b>SQ</b>	<b>PU</b>	<b>S</b>	<b>NEI</b>	<b>NS</b>	<b>BI</b>
<b>IQ</b>	<b>0.829</b>						
<b>SQ</b>	-0.030	<b>0.811</b>					
<b>PU</b>	0.280	0.030	<b>0.849</b>				
<b>S</b>	0.271	0.196	0.343	<b>0.804</b>			
<b>NEI</b>	0.031	0.204	0.115	0.181	<b>0.863</b>		
<b>NS</b>	0.332	0.009	0.455	0.500	0.102	<b>0.843</b>	
<b>BI</b>	0.242	0.068	0.324	0.365	0.113	0.704	<b>0.874</b>

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

The measurement model was performed by employing a confirmatory factor analysis to determine the fitness of the explicit model. The measurement model fit is represented by acceptable values for the goodness of fit index in Table 4. The statistical values of each indicator were compared with the acceptance criteria. Specifically, the values were CMIN / DF = 1.636, GFI = 0.908, AGFI = 0.893, NFI=0.938, CFI = 0.975, TLI = 0.972, RMSEA = 0.036.

**Table 4**

*Goodness of Fit for Measurement Model*

Fit Index	Acceptable Criteria	Statistical Values
<b>CMIN/DF</b>	< 5.00 (Awang, 2012)	937.636/573 OR 1.636
<b>GFI</b>	≥ 0.85 (Sica & Ghisi, 2007)	0.908
<b>AGFI</b>	≥ 0.80 (Sica & Ghisi, 2007)	0.893
<b>NFI</b>	≥ 0.80 (Wu & Wang, 2006)	0.938
<b>CFI</b>	≥ 0.80 (Bentler, 1990)	0.975
<b>TLI</b>	≥ 0.80 (Sharma et al., 2005)	0.972
<b>RMSEA</b>	< 0.08 (Pedroso et al., 2016)	0.036
<b>Model Summary</b>		<b>In harmony with empirical data</b>

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 = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

### Structural Equation Modeling (SEM)

Model fit was evaluated in the structural model. Each indicator's statistical values were compared with the acceptable goodness of fit values in the data set, as shown in Table 5. The index statistics were CMIN / DF = 2.169, GFI = 0.880, AGFI = 0.863, NFI=0.916, CFI = 0.953, TLI = 0.949, and RMSEA = 0.048.

**Table 5**

*Goodness of Fit for Structural Model*

Fit Index	Acceptable Criteria	Statistical Values
<b>CMIN/DF</b>	< 5.00 (Awang, 2012)	1262.478/582 OR 2.169
<b>GFI</b>	≥ 0.85 (Sica & Ghisi, 2007)	0.880
<b>AGFI</b>	≥ 0.80 (Sica & Ghisi, 2007)	0.863
<b>NFI</b>	≥ 0.80 (Wu & Wang, 2006)	0.916
<b>CFI</b>	≥ 0.80 (Bentler, 1990)	0.953
<b>TLI</b>	≥ 0.80 (Sharma et al., 2005)	0.949
<b>RMSEA</b>	< 0.08 (Pedroso et al., 2016)	0.048
<b>Model Summary</b>		<b>In harmony with empirical data</b>

### Hypothesis Outcomes

The hypothesis measured the magnitude of the correlation between the proposed independent and dependent variables using either the regression or the standardized pathway coefficients. The results of both data sets are as in Table 6. The hypotheses testing was measured with a p-value<0.05.

**Table 6***Summary of hypothesis tests*

Hypothesis	( $\beta$ )	t-Value	Result
H1: IQ→PU	0.286	6.105***	Supported
H2: SQ→PU	0.050	0.930	Not Supported
H3: PU→S	0.123	3.324***	Supported
H4: NEI→S	0.113	2.941**	Supported
H5: NS→S	0.365	10.024***	Supported
H6: S→BI	0.497	8.216***	Supported

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

## Discussion

In H1, information quality significantly influences perceived usefulness, and the standardized path coefficient is 0.286. the t value is 6.105. When the quality of information can provide users with high-quality information, in practice, they combine theory with practice. They find that theoretical information is related to practical affairs, and they will recognize the value of the information (Kuo & Yen, 2009). Thus, H1 was supported.

Another important factor affecting the perceived usefulness is the service quality, but Hypothesis 2's standardized path coefficient is 0.050. Thus, H2 is not supported. The results contradict the previous studies that students potentially feel that cartoon animation is useful and useful, and the overall acceptance of the product will be positively improved (Hok et al., 2021).

In H3, perceived usefulness has a significant influence on satisfaction. The standardized path coefficient of its path relationship is 0.123, and the T-value is 3.324. In the previous study, when individuals perceive a high level of usefulness in what they are utilizing, it positively impacts their overall satisfaction (Romero et al., 2011). Therefore, H3 was supported.

In H4, the negative economic impact has a significant influence on satisfaction. The standardized path coefficient of its path relationship is 0.113, and the T-value is 2.941. In the previous study, the business cycle affected job satisfaction. When the economy improves, the company will provide employees with good career prospects and satisfy them. When the economy is depressed, the company will lay off employees and create an atmosphere of dissatisfaction (Iverson & Maguire, 2000; Judge & Locke, 1993; Taplin & Winterton, 2007). Accordingly, H4 was supported.

In H5, negative sociocultural impacts have a significant influence on satisfaction. The standardized path coefficient of its path relationship is 0.497, and the T-value is 8.216. Previous studies have shown that satisfaction was negatively correlated with negative information in the case of remediation. Similarly, literature on interpersonal relationships suggests that more closely connected people are more likely to engage in close social behavior in pursuit of benefits, even at a cost (Righetti et al., 2013). As a result, H5 was supported.

The strongest effect on behavioral intentions was satisfaction. In H6, the normalized pathway coefficient for the pathway relationship between satisfaction and behavioral intentions was 0.497, with a t-value of 8.216. Previous research has shown that satisfaction is an important determinant of users' choice of continuing behavior (Kim et al., 2009; Kuo & Yen, 2009). Thus, H6 was supported.

## Conclusion and Recommendations

### Conclusion

Cartoon animation holds great potential as an educational tool for children aged 6 to 10. Its visually appealing nature, relatable characters, and interactive storytelling make it an effective medium for enhancing cognitive skills, fostering social and emotional learning, introducing cultural and historical knowledge, and promoting health and safety education. By harnessing the power of cartoon animation, educators and content creators can create engaging and informative experiences that inspire children to learn and explore the world around them. Therefore, this study aimed to investigate the guardians' perspective on behalf of their children's satisfaction and behavioral intention of cartoon animation in Sichuan, China.

In order to construct a conceptual framework for this research, the previous literature is explored for analysis and research as a reference for this study. Based on the data results from the confirmatory factor analysis (CFA) and structural equation modeling (SEM), the results were that five out of six hypotheses were supported. Information quality significantly influences perceived usefulness. Perceived usefulness, negative economic impact, and negative sociocultural impacts significantly influence satisfaction. Satisfaction significantly influences behavioral intentions. On the other hand, service quality has no significant influence on perceived usefulness.

Cartoon animations often convey moral messages and values to young viewers. Children who frequently watch cartoons internalize the moral lessons presented in these animated stories. Cartoons can depict positive moral behaviors, such as honesty, empathy, and kindness, which can shape children's understanding of right and wrong and contribute to their moral development. Cartoon animation serves as a platform for social learning, as children often model their behavior after the characters they encounter. Additionally, cartoons that emphasize emotions and address social conflicts can enhance children's understanding of emotions and develop their empathetic abilities. By presenting characters with diverse emotional experiences, cartoons can help children recognize and empathize with others' feelings, fostering positive social interactions and emotional well-being.

### Recommendations

In the study, to obtain the factor affecting the behavioral intention of children in primary school, satisfaction was the strongest predictor of the education of students. Therefore, the effectiveness of promoting animation quality must be emphasized. This means that youths are willing to be educated by cartoons if they believe they are useful to improve their study, life, and subtle education and influence their behavioral intentions.

Animation developers, teachers, and the top managers of educational institutions should ensure perceived usefulness, information quality, and service quality when using the form of cartoons for education. The characteristics provided by the form of animation education should be contemporary, flexible, accurate, and relevant to their research. Its characteristics should include high-quality education connotation, so the need to conduct enough training for technical personnel to improve the quality level of producers and service managers service level, to help children more effectively through the form of cartoon education, make up for the lack of parents around education, in order to improve the children in the form of animation

education.

Once their quality and characteristics are guaranteed, the children cannot help but spread them to their students and improve their understanding and recognition of their education through cartoons. All these can stimulate or increase positive attitudes, and children will increase the possibility of using cartoons for education in their life and study.

In conclusion, this study detailed the influencing factors of cartoons on children's educational satisfaction and behavior intention in Sichuan, China. It provides animation developers and the top managers of primary education institutions to determine the variables affecting the willingness of children to be educated with cartoon animation, which can be applied to projects, investments, and making sustainable business growth.

### **Limitations and Further Study**

This study has some limitations that can be suggested for further research. First, this study only focused on primary education and collected data from a primary school. Hence, the sample scope and sample size of this study were limited. Second, the subject of this study was educated only through animated cartoons. Further research may be conducted through other educational methods or other forms, such as on campus, where large-scale promotional videos, guide films, or school organizations using learning activities through animation are played. Third, in this study, the respondents were students in grades 1-4 of a primary school. Further research may allow students at other higher levels to facilitate a better understanding of their views on the behavioral intention of education through the form of animated cartoons.

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