

Factors Influencing College Students' Continuous Learning Intention via Bilibili Videos: A Perceived Value Perspective (Postprint)

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Abstract

Bilibili video-based learning has become an important learning modality for college students; however, empirical research on user usage intention or behavior regarding Bilibili videos remains relatively scarce. Drawing upon Perceived Value Theory and Expectation Confirmation Theory, this study develops a model of college students' continuous usage intention for Bilibili videos. Based on a sample of 453 college student users of Bilibili videos, the model is empirically examined via Structural Equation Modeling. The findings reveal that among the perceived values of Bilibili videos for college students, utilitarian value and social value exert direct and significant effects on continuous learning intention; utilitarian value, content value, and social interaction value significantly influence satisfaction. Specifically, social interaction value does not have a direct and significant effect on continuous learning intention; instead, it indirectly influences continuous usage intention through satisfaction.

Full Text

Preamble

Research on Factors Influencing College Students' Continuous Learning Intention via Bilibili Videos from the Perspective of Perceived Value

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Abstract: Video learning on Bilibili has become an important learning method for college students, yet empirical research on user willingness or behavior regarding Bilibili videos remains relatively scarce. Drawing on perceived value theory

and expectation-confirmation theory, this study constructs a model of college students' continuous usage intention for Bilibili videos. Using a sample of 453 college student users of Bilibili videos, the model is empirically tested through structural equation modeling. The findings indicate that among the dimensions of perceived value, practical value and social value directly and significantly influence continuous learning intention; practical value, content value, and sociability value significantly influence satisfaction. Notably, sociability value does not exert a direct significant effect on continuous learning intention but instead influences continuous usage indirectly through satisfaction.

Keywords: perceived value; Bilibili videos; online education; continuous learning intention

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Introduction

According to a report from the China Internet Network Information Center, online education users in China peaked at 420 million in March 2020 during the pandemic, and though this figure declined to 380 million by June, it still accounted for 40.5% of all internet users. Particularly under the "suspended classes, non-stop learning" policy in the first half of 2020, the nation's 282 million students universally shifted to online courses, further propelling the development of information-based education methods. As information technology rapidly evolves, it has gradually transformed how users acquire information and knowledge, making them more attracted to social learning resources. This has enabled many video platforms to stand out in the education domain. According to a report by BigData Research on China's online education industry in the first half of 2020, the current market features diversified online education product types, among which Bilibili's unique appeal in education is particularly prominent. Bilibili's educational videos boast a daily active user average viewing time of 86 minutes, with over 20 million users having become heavy learning users on the platform.

Video learning, as a form of online education, has been the subject of empirical research both domestically and internationally that predominantly employs information system acceptance theories, including the Technology Acceptance Model (TAM), Theory of Planned Behavior (TPB), and Unified Theory of Acceptance and Use of Technology (UTAUT). While initial user adoption of information systems is important, the ultimate success of an information system

depends on the activity level of its user base. Therefore, compared to initial adoption behavior, users' continuous usage is more critical to information system success. However, research examining learning behaviors specifically from the perspective of Bilibili users remains relatively limited. Given that college students serve not only as learners on Bilibili but also as content creators continuously producing high-quality video content, their continuous learning behavior holds significant importance for both Bilibili and the college student community. This study will focus on exploring the key factors influencing college students' continuous learning intention regarding Bilibili videos.

In academia, early research on "online learning" primarily focused on platform formats, with conceptual shifts largely limited to the simple migration from offline physical teaching to the internet. Consequently, studies on online learning still followed traditional physical teaching models for discussion, retaining characteristics such as teacher-student identity differences and generalized teaching. However, such research perspectives and approaches prove inadequate for explaining current changes and trends in online learning. With the rise of social media and mobile technology, mobile learning through youth-oriented network live streaming platforms, social Q&A communities, and mobile digital reading has become the new form of "online learning." Early academic discussions on mobile learning predominantly used the Technology Acceptance Model as their foundation. Domestic research on factors influencing mobile learning users first emerged in 2009, demonstrating that perceived usefulness, perceived entertainment, attitude toward use, and perceived ease of use all impact user behavior. Scholars such as Gu Xiaoqing and Liu Genping, using TAM as their theoretical model, proved that perceived usefulness, perceived ease of use, and attitude toward use significantly influence user acceptance of mobile learning.

As TAM theory was applied to more studies, its theoretical limitations gradually became apparent, and inherent problems in the model naturally led to biases in research conclusions. While perceived usefulness and perceived ease of use certainly influence user behavior, user behavior itself does not exist in a technological vacuum—the exogenous variable of social influence cannot be ignored. Davis, the model's originator, recognized this limitation and, together with Venkatesh and others, revised the TAM model by adding the variable "subjective norm," naming it TAM2. Liu Luchuan and others employed the improved TAM2 model to study factors influencing English mobile learning adoption among students and company employees in certain regions, building upon previous conclusions to demonstrate that social influence is an important exogenous factor affecting mobile learning. Although user adoption behavior toward information systems is important, platform information systems ultimately require user activity for success—that is, continuous usage intention and behavior are crucial for the successful operation of platform information systems.

Bhattacharjee introduced the expectation-confirmation model into the information field, successfully constructing an information system continuance model that breaks through traditional technology acceptance theory by truly distin-

guishing between initial adoption and continuous usage as two different types of intentions and behaviors. This theory focuses primarily on post-adoption variables, giving attention to users' internal factors. Subsequently, empirical research on continuous usage intention and behavior has gradually evolved into integrated models based on traditional frameworks, with variables becoming increasingly rich. Some scholars have introduced internal motivations such as habit, perceived autonomy, perceived competence, and perceived relatedness into traditional models, or even integrated flow theory and immersion theory to make research more in-depth and relevant. However, previous research objects remained based on discussions of traditional information systems, with mobile social learning platforms only receiving attention in recent years. Moreover, prior discussions from the perspective of social media continuous usage mostly focused on platforms' social entertainment aspects while neglecting their functional attributes, considering social and entertainment functions as important reasons affecting users' continuous usage.

However, in the internet era characterized by openness, social interaction, and informality, any information acquisition platform can become a classroom for online learning. That is, in the current internet environment, online learning can simultaneously achieve usefulness, entertainment, and social interaction. "Mobile learning" represents the next generation of internet-based learning and an extension of digital learning. From existing research findings, on the one hand, there is still no unified definition of "mobile learning"; on the other hand, literature examining mobile learning from the perspective of users, particularly college students' Bilibili video learning, is scarce. Additionally, what differences exist between Bilibili video learning and other learning forms, and what effects does it produce? These questions require investigation from new perspectives. To address these two issues, this study draws on perceived value theory and expectation-confirmation theory, combined with the characteristics of college students' Bilibili video learning formats, to explore the factors influencing college students' continuous learning intention via Bilibili videos, providing reference for the development of Bilibili and future new forms of online education on social media.

Theoretical Framework

Perceived Value Theory

Perceived value is defined as "users' overall evaluation of a product' s utility based on their perception of gains and losses." Batra and Ahtola proposed from a utilitarian and experiential perspective that perceived value can be divided into two dimensions: practical value and hedonic value. Gan and Wang categorized perceived value into three dimensions: utilitarian value, hedonic value, and sociability value. Zhang argued that perceived value can be divided into four dimensions: sociability value, information value, emotional value, and hedonic value. Sweeney developed the PERVAL scale to measure user perceived value, dividing it into four dimensions: emotional value, social value, price value,

and quality value. Domestic scholar Li Wu further developed this scale in his research on factors influencing e-book reading clients, dividing perceived value into five dimensions: social value, price value, content value, interaction value, and interface design value.

Based on existing research findings and combined with the characteristics of Bilibili video learning, this study employs four dimensions—practical value, content value, social value, and sociability value—to analyze the factors influencing college students' continuous learning intention via Bilibili videos. Among these, practical value refers to college students' overall perception of “benefits” after completing related video learning on Bilibili, such as improved learning efficiency, better problem-solving abilities, and faster acquisition of new knowledge and skills. Content value refers to the richness and novelty of course content information in Bilibili videos, the clarity of content organization, the rationality of chapter structure, and the 趣味性, professionalism, and 启发性 of content expression. Social value refers to the social recognition, self-image enhancement, and group belonging that college students obtain through Bilibili video learning. Sociability value refers to the benefits gained, friends made, and enhanced mutual influence and attraction during online communication and group interaction processes in Bilibili video learning.

Expectation-Confirmation Theory

Expectation-confirmation theory was originally used to explain the relationship between consumer satisfaction formed before and after consumption and continued purchase behavior. Bhattacharjee subsequently introduced it into the information systems field, arguing that users' information system continuous usage behavior shares a similar psychological reaction process with consumers' repeated purchasing behavior, and constructed a new information system continuance model based on traditional models. The process of college students choosing to continuously learn on Bilibili can also be viewed as an “expectation-confirmation-satisfaction” cognitive evaluation process. Before using Bilibili videos for learning, college students develop certain needs and expectations for courses. As they continuously engage with the courses, they determine their satisfaction based on the discrepancy between their actual gains and prior expectations. Only college students who achieve higher satisfaction will choose to continue using Bilibili. Meanwhile, different expectations and varying levels of expectation among students at different stages will also produce different satisfaction levels. Therefore, this study will utilize expectation-confirmation theory to analyze the factors influencing college students' continuous learning intention on Bilibili.

Research Hypotheses and Conceptual Model

Perceived Value and Satisfaction

Earlier studies exploring the relationship between perceived value and satisfaction are mostly found in foreign literature. Fornel and others discovered that

in advertising research and development, user expectations, perceived quality, and perceived value positively and significantly influence customer satisfaction. Building on this, Haemoun found that perceived value not only affects customer satisfaction but also indirectly influences behavior through satisfaction. Domestic scholar Zhao Wenjun, based on observations of audio platform users, found that perceived value directly influences mobile reading user satisfaction and behavioral intention. Li Wu' s empirical research revealed that all five dimensions of perceived value significantly influence e-book reading client user satisfaction. Related research reports indicate that unlike content on short video platforms, "Bilibili users are accustomed to longer video content; if the content itself does not deliver value, users find it difficult to watch through to the end" and "at the relationship stickiness level...there exists a strong and tight social relationship between Bilibili UP creators and users, which can highly 凝聚 user stickiness." Therefore, this study proposes the following hypotheses:

H1a: Practical value positively influences college students' satisfaction with Bilibili video learning.

H1b: Content value positively influences college students' satisfaction with Bilibili video learning.

H1c: Sociability value positively influences college students' satisfaction with Bilibili video learning.

H1d: Social value positively influences college students' satisfaction with Bilibili video learning.

Satisfaction and Continuous Learning Intention

Satisfaction emphasizes the comparison between pre-consumption expectations and actual consumption experience, a concept derived from expectation-confirmation theory. Oliver defined satisfaction as a pleasant or disappointed state formed by comparing pre-purchase expectations with post-purchase perceived effects. In 1997, Khalifa introduced satisfaction from consumer behavior into the information systems field, defining it as the degree of pleasure that information system users feel regarding system attributes and service quality. Thus, satisfaction not only plays a significant role in the field of consumer behavior but also has a significant positive impact on predicting customers' information system continuous usage intention. Domestic scholar Yang Genfu, studying MOOC platform users' continuous usage behavior, confirmed that satisfaction positively influences users' continuous learning intention. Gong Wenjie and others' research results indicate that perceived value has a significant positive impact on both community members' satisfaction and continuous knowledge-sharing intention. Furthermore, regarding video websites, WeChat, and e-books, satisfaction has been proven to have a significant positive influence on continuous usage intention. Based on this, this study proposes the following hypothesis:

H2: College students' satisfaction with Bilibili video learning positively influences their continuous learning intention.

Perceived Value and Continuous Learning Intention

Research on the relationship between perceived value and continuous learning intention is not new. As early as 2005, Wu and Hsing, studying perceived value gains and losses, argued that customer perceived value has a significant positive impact on purchasing behavior. Research on perceived value and continuous usage intention spans various fields. Zheng Xiuhua and others, analyzing online shopping behavior, found that customer perceived value is an important factor influencing consumers' purchase intention. Jiang Baoshan and others, based on expectation-confirmation theory and the technology acceptance model and combined with the characteristics of bike-sharing, revealed that user satisfaction, perceived usefulness, and trust all have positive effects on continuous usage intention. Chen, taking cultural tourism as the research theme, confirmed through empirical research that tourists' perceived value positively influences behavioral intention. Huang Hefang, analyzing continuous usage of internet social users, revealed that users' perceived ease of use and perceived usefulness both directly influence continuous usage intention, while perceived ease of use also indirectly influences continuous usage intention through perceived usefulness. Based on the above analysis, the author believes that Bilibili users' continuous learning intention is essentially no different from purchase intention or continuous usage intention; therefore, the following hypotheses are proposed:

H3a: Practical value positively influences college students' continuous learning intention regarding Bilibili videos.

H3b: Content value positively influences college students' continuous learning intention regarding Bilibili videos.

H3c: Sociability value positively influences college students' continuous learning intention regarding Bilibili videos.

H3d: Social value positively influences college students' continuous learning intention regarding Bilibili videos.

Based on the above analysis, the hypothetical model is constructed as shown in Figure 1 [Figure 1: see original paper].

Research Methodology

Questionnaire Design

To ensure the reliability and validity of the scale, this study referenced and adapted measurement items from classic domestic and foreign literature, optimizing them according to the specific context of college students' continuous learning intention for Bilibili videos. All measurement items in this study were tested using a 5-point Likert scale, where "1" represents "strongly disagree," "3" represents neutral, and "5" represents "strongly agree." After questionnaire design, researchers first invited 18 students who frequently learn on Bilibili to complete the questionnaire and revised some items based on their feedback. Finally, researchers conducted a small-scale pretest of the questionnaire, collecting 128 responses. Through exploratory factor analysis, 33 variable items were

ultimately determined.

Data Collection

This study employed a combination of convenience sampling and snowball sampling to collect sample data. The compiled questionnaire was first entered into the “Wenjuanxing” platform. Based on the principle of convenience sampling, the questionnaire link was distributed to college student WeChat groups and Moments. Simultaneously, based on the principle of snowball sampling, college students were invited to forward the questionnaire. To ensure the quality and authenticity of collected questionnaires, responses from the same IP address were identified and deleted. To ensure all collected sample data met research requirements, the first question of the questionnaire was set as a filter question: “Do you use Bilibili for learning?” This question excluded college students who do not use Bilibili for learning. The survey was conducted from July 5, 2020, to August 10, 2020, lasting 37 days and collecting 689 questionnaires. Among these, 176 questionnaires answered “yes” to the first filter question. After eliminating invalid questionnaires (those with overly short completion times or contradictory answers), 453 valid questionnaires remained.

Data Analysis

Demographic Analysis

Sample data revealed that female users (75.72%) outnumbered male users (24.28%). Users aged 20-23 constituted the largest group, accounting for 79.03% of the total sample, while users over 24 years old accounted for only 5.30%. Regarding duration of using Bilibili videos for learning, the most concentrated proportions were 0-0.5 hours and 0.5-1 hour, combining for 58.28% of users. Regarding content preferences for Bilibili video learning, user preferences ranked as follows: social sciences and humanities, science and popular science, campus learning, with “wild technical association” content also selected by 45.03% of users.

Reliability and Validity Analysis

Reliability refers to the consistency or stability of test results. This study used Cronbach’s Alpha and composite reliability (CR) to test the internal reliability of the scale. Construct validity primarily includes convergent validity and discriminant validity. For convergent validity measurement, factor loading values should ideally be above 0.7, and the average variance extracted (AVE) for all latent variables should be greater than 0.5, indicating good convergent validity of the measurement scale. As shown in Table 1, the data obtained in this study demonstrate high reliability and good convergent validity. Regarding content validity, the measurement items in this study were developed by referencing and adapting scales designed by domestic and foreign scholars and combining them

with the specific context of this study, with the referenced scales having been proven effective in existing research.

Hypothesis Testing

Using AMOS 17.0 software for analysis, the collected 453 questionnaires were used for model fitting. The fitting results are shown in Table 2 . All model fit index values fall within reference ranges, indicating that the model fit is good and acceptable.

As shown in Figure 2 [Figure 2: see original paper], most hypotheses in this study' s model are supported ($P=0.000$ or $p<0.05$). Practical value, content value, and sociability value positively influence satisfaction; satisfaction positively influences continuous usage intention; and social value positively influences continuous usage intention. The study also reveals that practical value not only positively influences continuous usage intention through satisfaction but can also directly and significantly influence continuous usage intention. H1a, H1b, H1c, H2, H3a, and H3d are verified.

Discussion

As shown in Figure 2 and Table 3 , satisfaction significantly promotes continuous usage intention. Among the three variables of perceived value, practical value, content value, and sociability value all have varying degrees of promoting effects. Specifically, practical value and social value directly and significantly influence continuous learning intention, while sociability value influences continuous learning intention indirectly through satisfaction.

The research findings indicate:

- (1) Satisfaction significantly and positively influences college students' continuous usage of Bilibili videos for learning. Structural equation modeling results show that the path coefficient of college students' satisfaction with using Bilibili for learning on their continuous usage intention is 0.543, significant at the 0.001 level. Academia has reached relatively universal consensus that "satisfaction drives customer loyalty." This study analyzes the relationship between college student satisfaction and the "continuity" of platform learning intention in the context of online education, and the predictive role of satisfaction on behavior is once again empirically validated, consistent with related findings and further confirming that satisfaction has strong explanatory power for users' continuous usage intention. When users have positive and satisfying experiences acquiring various knowledge, skills, and techniques through Bilibili videos, their continuous usage intention becomes stronger.
- (2) Practical value, content quality, and sociability value positively influence satisfaction, consistent with previous research findings. Among these, content quality has the greatest impact on satisfaction. Structural equation

modeling results show that the path coefficient of content value on satisfaction is 0.541, significant at the 0.001 level. When college students learn through Bilibili videos, they first focus on the characteristics of the knowledge content itself, such as its 趣味性, logical structure, novelty, diversity, practicality, and professionalism. These characteristics directly affect user satisfaction with video learning. After content value needs are met, college students also consider peer interaction and platform engagement during learning. The additional social attributes also change user experience to some extent, and a good communication and social environment effectively improves learner satisfaction. Therefore, sociability value is also an important construct explaining college students' satisfaction with Bilibili video learning.

- (3) Practical value not only indirectly and positively influences continuous learning intention through satisfaction but also directly and positively significantly influences continuous learning intention, indicating that during the process of learning through Bilibili videos, the higher college students' perception of video practical value—such as improved personal learning efficiency, meeting personal learning needs, and acquiring more learning content—the stronger their intention to continuously use the platform for video learning.
- (4) Sociability value does not significantly influence continuous learning intention. Upon analysis, two reasons emerge: First, when using Bilibili videos for learning, users primarily aim to obtain information, and excessive social interaction may 反而 affect learning effectiveness. Although certain communication is beneficial for creating a relaxed learning environment, it is not a main factor influencing users' continuous learning intention. Second, the social services provided on the Bilibili platform cannot truly meet users' needs for social interaction experiences; when users need to communicate, they choose more professional social software instead.
- (5) Social value does not significantly influence satisfaction. Upon analysis, the reason social value does not have a direct effect on satisfaction is that users who use Bilibili for learning have strong initiative and autonomy, believing that learning through videos is a personal matter unrelated to how others view them. Alternatively, they may consider learning through Bilibili as a non-mainstream learning approach that still faces some controversy compared to physical classrooms and professional online teaching platforms.

Conclusions and Implications

By drawing on perceived value theory and expectation-confirmation theory and adopting a user research perspective, this study thoroughly examines college student users' usage of the Bilibili platform, analyzing the application of different dimensions of perceived value theory and their effects on user satisfaction

and continuous usage intention. The study holds certain theoretical value and practical significance.

- (1) Theoretically, this study shifts the analysis of Bilibili videos from video content research to video user research, and from a cultural studies perspective to an empirical research perspective, combined with learning behavior theory and social psychology for discussion and analysis. Starting from the most fundamental “learning theory,” it deeply explores the mechanisms behind college students’ use of the Bilibili platform for learning. By introducing factors such as “sociability value” and “social value” as variables, the study moves beyond a platform content perspective, better aligning with Bilibili’s social attributes and user psychology, and further explaining the logic behind users’ continuous platform usage, offering a user-centered perspective for re-examination. The study tests the influence of four dimensions of perceived value—practical value, content value, social value, and sociability value—on user satisfaction and continuous learning intention, opening new directions for subsequent research that treats Bilibili videos as a learning object rather than merely 二次元 content.
- (2) Practically, based on the findings, the Bilibili platform should emphasize user perceived value and enhance user satisfaction during video learning to strengthen users’ continuous learning intention. First, regarding practical value, Bilibili should emphasize its search system and related content recommendation mechanisms to facilitate users’ more efficient location of needed content. The platform should also focus on content quality control, improving tool service quality and knowledge usefulness to enhance practical value, thereby meeting users’ functional needs, increasing user satisfaction, and strengthening continuous learning intention. Second, regarding content value, most users believe that Bilibili’s video learning content is novel, interesting, and well-organized, effectively meeting their learning needs and resulting in higher intention for continuous learning through the platform. Using Bilibili for learning has become a trend, and the platform should 重视 this phenomenon by introducing relevant policies such as “traffic support” and “financial incentives” to promote high-quality content production, expand content coverage, and build its own distinctive features. The platform should emphasize both the knowledge and 趣味性 aspects of content to enhance content value, strengthen user stickiness, improve user satisfaction, and thereby increase college students’ continuous learning intention via Bilibili videos. Third, regarding sociability value, survey results show that besides learning, college students can maintain contact with friends, meet like-minded individuals, and expand their social circles through Bilibili. Therefore, the platform should focus on creating a social atmosphere, utilizing its unique features such as “danmu” (bullet comments) to create more communication opportunities between users, between users and UP creators, and among UP creators themselves, providing better communication platforms to enhance user satisfaction and continuous learning intention. Fourth, regarding social

value, Bilibili should increase promotional efforts to establish among the public, especially college students, the perception that “Bilibili is not only a 二次元 culture platform but also an interesting and informative learning platform,” thereby attracting user groups who are not interested in 二次元 culture but have strong learning desires, expanding the platform’s user base, and creating greater value for the platform.

This study also has certain limitations. The research subjects are college students, while Bilibili’s content services are not limited to youth groups, which to some extent limits the applicability of the findings. Future research could select broader subject groups for investigation. Although many students use Bilibili for learning, their levels of participation vary. Future research will further categorize users into core content providers, active participants, and ordinary users based on participation levels to analyze how different user engagement levels affect continuous usage intention and compare the participation motivations of different user types. Additionally, this study primarily focuses on the influence of beneficial value; subsequent research could examine the influence of risk-related values.

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Note: The references section contains some formatting issues and incomplete entries in the original text, which have been preserved as faithfully as possible while ensuring readability.

Note: Figure translations are in progress. See original paper for figures.

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