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Factors Impacting Satisfaction and Loyalty Towards Network Teaching Platform Among Students Majoring in Humanities and Social Sciences in Chengdu, China

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Abstract

This research aims to examine factors influencing satisfaction and loyalty towards network teaching platform among students majoring in humanities and social sciences in Chengdu, China. The conceptual framework shows the relationships among variables that include trust, experience, service quality, perceived value, privacy, satisfaction, and loyalty. The sampling techniques are judgmental, stratified random and convenience sampling. 517 participants were selected from two target universities, namely Xihua University (XHU) and Jincheng College of Chengdu (JCCCD). Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) were utilized to determine the relationships between variables. The results show that service quality, perceived value, privacy and trust significantly impact satisfaction. Additionally, satisfaction and trust significantly impact loyalty. Conversely, experience has no significant impact on satisfaction. Online teaching platform developers, educators, and universities must continuously improve service quality, make users perceive the platform's value, protect users' privacy, and make them believe the platforms are trustworthy.

Keywords: Online Learning, Network Teaching Platform, Loyalty, Trust, Satisfaction, Experience, Service Quality, Perceived Value, Privacy

Introduction

With the rapid development of wireless network technology, communication devices such as computers, smartphones, and iPads, network technology and 5G wireless network technology are becoming increasingly available and widely used. The network has brought great convenience to people's lives, especially in education. From then on, an information-based teaching platform based on the internet was established, forming a new teaching mode and strongly impacting the traditional teaching mode. This information-based and networked learning mode integrating advanced teaching concepts has changed teachers' traditional cramming teaching method.

Online teaching platforms have many benefits. Orey and Rosa (2016) pointed out that with the help of a large knowledge database, learners can choose from all available educational resources, and by selecting teaching resources that they prefer and are more suitable, they can match their resources with their interests, thereby achieving teaching objectives faster; At the same time, teachers can arrange teaching time and location reasonably

according to their own time, achieving flexible teaching. Especially in the context of the COVID-19 pandemic, where students and teachers are constrained to going to school, online teaching platforms can greatly guarantee teaching arrangements. Coman et al. (2020) emphasized that online teaching preserves not only effective socialization opportunities for classroom teaching but also an information technology-supported online learning environment. Due to the advantages of random roll calling and check-in in online teaching, students have stronger interaction during the learning process and significantly increase their initiative and enthusiasm for learning. Nowadays, more and more universities in China are using online teaching platforms. There are three main types of online teaching platforms: the first type is using commonly used communication software such as Tencent Meeting and DingTalk as teaching platforms. The second is utilizing well-known new teaching platforms such as the Shanghai Excellence Center. Thirdly, universities-develop online teaching platforms based on their development needs.

Online teaching platforms not only bring convenience to students but also improve their learning abilities. However, only some studies have fully explored the factors that affect college students' satisfaction and loyalty to online teaching platforms, especially for humanities and social science students. Compared to students majoring in science and engineering, students majoring in humanities and social sciences need to pay more attention to gaining a deeper understanding of theoretical knowledge and exploring more social phenomena. Therefore, to further understand the attitudes of humanities and social science students towards different online teaching platforms, this study surveyed students from two Sichuan universities, Xihua University, and Chengdu Jincheng College, to understand how satisfaction and loyalty mechanisms to network teachings are viewed by humanities and social science students. Thus, suggestions are proposed to further improve online teaching to enhance the satisfaction and loyalty of humanities and social science students towards online teaching platforms. Therefore, this research aims to examine factors influencing satisfaction and loyalty towards network teaching platform among students majoring in humanities and social sciences in Chengdu, China. The conceptual framework shows the relationship of variables that include trust, experience, service quality, perceived value, privacy, satisfaction and loyalty.

Literature Review

Experience

There is a conceptual difference between service quality and experience. Experience is the social and mental response of network learners to the experience that results from satisfaction (Kovačević et al., 2021). Customer satisfaction is considered as an experience based on a specific service experience, contributing to customer loyalty and, ultimately, profitability (Kim, 2019). Heri (2017) thought that as each customer's needs, goals, and experiences affect their expectations, the experience they receive can affect their satisfaction. Both positive and negative experiences are often reflected in customer satisfaction. Customer satisfaction takes into consideration all the experiences customers gained based on their previous consumption experience (Pandey et al., 2020). Consumers with a positive customer experience will improve customer satisfaction (Quach et al., 2022). Accordingly, this study

posits a hypothesis:

Hypothesis 1: Experience has a significant impact on satisfaction.

Service Quality

Parasuraman et al. (1985) suggested that service quality is a customer's overall impression of an organization's weaknesses, advantages, and services. Customer satisfaction is the result of service quality (Heri, 2017). Customer satisfaction is a well-known concept established in many fields, such as consumer research, marketing, economic psychology, economic welfare, and economy (Setiawan & Sayuti, 2017). The better the service quality, the higher customer satisfaction is. A company provides customers with a high-quality service experience to improve customer buyback rates (Gounaris et al., 2010). Vera and Trujillo (2013) find that service quality positively impacts customer satisfaction.

Hypothesis 2: Service quality has a significant impact on satisfaction.

Perceived Value

Perceived value is a learners' complete assessment of service effectiveness depending on their acquired and given feelings (Parasuraman & Grewal, 2000). Satisfaction mediates between perceived value dimensions and customer loyalty (Mainardes & Freitas, 2023). Lee (2022) investigated the relationships among perceived value, satisfaction, trust, and commitment and found that distinct perceived value indirectly and significantly influenced trust and commitment through satisfaction. Keshavarz and Jamshidi (2018) conducted a study wherein Service quality evaluation, customer satisfaction, and perceived value were proposed to affect customer loyalty. Likewise, Jeong and Kim (2020) indicated that perceived value positively and significantly affects tourist satisfaction. Thus, a hypothesis is developed:

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

Privacy

Privacy means the guardianship of various types of data collected during a user's interplay with a network system, which may affect the use of the system (Kassim & Asiah Abdullah, 2010). Ross (2005) indicated that privacy and security determine customers' online purchases. Weber and Gatersleben (2022) find that satisfaction results from changes in privacy fit. Ortiz and Karapetrovic (2022) studied the relationship between integrated management systems, standards, customer satisfaction, healthcare, the Internet, and privacy. The test results of the research model from data analysis show that the impact of privacy on customer satisfaction is insignificant. The hypothesis needs further demonstration. Research shows that respecting patients' privacy to assess the impact of customized patient clothing on patient satisfaction (Vaskooi-Eshkevari et al., 2019). Consequently, a hypothesis is obtained:

Hypothesis 4a: Privacy has a significant impact on satisfaction.

Hypothesis 4b: Privacy has a significant impact on trust.

Trust

Rotter (1967) suggested that trust is a general expectation of one person towards another. Cristobal et al. (2007) believed online security/privacy is an increasingly important issue affecting unauthorized access, distribution, and clandestine or fraudulent use of personal

information/financial data as made possible by new technologies. The research of Bhattacharya et al. (2023) examines the e-tailer COO's effect on consumer privacy, trust, and satisfaction. Koohang et al. (2018) studied the relationship between social media privacy concerns (SMPC), trust and loyalty. Previous studies have explored the significant impact of trust on satisfaction and loyalty (Chang et al., 2015). Hence, a hypothesis is indicated:

Hypothesis 5: Trust has a significant impact on satisfaction.
Hypothesis 7: Trust has a significant impact on loyalty.

Satisfaction

Satisfaction refers to evaluating customers' experience and reaction to transactions (Olson et al., 2003; Yuanbo & Pongsatha, 2023). Sirdeshmukh et al. (2002) find that trust could be converted into loyalty, eventually influencing the student learning decision-making process. For instance, Casas and González-Carrasco (2021) suggested that the loyalty of individual users online, which is e-trust, directly affects e-loyalty. Similarly, Al-Dweeri et al. (2018) also find that Jordanian students' e-trust positively relates to customer behavioral and attitudinal loyalty online. Nejjari and Aamoum (2020) also proposed trust of graduates in university positively influences their loyalty. Therefore, the researcher puts forward a hypothesis:

Hypothesis 6: Satisfaction has a significant impact on loyalty.

Loyalty

Tellis (1988) suggested loyalty includes revisiting or buying back services or products. A study of Ganic et al. (2018) examined the relationship between the satisfaction and loyalty of both employees and students. The study showed that satisfaction has a positive influence on loyalty. Al-Dweeri et al. (2018) 's study also confirmed that e-satisfaction positively affects customer behavior and attitudinal loyalty of online Jordanian students. Moreover, Mulyono (2020), who studied the relationship between satisfaction and loyalty of students in 2020, found that student satisfaction influences student loyalty. Thuy (2022) also believed that student satisfaction is positively related to student loyalty.
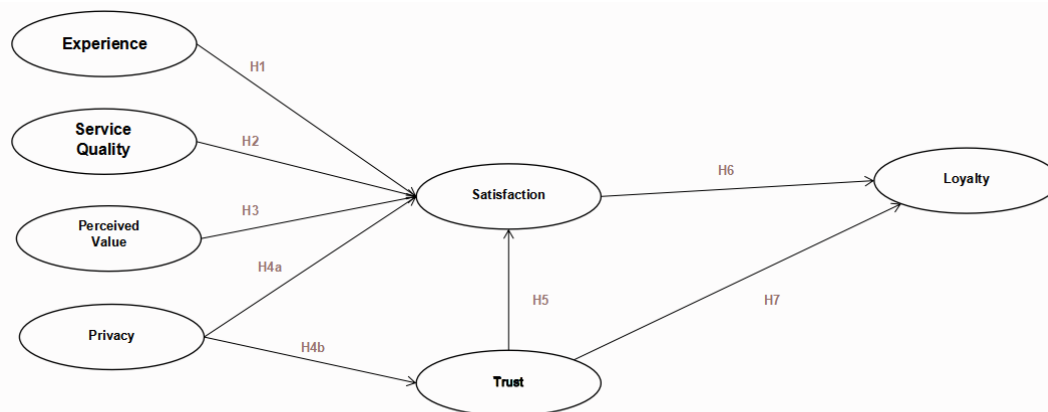
Research Methodology

Conceptual Framework

The conceptual framework was established by examining preceding academic investigation methodologies. Santa et al. (2019) identified a correlation between trust, quality of the service, and user satisfaction. Besides, Kovačević et al. (2021) demonstrated how interconnected online learning experience, attitudes toward online learning, and satisfaction with online courses are. In addition, Alzahrani and Seth (2021) also established information quality, service quality, and satisfaction. Moreover, Nugroho et al. (2019) studied the relationship between perceived value, continuance intention, and satisfaction. Furthermore, Rani et al. (2014) identified an interrelationship between perceived ease of use, perceived usefulness, privacy and security, and e-satisfaction. Moreover, Pham et al. (2019) demonstrated how related e-learning service quality attributes, overall e-learning service quality, e-learning

student satisfaction, and e-learning student loyalty are. Lastly, Li et al. (2015) demonstrated the association between value perception, website design, security/privacy, e-satisfaction, e-trust and e-loyalty. The conceptual framework was constructed based on these constructs, as shown in Figure 1.

Figure 1

Conceptual Framework

Note: Constructed by author

Research Design

The researcher employed the quantitative methodology for research and administered the questionnaire in person to undergraduate students in humanities and social sciences majors from two universities that had experience with online instruction. The targeted universities were Xihua University (XHU) and Jincheng College of Chengdu (JCCCD). The standardized screening question was designed to select participants. Furthermore, demographic information questions were used to gather baseline information about the respondents, such as gender, major direction, and university information. In addition, 34 scale items adopted from the previous literature were utilized to evaluate the latent variables.

For the validity of the scale items, three experts with Ph.D. educational background, who hold at least an associate professor, and at least nine years of experience in online education academic researchers were invited to conduct the item-objective congruence (IOC) assessment and all items' results were approved with a score over 0.6. To test the instrument's reliability, 30 students participated in the pilot test; Isaac and Michael (1995) determined that the scope of 10 to 30 participants was appropriate. Therefore, the pilot test included 30 students, and Cronbach's Alpha score was determined to evaluate the internal consistency reliability of the questionnaire. The results showed that all constructs passed with a score over 0.7 (Nunnally & Bernstein, 1994).

Research Population and Sample

The survey's target population was the entire humanities and social sciences design undergraduates from two noteworthy public universities in the Sichuan Province of China.

These colleges are Xihua University (XHU) and Jincheng College of Chengdu (JCCCD). Hair et al. (2010) recommended that 200–500 respondents be the minimum sample size for the challenging methodological approach in structural equation modeling. Therefore, the researcher collected at least 550 samples from the target population in higher education institutions in Chengdu for better statistical results.

Data Analysis

The researcher employed a multistage sampling methodology which could be divided into two components. First, the researcher employed judgmental sampling to identify undergraduate humanities and social sciences students with online education experience from the two target public universities selected. Undergraduates from Xihua University (XHU) and Jincheng College of Chengdu (JCCCD) were selected for the study. Afterward, stratified sampling was used. In order to collect at least 500 samples to conduct the study, the proportional sample size was distributed to the two universities according to their total number of undergraduates. Thus, 318 samples from the total of 44,797 at XHU and 199 samples from the total of 26,993 at JCCCD were required. Additionally, convenience sampling was conducted by online questionnaire distribution. Finally, after the data screening, 517 were eligible for the data analysis.

Analyzing data in CFA and SEM involves specifying the theoretical model, preparing the data, estimating model parameters, assessing model fit, interpreting parameter estimates, considering model modification, conducting mediation and moderation analysis, comparing models, and reporting the results. It is a comprehensive process that requires careful consideration of the underlying theories, appropriate software, and statistical techniques to draw meaningful conclusions about the relationships among variables and the fit of the proposed models.

Demographics of Participants

Table 1 shows the detailed demographic profile information of the 517 valid respondents. The respondents from Xihua University (XHU) composed 61.51%, and 38.49%. from Jincheng College of Chengdu (JCCCD) The total number of respondents from XHU was 318, and 199 respondents from JCCCD. In the total sample, 31.72% of the respondents are male, while 68.28% are female. About the age of respondents, 51.26% of the respondents were aged 21 to 23. For the academic year classification of respondents, the 3rd-year students represented 36.17%. 43.90% of respondents had been using network teaching platform over 3 years. Moreover, the device type used by most of the respondents was also investigated. The result in table 1 showed that 57.25% of respondents used mobile phones.

Table 1

Demographic data

Demographic and General Data (n=517)	Category	Frequency	Percentage
University	XHU	318	61.51%
	JCCCD	199	38.49%
Gender	Male	164	31.72%
	Female	353	68.28%
Age	Under 18 years old	3	0.58%
	18-20 years old	232	44.87%
	21-23 years old	265	51.26%
	24-25 years old	13	2.52%
	Over 25 years old	4	0.77%
Grade	First year	133	25.73%
	Sophomore year	153	29.59%
	Third year	187	36.17%
	Fourth year	32	6.19%
	Others	12	2.32%
Years of using network teaching platform	Less than 1 year	23	4.45%
	1-2 years	169	32.69%
	2-3 years	98	18.96%
	More than 3 years	227	43.90%
Devices for using network teaching platform	Mobile phone	296	57.25%
	Pad	23	4.45%
	Personal computer	152	29.40%
	Others	46	8.90%

Results and Discussion

Confirmatory factor analysis (CFA) was a method to examine whether the scale items' constituent and loading counts matched expectations based on theories or presumptions. The result for each observed variable's factor loading and acceptable values illustrated the goodness of fit of the research matrix (Hair et al., 2010).

Table 2 illustrated that Cronbach's Alpha (CA)' s values are higher than 0.7 (Nunnally & Bernstein, 1994), all values of the factor loading was over 0.5, composite reliability (CR) was over 0.70, and average variance extracted (AVE) was higher than 0.50, which indicated that all the indicators met the critical value (Sarmento & Costa, 2016).

Table 2

Cronbach's Alpha (CA), Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire	No. of Item	CA	Factors Loading	CR	AVE
Trust (T)	Song et al. (2019)	4	0.895	0.625-0.867	0.859	0.609
Trust (T)	Song et al. (2019)	3	0.784	0.811-0.913	0.8950	0.740
Experience (EX)	Parasuraman et al. (1985)	3	0.740	0.724-0.820	0.8114	0.590
Service quality (SQ)	Sweeney and Soutar (2001)	5	0.920	0.770-0.840	0.9064	0.659
Perceived value (PV)	Kassim and Asiah Abdullah (2010)	3	0.910	0.768-0.840	0.8553	0.663
Privacy (P)	Oliver (1999)	3	0.922	0.676-0.788	0.7627	0.518
Satisfaction (S)	Leninkumar (2017)	4	0.948	0.720-0.805	0.8390	0.566
Loyalty (L)	Song et al. (2019)	5	0.942	0.683-0.802	0.8426	0.518

Table 3 illustrates the outcomes of the investigation and presentation of the discriminant validity, and the diagonally specified quantity which is the AVE square root of the variables. The results displayed that all the correlations crossing any two latent variables were less than 0.8. Therefore, the discriminant validity was acceptable through these quantitative measurements (Liu et al., 2020).

Table 3

Square roots of AVEs and correlation matrix

	T	EX	SQ	PV	P	S	L
T	**0.860**						
EX	0.287	**0.768**					
SQ	0.269	0.517	**0.812**				
PV	0.239	0.339	0.400	**0.814**			
P	0.203	0.389	0.405	0.278	**0.719**		
S	0.332	0.466	0.640	0.430	0.433	**0.752**	
L	0.329	0.285	0.391	0.507	0.269	0.510	**0.720**

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

To determine whether CFA meets the criterion, we analyzed and presented the outcome in Table 4. After adjustments were appropriate, the result displayed all of the indicators, such as CMIN/DF, GFI, AGFI, CFI, TLI, IFI, and RMSEA.

Table 4

Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/DF	<3.00 (Hair et al., 2010)	2.625	1.865
GFI	> 0.90 (Hair et al., 2010)	0.898	0.928
AGFI	>0.80 (Sica & Ghisi, 2007)	0.872	0.908
CFI	> 0.90 (Hair et al., 2006)	0.940	0.968
TLI	≥ 0.90 (Hair et al., 2006)	0.929	0.962
NFI	≥ 0.90 (Bollen, 1989)	0.940	0.968
RMSEA	< 0.05 (Hu & Bentler, 1999)	0.056	0.041
Model Summary		Not in harmony with empirical data	In harmony with empirical data

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

Structural Equation Modeling (SEM)

After the CFA was assessed, the structural equation modeling (SEM) was done to evaluate a specific sequence of linear equation coefficients and confirm whether the hypothesized causality model fits. Moreover, SEM examines the causal relationship between the characteristics in the specified matrix and accounts for assessment bias or dishonesty in the coefficient (Rattanaburi & Vongurai, 2021). As displayed in Table 5, all the values after being adjusted by SPSS AMOS version 24 were qualified, which included CMIN/DF, GFI, AGFI, CFI, TLI, and RMSEA. Therefore, the goodness of fit for SEM was verified.

Table 5

Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/DF	<3.00 (Hair et al., 2010)	2.870	2.114
GFI	> 0.90 (Hair et al., 2010)	0.889	0.919
AGFI	>0.80 (Sica & Ghisi, 2007)	0.863	0.899
CFI	> 0.90 (Hair et al., 2006)	0.929	0.958
TLI	≥ 0.90 (Hair et al., 2006)	0.919	0.952
NFI	≥ 0.90 (Bollen, 1989)	0.929	0.958
RMSEA	< 0.05 (Hu & Bentler, 1999)	0.060	0.046
Model Summary		Not in harmony with empirical data	In harmony with empirical data

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

Hypothesis Outcomes

According to Table 6, service quality had the strongest direct influence on satisfaction, with a standardized path coefficient (β) of 0.514 (t-value of 8.637***). Perceived Value had the second-powerful effect on satisfaction, with a standardized path coefficient (β) of 0.200 (t-value of 4.479***). Next, privacy affected satisfaction with β at 0.177(t-value of 3.296***), and trust affected satisfaction with β at 0.119 (t-value of 3.113**). In addition, Privacy positively affected trust with β at 0.283 (t-value of 5.364***). Satisfaction had the strongest direct influence on loyalty, and the standardized path coefficient (β) was 0.569 (t-value of 9.655***). Trust positively affected loyalty with β at 0.170 (t-value of 3.695***).

Table 6

Summary of hypothesis tests

Hypothesis	Standardized path coefficient (β)	t-value	Testing result
H1: Experience has a significant impact on satisfaction.	0.047	0.865	Not Supported
H2: Service Quality has a significant impact on satisfaction.	0.514	8.637***	Supported
H3: Perceived Value has a significant impact on satisfaction.	0.200	4.479***	Supported
H4a: Privacy has a significant impact on satisfaction.	0.177	3.296***	Supported
H4b: Privacy has a significant impact on trust.	0.283	5.364***	Supported
H5: Trust has a significant impact on satisfaction.	0.119	3.113**	Supported
H6: Satisfaction has a significant impact on loyalty.	0.569	9.655***	Supported
H7: Trust has a significant impact on loyalty.	0.170	3.695***	Supported

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

Discussion

According to the findings in Table 6, experience had a positive effect but not a significant effect on satisfaction, which indicated that H1 needed to be proved in this research. The possible reason was that most network teaching platforms investigated in this study were only used for teachers and students to communicate but did not provide additional teaching resources. Network teaching platforms cannot provide students with more experiential activities. Therefore, the experience of network teaching platforms does not influence students' satisfaction.

Regarding H2, the statistical result in Table 6 validated that service quality significantly influences students' satisfaction with the network teaching platform, with a standardized path coefficient of 0.514. Culiberg and Rojšek (2010) verified that all four dimensions of service quality positively influenced customer satisfaction. Therefore, it is obvious that the service quality of a network teaching platform impacts students' satisfaction with a network teaching platform.

About H3, the outcome showed a significant influence of perceived value on satisfaction, with the standard coefficient value of 0.200. According to Demirgüneş (2015), the consumer-perceived value had a link to satisfaction.

H4a indicated that privacy contributes to satisfaction in this study, showing the common coefficient value at 0.177. H4b demonstrates that privacy has a greater effect on trust, with the standardized path coefficient value of 0.283. According to Girsang et al. (2020), consumer satisfaction is influenced by information security and privacy; privacy has a strong positive correlation with satisfaction. Moreover, Dehghanpouri et al. (2020) proved that privacy also positively affected trust.

Furthermore, the statistical results of H5 validated the hypothesis for the significant influence of trust on satisfaction, showing the common coefficient value of 0.119. Paillé et al. (2010) proved that trust is positively related to satisfaction. Hence, it is reasonable to assume that trust in the network teaching platform can influence students' satisfaction.

Additionally, H6 demonstrated that satisfaction contributes to loyalty in this study, showing the common coefficient value at 0.569. Alkraiji and Ameen (2022) confirmed that citizen satisfaction significantly influenced citizen loyalty to e-government services.

Finally, trust significantly impacted loyalty, with the standardized path coefficient value at 0.170 in H7. According to the research of Alkraiji and Ameen (2022), trust in government has the strongest direct effect on citizen loyalty to e-government services, and service quality has the strongest total effect on citizen loyalty.

Conclusion and Recommendations

Conclusion

This study investigated which factors significantly impact satisfaction and loyalty to online teaching and learning platforms for humanities and social science students in two public universities in Sichuan, China. A conceptual framework generated seven hypotheses to determine the response mechanisms between experience, service quality, perceived value, privacy, satisfaction, and loyalty.

Sample selection was then used to choose 517 respondents as the final sample from the universities. This study used SPSS and AMOS software for data analysis. Confirmatory factor analysis (CFA) was used to determine whether the data conform to the measurement model derived from the specified theory. Similarly, descriptive statistical analysis preliminarily tests the hypotheses between various variables, and structural equation modeling (SEM) further validates the research hypotheses.

According to the results of this investigation, service quality, perceived value, trust, and privacy have a significant positive impact on satisfaction, with privacy having a significant impact on trust and trust and satisfaction having a direct and significant impact on

loyalty. However, the research hypothesis that experience affects satisfaction has not been supported.

Recommendations

Based on the results, the recommendations include key factors that could improve the satisfaction and loyalty of students regarding online teaching platforms based on student feedback.

For service quality, university management should increase innovation investment in course platforms, increase the number of high-quality courses, simplify operation interfaces, and enable students to "study anytime, anywhere." In teaching, to the course experience and design windows for real-time interaction between students and teachers should be looked into. According to the curriculum design, students can engage in discussions with the teacher and other students on relevant issues, achieve a series of interactive activities, and improve students learning abilities.

For perceived value, universities and colleges need to ensure that undergraduate students can access sufficient valuable and useful learning resources on online learning platforms. When students perceive that the platform has many rich educational resources, they will develop a strong interest in online teaching platforms, which can maximize the discovery and utilization of the value of online teaching platforms.

Privacy is the foundation of maintaining trust such as protecting customer privacy by merchants which will enable customers to have a better service experience. If the online teaching platform does not protect students' privacy and causes privacy leakage, it will leave a bad impression on students, and they will not choose this platform for learning in the future.

For trust, online teaching platforms should provide high-quality services that enable students to perceive the platform's value and protect their privacy, thus gaining their trust. When students trust the platform, their satisfaction and loyalty will increase.

Limitations and Further Study

Two recommendations emerge from the study. Firstly, expanding the sample subjects and background range would enhance the external validity of the research conclusions. This would involve including data samples from a broader range of schools or institutions, beyond the two schools in Chengdu, Sichuan Province, China. Secondly, future research should investigate additional factors that influence satisfaction and loyalty towards online teaching platforms. By considering multiple perspectives, such research can provide valuable insights to help platforms developers enhance users' satisfaction and loyalty levels.

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