

FACTORS INFLUENCING STUDENT BEHAVIORAL INTENTION
OF SHORT VIDEO APP: CASE STUDY OF CHONGQING
VOCATIONAL COLLEGE OF SCIENCE
AND TECHNOLOGY



MASTER OF BUSINESS ADMINISTRATION IN DIGITAL ECONOMICS AND
MANAGEMENT INNOVATION
(INTERNATIONAL PROGRAM)
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A INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION
IN DIGITAL ECONOMICS AND MANAGEMENT INNOVATION (INTERNATIONAL
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ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
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AND TECHNOLOGY

LULU LIU

THIS INDEPENDENT STUDY HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
IN DIGITAL ECONOMICS AND MANAGEMENT INNOVATION (INTERNATIONAL PROGRAM)

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ชื่อเรื่อง	ปัจจัยที่มีอิทธิพลต่อความตั้งใจเชิงพฤติกรรมของนักศึกษา ต่อแอฟติโอเอ็น: กรณีศึกษาวิทยาลัยวิทยาศาสตร์ และเทคโนโลยีการอาชีวศึกษาฉงชิ่ง
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บทคัดย่อ

ด้วยความนิยมของเทอร์มินัลมือถืออัจฉริยะและการพัฒนาเทคโนโลยี 5G อุตสาหกรรม
วิดีโอเอ็นของจีนได้เข้าสู่ขั้นตอนการพัฒนาเต็มที่ ด้วยแรงผลักดันจากทั้งความสนใจเชิงพาณิชย์และ
คุณค่าทางสังคม แอฟติโอเอ็นโซเซียลจึงได้รับความนิยมอย่างกว้างขวาง เนื่องจากนักศึกษาเป็นผู้ใช้
หลักของแอฟติโอเอ็นโซเซียล การศึกษานี้จึงอิงตามมุมมองเชิงทฤษฎีของ Unified Theory of
Acceptance and Use of Technology2 (UTAUT2) เพื่อตรวจสอบปัจจัยที่ส่งผลต่อความตั้งใจเชิง
พฤติกรรมของนักเรียนที่มีต่อแอฟติโอเอ็น โดยนำนักเรียนบางคนใช้ แอฟติโอเอ็นโซเซียลในสถาบัน
วิทยาศาสตร์และเทคโนโลยีฉงชิ่งเป็นผู้ตอบ ความคาดหวังในการปฏิบัติงาน แรงจูงใจด้านจิตใจ มูลค่า
ราคา และนิสัยมีอิทธิพลเชิงบวกต่อความตั้งใจในพฤติกรรม นอกจากนี้ การยอมรับและการใช้แอฟติโอ
เอ็นสามารถโต้ตอบกับความตั้งใจเชิงพฤติกรรมของนักเรียนที่ตรวจสอบตามเพศได้ จากผล
การศึกษาได้มีการอภิปรายและเสนอแนะ นอกจากนี้ยังกล่าวถึงข้อจำกัดของการศึกษาและทิศทางใน
อนาคต

คำสำคัญ : UTAUT2, แอฟติโอเอ็น, การนำเทคโนโลยีมาใช้

Title	FACTORS INFLUENCING STUDENT BEHAVIORAL INTENTION OF SHORT VIDEO APP: CASE STUDY OF CHONGQING VOCATIONAL COLLEGE OF SCIENCE AND TECHNOLOGY
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ABSTRACT

With the popularization of intelligent mobile terminals and the development of 5G technology, China's short video industry has entered a mature stage of development. Driven by both commercial interest and social value, social short video APPs have received wide attention. Since college students are the main users of social short video APP, this study is based on the Unified Theory of Acceptance and Use of Technology² (UTAUT²) theoretical perspective to investigate the factors affecting students' behavioral intention towards short video APP by taking some students using social short video APP in Chongqing Institute of Science and Technology as the respondents. Performance Expectancy, Hedonic Motivation, Price Value, and Habit have a positive influence on behavioral intention. Also, the acceptance and use of short video app can interact with students' behavioral intentions moderated by gender. Based on the results of the study, discussions and recommendations were made. In addition, the limitations of the study and future directions are discussed.

Keywords : UTAUT2, short video APP, technology adoption

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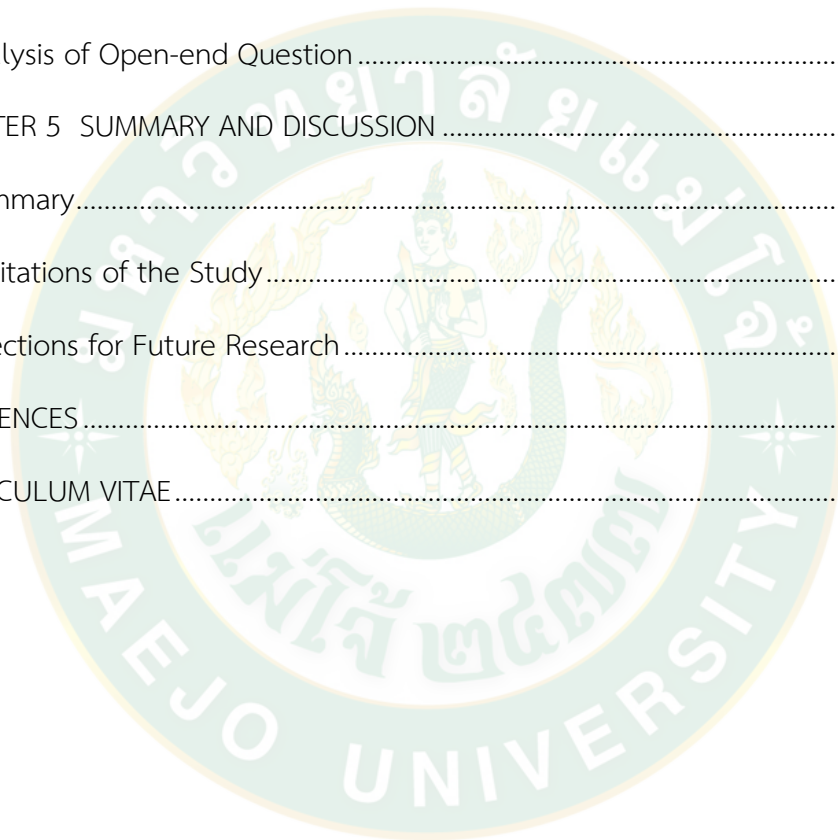
Finally, I would like to thank my friends and family who have been watching my back and giving me moral support. I would like to thank my parents and family who have been watching my back and giving me moral encouragement and material support.

Lulu Liu

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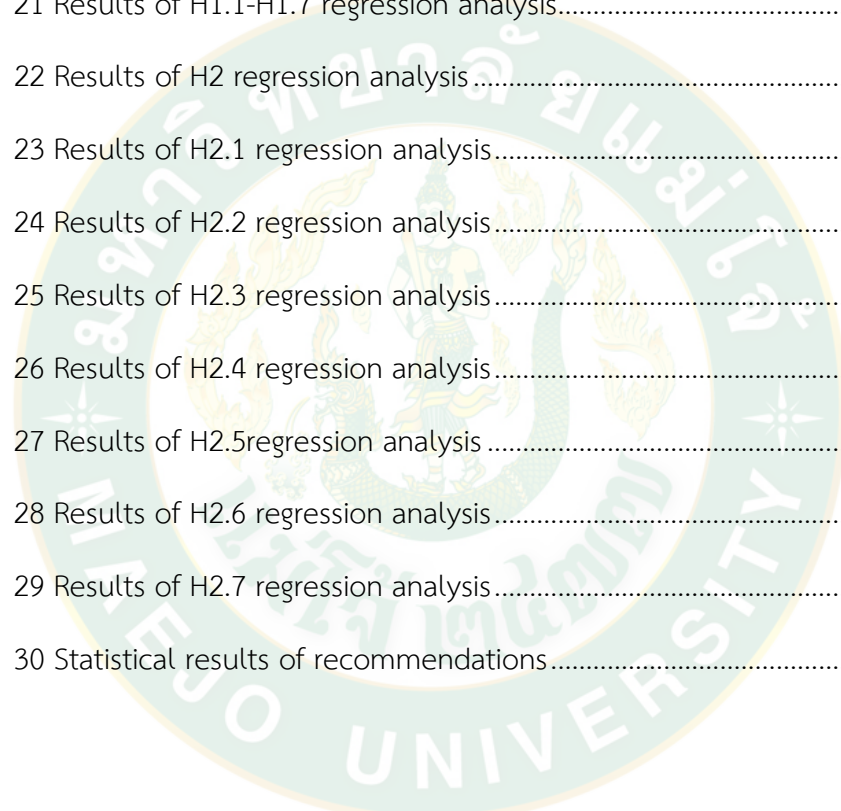
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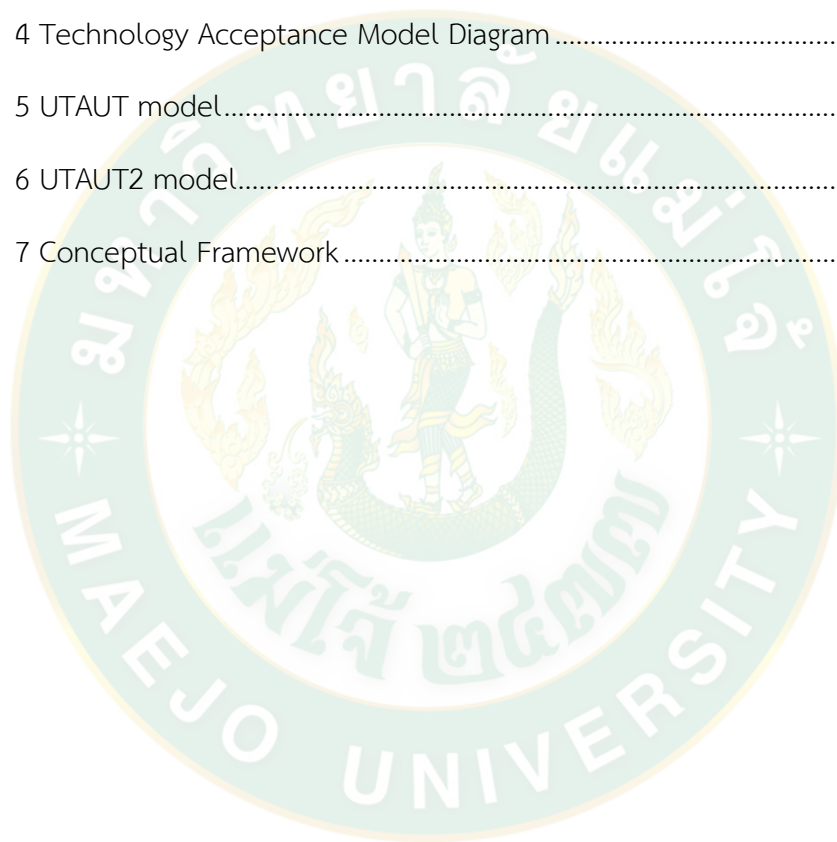
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CHAPTER 1 INTRODUCTION

Background

In recent years, with the rapid development of 5G networks, China has entered the era of mobile Internet. In the era of mobile Internet, people use mobile devices such as mobile phones and tablets to browse, upload, and exchange information. The mobile Internet has become an important channel for information exchange in the new era. In the process of information dissemination, the mobile Internet has given birth to the short video era, and the short video industry has become another outlet for the development of the mobile Internet.

The 48th Report (Statistical Report on Internet Development in China, 2021) pointed out that by 2021, the number of Internet users in China will reach 1.011 billion, the number of mobile Internet users will reach 1.007 billion, and the number of short video users will reach 888 million. Mobile short video is a short video that is suitable for watching in a leisure state, using mobile phones and other mobile. It has a wide range of content, high originality, and outstanding personality. It is a free and flexible mobile video as new media. With the popularity of mobile devices and the improvement of Internet speed, the short video industry has won the favor of major platforms, fans, and capital. Weibo, Miaopai, Toutiao, Kuaishou, and Tiktok have entered the short video industry one after another, making the short video industry show explosive growth in the past two years, and the market scale has expanded rapidly. At the same time, the user scale has also grown explosively. According to QUEST MOBILE's "China Mobile Internet 2021 Semi-annual Report", the data from QUEST MOBILE ([https://baijiahao.baidu.com/s?id=1706432788175934972&wfr=spider &for=pc](https://baijiahao.baidu.com/s?id=1706432788175934972&wfr=spider&for=pc)). Show that in Figure 1:

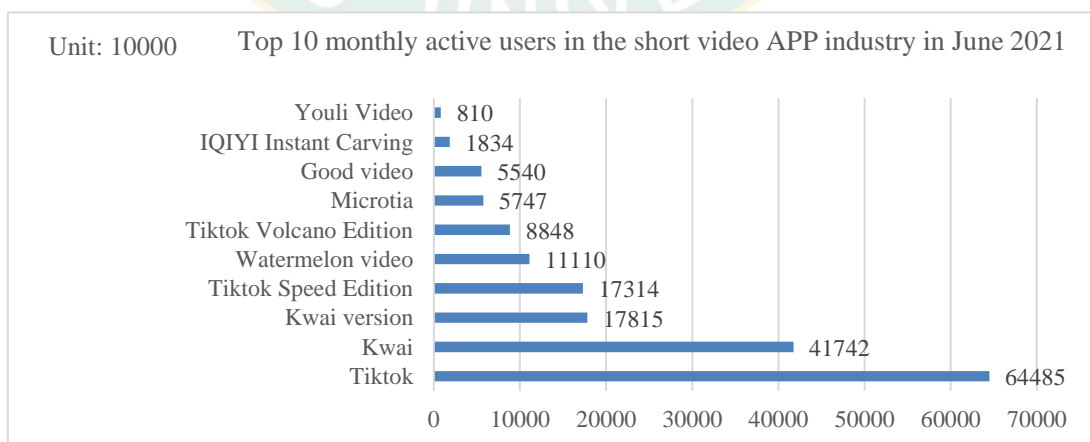


Figure 1 Monthly active users of the short video APP industry in 2021

Source: QuestMobile TRUTH China Mobile Internet Databas

In terms of specific APP applications, Tiktok, which ranks first in short videos, has reached 644 million monthly active users in June, and Kuaishou, which ranks second, has reached 417 million monthly active users in June. Sitting on hundreds of millions of users and a huge traffic entrance, the short video application has unique product advantages and great commercial development value. However, by reading relevant materials, it has been found that after a year of brutal growth of short videos, some problems have gradually been exposed. On the one hand, because the short video industry is an emerging industry, the lack of supervision and the low barriers to entry have led to the widespread circulation of some relatively vulgar videos, seriously damaging the outlook on life and values of young people participating in it. Of course, this problem will gradually improve with the joint supervision of relevant departments and short video platforms. On the other hand, the short video industry has experienced problems such as content homogeneity and the disconnection between uploaded videos and audience needs. These problems have seriously restricted the development of the short video industry, which in turn affects the viability of the platform. Based on the above problems, this paper will investigate the behavioral intention of students in Chongqing's vocational colleges to "short video", analyze the factors that affect the behavioral intention of college students to use short video, and provide suggestions for the development of the short video industry.

In this study, Chongqing Vocational College of Science and Technology will be selected. First, Chongqing is located at the intersection of an important strategic fulcrum for the development of the western region and the connection point between the "Belt and Road" and the Yangtze River Economic Belt and has a prominent position in China's development pattern in the new era. In recent years, relying on the implementation of the "Big Data Intelligence" strategy and the promotion of the "Six Guarantees" policy, the Chongqing area has become a gathering center for short video and live broadcast related industries by building a 5G video base and promoting the development of the online economy.

China's short video industry has entered a mature stage of development. Social short video apps represented by Tiktok and Kuaishou have developed fastest and been attracting a large amount of domestic capital and accelerating overseas deployment. Based on the huge user base, governments and social organizations are also actively entering social short video apps to promote the government image and disseminate social welfare information more effectively. Driven by both commercial interests and social value, social short video apps have received widespread attention. Because college students are the main users of social short video APP and due to the large number of colleges and universities in Chongqing and their relatively scattered distribution, it will consume a lot of manpower and material resources if the survey is carried out in the whole of Chongqing. Second, Chongqing Vocational College of Science and Technology plans to cover an area of more than 800 mu, with a school building area of more than 300,000 square meters. The college has a modern college

student canteen, tennis courts, badminton courts, table tennis courts, basketball courts, volleyball courts, wind and rain playgrounds, gymnasiums, etc. The college's experimental training room is well-equipped with the four-in-one functions of teaching, training, research and development, and production. There are more than 100 off-campus practice training bases, covering all majors offered. Taking Chongqing Vocational College of Science and Technology as an example, the survey results are sufficiently representative and accurate. Therefore, the survey object of this study is the college students at Chongqing Vocational College of Science and Technology.

Since Chongqing's higher vocational education accounts for half of Chongqing's higher education, it is of great significance and urgent to strengthen the research on the social short video APP behavioral intention of students in Chongqing's higher vocational colleges. In addition, the city has a certain guiding effect on the rapid development of China education and economic industries, it is worthy of further study.

Studies have pointed out that there are significant differences in normative expectations and values between men and women (Lin, et al., 2016), which makes men and women display and value different types of interpersonal behaviors. When using interpersonal communication in APP, women and men have different goals and different activities, and women will participate in more social interactions and cooperative activities than men (Guadagno et al., 2011). Studies have shown that men and women have different motivations for spending time when using social short video apps (Li & Kirkup, 2007). Sun et al. (2015) found that men pay more attention to the extrinsic motivation of participating in social media, while women pay more attention to the intrinsic motivation. Also Lin et al. (2016) explored the difference in the impact of different types of social support in social short video APPs on the continuous use intention of men and women, and concluded that men pay more attention to information support in social media, while women pay more attention to emotional support. Many studies believe that gender is an important way to classify social short video APP users (Sun et al., 2015). Therefore, it is necessary to study the differences in the reasons why men and women use short video apps.

In summary, the finding of this paper has great practical significance and application value. The main practical significance is that through the investigation, we can understand the reasons and current situation of college students using short videos, grasp some problems accumulated during the rapid development of short videos, and provide a basis for the supervision and management of relevant departments to achieve the purpose of purifying cyberspace. Its application value is reflected in the ability to understand the needs of college students for short videos and related opinions and suggestions, discover some shortcomings of short videos, and deeply understand the factors that affect college students' use of short videos. The mining of patterns provides suggestions so that it can better serve users.

Research of Problem

1. Does the acceptance and use of short video apps affect students' behavioral intentions?
2. Is the relationship between short video APP acceptance and use and behavioral intention moderated by gender?

Objectives of the study

1. To investigate the impacts of acceptance and use of short video APP on behavioral intention of students in Higher Vocational Colleges
2. To investigate the moderating effect of gender on the relationship between acceptance and use of short video APP and behavioral intention of students in Higher Vocational Colleges

Expected Results

Theoretical value

The short video industry has grown by leaps and bounds. It is not only favored by the industry, but also attracts the attention of academics. This study selects college students as the investigation object. By relevant literature, understanding the characteristics of short video APP, combining with UTAUT2 theory, analyzing students' behavioral intention to use short video APP, and providing ideas for the study of behavioral intention to use short video APP.

According to previous literature, it has been found that the current research on short video mainly focuses on the development status and content production mode of short video. In addition, some master theses have also explored users' behavioral intention towards mobile short video APP, but the overall research on the factors influencing their behavioral intention is still relatively small. This paper noticed at the beginning of the topic selection that the existing research on the factors influencing behavioral intention of social short video APP is not systematic enough, so this issue is explored, and this study finds acceptance and use of short video APP has positively associated with students' behavioral intention, and future scholars studying the factors influencing behavioral intention of social short video APP are provided certain academic references.

Practical value

This study selected college students as the subjects to explore the basic characteristics and influencing factors of their use behavior. Through the specific description of the user portrait of the social short video APP and the mining of the influencing factors of the user's behavioral intention, the researchers expected to understand the needs of college students for short videos and relevant opinions and suggestions, and find some shortcomings of short videos. By realizing the sharing of information content and the innovation of information transmission channels, business enterprises can constantly increase the number of short video users, thus increasing the flow and improving the profits of the enterprises.

Scope of the study

Chongqing Vocational College of Science and Technology, located in the west of Chongqing, China, a city with advanced technology, continuous development of digital economy and large population. This study takes students from Chongqing Vocational College of Science and Technology as a sample.

Area of population

The object of this study is the students at Chongqing Vocational College of Science and Technology.

Scope of contents

To study the factors of social short video APP behavioral intention, the research will be carried out under the UTAUT2 model and other related theories.

Time

The study of this research started in October 2022 and ended in June 2023.

Definition of term

Vocational school: In China, higher vocational colleges are institutions or places that implement higher education. Since China's higher vocational education includes specialist level and undergraduate level. Therefore, higher vocational colleges in this study are defined as schools that implement higher vocational education at the specialist level. They are schools where students acquire the knowledge and technical skills needed for careers. This research specifically refers to Chongqing Vocational College of Science and Technology, which is in Dazu District, Chongqing City.

Short video APP: In this study, short video APP refers to an APP that provides short-term video, has a corresponding social mobile platform embedded in it, and can meet certain social needs of users, and its content production methods include UGC

(user-generated content), PGC (professional-generated content), and PUGC (professional user-generated content).

Behavioral Intention: Users predict that they will use the short video APP later, or even recommend others to use it. The decisive factor that determines the user's use behavior is the user's willingness to use. Other factors are only indirect, that is, the stronger the willingness to use, the higher the probability of using behavior. In this study, users' behavioral intention is the final indicator of users' use of short video APP. The degree to which a person has formulated conscious plans to perform or not perform some specified future behavior (Brezavšček, Šparl & Žnidaršič, 2016).

Technology adoption: Technology adoption refers to the process that people or organizations accept and use new technologies. It involves learning and adapting to new technologies, and is affected by performance expectancy, effort expectancy, facilitating conditions, and social influence. In business, technology adoption refers to the acceptance and integration of new technologies into already-existing systems or the development of brand-new ones. It involves fully utilizing technology as possible as it could be while making adjustments to meet changing consumer needs.



CHAPTER 2 LITERATURE REVIEW

Theories Related to the study

Theory of Rational Action (TRA)

In 1975, American scholars Fishbein and Ajzen (1975) put forward the theory of rational behavior based on social psychology. Fishbein and Ajzen (1975) believe that people are rational people, and people will not be dominated by external unconscious incentives or forces when they make any actions or behaviors. As the highest animal in nature, man can completely control and decide his own behavior independently. This theory mainly explains the causal relationship between behavioral beliefs, behavioral attitudes and behavioral norms related to people themselves. The so-called behavioral intention is the subjective feeling before taking specific actions, and the behavioral intention directly determines whether the specific behavior can be produced. At the same time, two attitudes and subjective norms are also introduced into the theoretical model, and it is believed that the two have effects on behavior by directly affecting behavioral intention. For attitude, we often refer to a classic saying: Attitude determines everything, and attitude determines destiny. A person's attitude towards a certain thing (like, dislike, irrelevant), etc. will directly lead to corresponding behavioral intentions (want, don't want, don't care), etc., and then lead to behavior (buy, don't buy, it doesn't matter). On the other hand, the subjective norms in the model can be understood as the influence of social factors. Subjective norms can also influence behavioral intentions and specific behaviors like attitudes. Its model is shown in Figure 2.1. However, it should be emphasized that although TRA can predict people's behavioral intentions to a certain extent, the theory assumes of rational people. Constrained by uncontrollable factors, humans are not omnipotent, and not everything can be controlled by them. Therefore, with the deepening of research, the theory of rational behavior exposed the limitations of its own theory and research: individual behavior is not completely controlled by consciousness. However, even so, the introduction of rational behavior theory can be said to be a great leap forward in the field of technology acceptance, and it is the basis of technology acceptance and use theory. As shown in Figure 2.

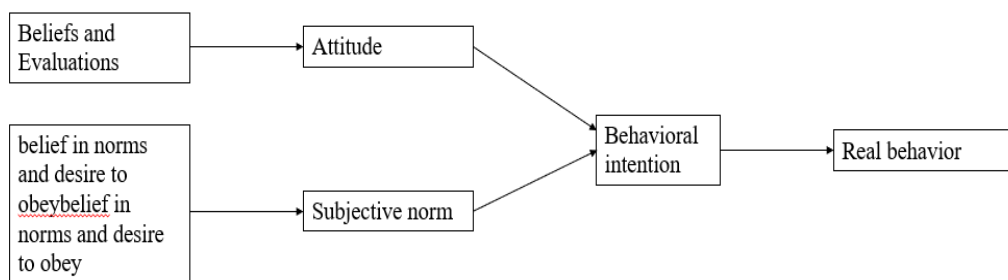


Figure 2 Schematic diagram of a theoretical model of rational behavior

Theory of Planned Behavior (TPB)

After realizing the defects of TRA, Ajzen (1985) improved the TRA model based on TRA, introduced the variable of perceived behavior control, and proposed the theory of planned behavior. This theory began to pay attention to the fact that human behavior is not completely controlled by consciousness and began to shift the question of discussion and research from the person itself to outside the person. The newly introduced perceived behavioral control variable of the theory is the individual's perception of the difficulty of the next behavior. Perceived behavioral control is influenced by controlling beliefs and perceived convenience. Assuming that the operation process of the new technology is simple, the interface is simple, and it is easy to learn and use, then users will have the intention and behavior to accept and use it. Therefore, perceived behavioral control can also affect individuals' behavioral intentions as shown in Figure 3.

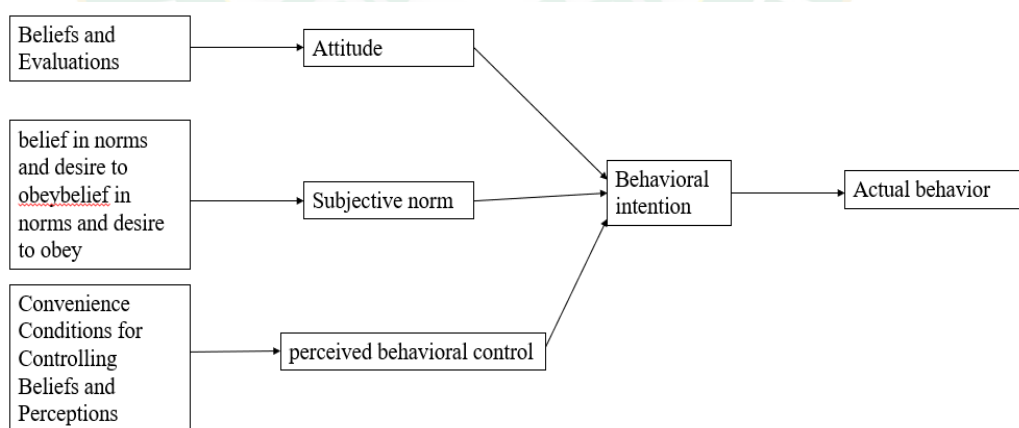


Figure 3 Schematic diagram of the theory of planned behavior

It is undeniable that both TRA and TPB models can better predict individual behavior intentions and specific behavioral factors. However, there are still strong limitations in the specific research on the acceptance and use of information technology. Because the belief factor in the model is a relatively vague concept, it may have different meanings in different studies. Therefore, it needs to be defined in

advance when applied to specific technology adoption research, which makes the practical application of the theory more complicated. On the other hand, subjective norms in models may not be adequately substantiated in empirical studies.

Technology Acceptance Model (TAM)

With the deepening of research, Davis (1986) proposed the Technology Acceptance Model (TAM) in his doctoral dissertation based on rational action theory and planned behavior theory. This theory is also used to predict and explain users' attitudes and behaviors in the face of new technologies. However, unlike the above two theories, this model believes that there are two determinants that affect whether users accept information technology: one is Perceived usefulness, that is, the degree to which an individual believes that using a new technology will help him improve his job performance. The other is perceived ease of use, which is the degree to which an individual thinks that an information system is easy to operate and use. Perceived ease of use in this theory has a similar concept to perceived behavioral control in Theory of Planned Behavior. Different from the above-mentioned theories, Davis (1986) believes that the individual's use attitude is the most likely to affect the use behavior intention. At the same time, the use attitude is equivalent to an intermediate variable in the theoretical model, mediating the effect of perceived usefulness and perceived ease of use on the use behavior intention as shown in Figure 4.

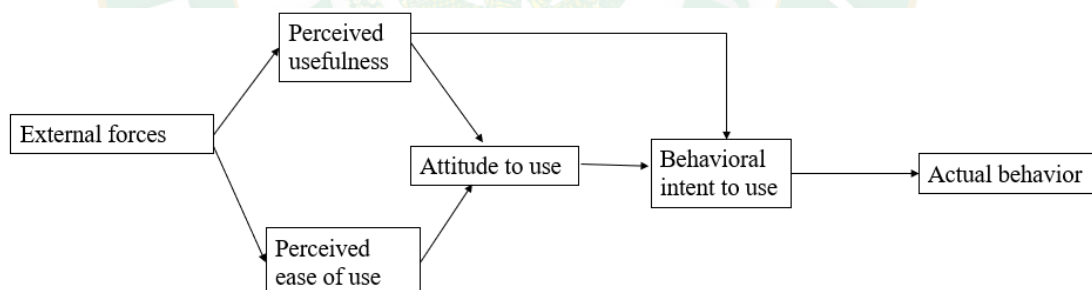


Figure 4 Technology Acceptance Model Diagram

TAM has become one of the most influential theoretical models in the field of information technology acceptance research because it considers the differences in user behavior. As a universal model, TAM has been praised by researchers and has been widely used. Studies have shown that the model can explain 59% of the variance (Wang, 2009). But the model also has shortcomings. To avoid the uncertainty of subjective norms from misleading the research, Davis (1986) eliminated the influencing factor of subjective norms in the TAM model. However, in real life, subjective norms cannot be ignored, and they may change individual attitudes towards new

technologies through the process of internalization and identification and affect the intention to use behaviors.

The Unified Theory of Acceptance and Use of Technology (UTAUT)

Research on consumer technology acceptance and use has been refined and developed since the 1970s. The Theory of Reasoned Action (TRA for short) proposed by Fishbein (1979) is one of the most basic theories for early research on user technology acceptance. On this basis, the knowledge of more disciplines is included in the scope of research, and the outer edge of user technology acceptance research is continuously expanded. To better refer to the advantages and disadvantages of different technology acceptance and use models, and reasonably construct a research theoretical model, this study sorts out and briefly analyzes relevant theories in Table 1.1 according to the development sequence of user technology acceptance behavior theories. The selected models have reasonably predicted and explained users' acceptance behavior and understanding of new technologies in different fields in previous studies and have been fully verified by practice as shown in Table 1.

Table 1 Related models of user technology acceptance behavior theory

Model	Model Variable	Model point of view	Applicable scope of the model
TRA	Behavioral attitude subjective norm	The user's behavioral attitude and subjective norms determine the willingness to act, which in turn affects the behavior (Yu Dan, Dong Dahai, Liu Ruiming & Yuan Yongdan,2008)	Research on the subjective behavior of users under the assumption that people are rational
TPB	behavioral beliefs subjective norm perceived behavioral control	User behavior is not only affected by behavioral intentions, but also restricted by actual conditions such as personal ability, environment, and resources.	Under the interference of external factors, the study of behaviors that are not completely controlled by personal will (Han Ye Ha & Seol Yun Jin, 2019)

Table 1 (Continued)

Model	Model Variable	Model point of view	Applicable scope of the model
TAM	perceived usefulness perceived ease of use	Perceived usefulness and perceived ease of use determine user evaluation and acceptance of the system	acceptabce of computer information systems
TAM2	perceived usefulness perceived ease of use social influence cognitive instrumental process	Social influence and cognitive instrumental processes affect perceived usefulness, and perceived usefulness and perceived ease of use affect user technology acceptance	Under the influence of normative effect, users' acceptance of the system
UTAUT	Performance Expectations/Effort Expectations/Social Influences/Facilitators	Performance expectations, effort expectations, and social influence facilitators are four influencing factors that affect users' willingness to use	Analyze the user's willingness to behave in a group environment
UTAUT2	performance expectations/effort expectations/social influences/facilitators/he donic motivations/price value/habits	User intentions and behavior are influenced by performance expectations, effort expectations, social influences, facilitators, hedonic motivations, price values, and habits	Users' willingness to behave in a group environment, focusing more on personal emotions utility analysis

Source according to the literature data collation and summary

Through combining the theories and models related to user technology acceptance behavior, it is found that the applicable scenarios of different models are also significantly different. For example, the model construction of TPB, TRA, and TAM is simple, and it is easier to define variables, but researchers need to sort out and construct variable systems by themselves; the structure of TAM2 is relatively complex, but the introduction of new variables makes the reference factors more comprehensive and has better explanatory power. Later researchers continued to expand and construct new model variables according to different research objects to improve the explanatory power of the model on user technology adoption and usage. Venkatesh et al. (2000) synthesized the advantages of many research models of technology acceptance and adoption and formed an integrated theoretical model of

technology acceptance and adoption called UTAUT. Studies have shown that the UTAUT model can explain 70% of user technology acceptance and adoption behaviors, which is more accurate than any previous research model. UTAUT can be used to measure key factors in the promotion of new technologies and systems, and through this model, targeted recommendations can be made to promote user acceptance and usage behavior. Its model is shown in Figure 5 below:

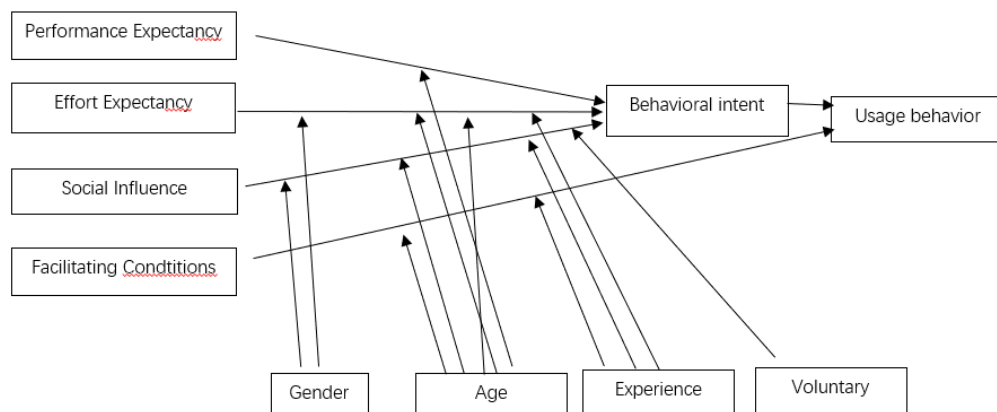


Figure 5 UTAUT model

The early UTAUT model was often used to analyze the willingness and behavior of independent individuals to use new technologies and new systems under the control of groups. In actual situations, users often exist as consumers, and UTAUT does not reflect the relevant variables of users as consumers; in the UTAUT model, all influencing factors are classified as practical motivation, ignoring the importance of hedonic motivation in the motivation theory (Zhang et al., 2018). Venkatesh et al. (2012) further improved the model structure, added three variables of hedonic motivation, price value, and habit to the core variables, and adjusted the four adjustments of gender, age, experience, and voluntariness in the original model. Variables, thus obtaining the second-generation extended model of UTAUT, are shown in figure 6 below.

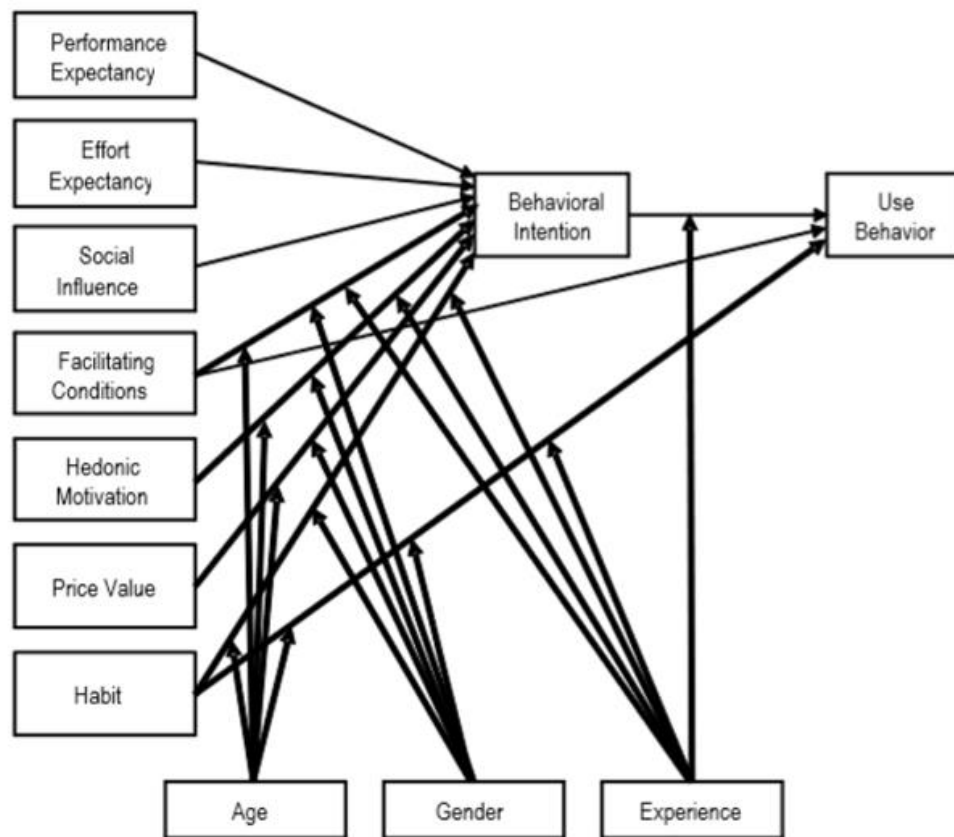


Figure 6 UTAUT2 model

Since the model adds factors such as price value, hedonic motivation and habit to explain the use intention, the reference value of the model is further extended to the field of consumer behavior research; the practice has proved that the model's ability to explain the behavioral intention and use behavior has been significantly improved and is by far the mature model with the highest degree of interpretation for information technology in the user field.

Theoretical Framework

User Acceptance Theoretical Model

For a new technology, the prerequisite for it to be effective is to be accepted and used by users. To better study users' acceptance, understanding and adoption of new technologies from an individual perspective, Fishbein et al. (1979) have constructed many theoretical models, including but not limited to "rational behavior theory", "planned behavior theory", "technology acceptance model", "Innovation Diffusion Theory", and "Unified Technology Adoption and Use Model", etc. This study sorts out the relevant theoretical models accepted by researchers to determine the reference theoretical models suitable for this study.

Empirical Research on Unified Technology Adoption and Use Model

UTAUT and its extended model UTAUT2 surpass the previous user technology acceptance behavior theory in explanatory power, so it is often used by scholars to study the influencing factors of user behavior. Based on the UTAUT model, Hennington & Janz (2007) analyzed the influencing factors of patients using electronic medical records, a new digital tool, and made suggestions for the promotion of hospital digital systems; Lin et al. (2008) studied the situation of college students using messaging software and analyzed the factors of Taiwanese college students using social networks. The factors that influenced the use of similar APPs provide a reference for the UTAUT model to analyze user media behavioral intention.

Scholars using UTAUT and its extended model to conduct theoretical research on user technology acceptance is becoming more and more mature, and more researchers have introduced new independent variables in their research, expanding the application field of UTAUT and its extended model. In the literature using the UTAUT model to study user media products, platforms, and technology usage, scholars have introduced "learning expectations" (Zhang & Fang, 2019), "content familiarity" (Li, 2014), "media richness", "satisfaction", "brand influence" and other variables, which have further expanded the interpretation of users' willingness to use and behavior to different fields. UTAUT and its extended model have good application prospects in many traditional and emerging research fields such as computer science, medicine, management, psychology, education, communication, etc. In addition, the research objects also cover blockchain technology, electronic medical records, mobile banking, Alipay, new media and other current academic research hotspots. And variables used for empirical research are constantly being introduced.

To sum up, the unified theory of acceptance and use of Technology Model (UTAUT) and its extended model (UTAUT2) are two of the models with strong explanatory power and broad research fields in the study of user technology acceptance. The models can better explain the influencing factors of user's use of a new technology, and this kind of analysis is extremely efficient. Among them, the UTAUT model is more suitable for the research on user technology acceptance and behavioral intention under the control of the group environment, while UTAUT2 weakens the influence of the group effect and increases the psychological utility of individuals for technology use (Luo, 2019). Considering that when college students use social short video APPs, the control effect of the group and the environment is weak, and the differences in usage intentions and behaviors are more due to differences in individual cognition and emotion. This study adopts the second-generation unified technology or UTAUT2 model as a reference theoretical model to study the factors affecting the use of social video APP by college students.

Meaning of UTAUT2 model variables

Based on the UTAUT2 model, this study focuses on factors that affect college students' use of social short video APP. According to the characteristics of this study, each statistical indicator is given different specific meanings, as shown in Table 2.

Table 2 Specific meanings of statistical indicators

Index	Meaning
Performance Expectancy	The degree to which an individual believes that using social short video APPs will help him or her to attain gains in job performance (Venkatesh et al., 2003)
Effort Expectancy	The degree of ease associated with the use of social short video APPs (Venkatesh et al., 2003)
Social Influence	the degree to which an individual perceives that important others believe he or she should use social short video APPs
Facilitating Conditions	The degree to which an individual believes that an organizational and technical infrastructure exists to support use of social short video APPs (Venkatesh et al., 2003)
Hedonic Motivation	The fun or pleasure derived from using social short video APPs (Venkatesh et al., 2012)
Price Value	consumers' cognitive tradeoff between the perceived benefits of the social short video applications and the monetary cost for using them (Venkatesh et al., 2012)
Habit	the extent to which people tend to perform behaviors automatically because of learning (Venkatesh et al., 2012)
Behavioral Intention	Possibility of users to use or continue to use short video APP in the future (Cheng, 2017)
AUAPP	Acceptance and use of short video APP as a whole

Moderating variable

Yang et al. (2010) also found that gender differences will have an impact on the usage behavior of social short video APP. In the study by Zhang et al. (2018), to test the difference in the impact of gender differences on short video usage behavior, male and female users were divided into two groups, and the corresponding path coefficients of the two groups of models were statistically compared. The results show that extroversion and entertainment significantly affect users' browsing behavior, and the impact on men is higher than that on women; belonging needs and information records also significantly affect users' browsing behavior, but the impact of these two factors on men is weaker than that on women; narcissism, extroversion, popularity needs and entertainment significantly affect users' creative behavior, and there are gender differences in the strength of their influence. In addition, Wang and Zhang

(2015) studied the motivational factors affecting social media use, and pointed out that gender differences can lead to different effects on motivation to use. For example, girls generally had higher data than boys on motivations for "self-expression and social approval," while boys only outperformed girls in "creating new friendships," with differences in motivations ultimately leading to differences in usage behavior. In summary, this study believes that the positive associated between the acceptance and use of short video APPs and behavioral intention is moderated by gender, and the degree of influence is higher in men than in women.

Related Research

Research on the overall development and commercial value of the short video industry

It mainly discusses the status, trends, and possible problems of the overall development of the short video industry, as well as the commercial value of the short video industry. Guo (2016) analyzed the financing amount of the short video industry, and believed that China's short video market has ushered in a period of rapid development, and short video has become a new outlet and new trend, which deserves the attention of traditional media. Li (2018) studied the development status of short videos in China and pointed out that short videos were developing in the direction of verticalization, diversification, personalization and standardization, and vertical market segments of the industry were emerging. Moreover, Wang & Ren (2016) pointed out that domestic short videos were mainly divided into three types, which are social, tool and information. The positioning and functions of the three short videos were different. The main research object of this study is related to social short videos. In the research on the development status of short videos at the same time, many scholars also mentioned the problems in the development of short videos. Wang and Sun (2018) pointed out that the domestic short video development is facing problems such as content homogeneity, unclear profit models, and lack of supervision. According to Zhang (2017), taking Meipai and Miaopai APP as examples, the future development trend and commercial value of the mobile short video industry have been pointed out through literature research and descriptive statistical analysis. It has been believed that mobile short video can be applied to news reports, and its commercial value mainly reflects in scene marketing, experience marketing, advertising placement and topic marketing. In addition, there are also some articles discussing how news media can transform under the trend of short video. For example, Ma (2017) believed that as far as China's online news media was concerned, the development of short video brought not only updates in content production and information dissemination, but also an important entry point for comprehensive reflection and even reconstruction of the entire Internet news production and consumption model.

Research on Different Platforms of Short Video Industry

This type of research studies mainly takes individual short video platforms as examples to study the characteristics of short video development on these platforms. Gao (2016) generally believe that content and social attributes are the key to the development of short video platforms. However, such articles rarely compare the characteristics of different platforms for short videos. Huang (2017) took the Miaopai short video platform as the research object, analyzed the dissemination characteristics of the Miaopai video, pointed out that the platform has the advantages of technological interconnection and good marketing, and has shortcomings such as lack of functions and content homogeneity, and it is suggested that Miaopai videos should continue to encourage content production. Also Gao (2016) took Kuaishou APP as the research object, using the theory of "use and satisfaction", through simple descriptive statistics and in-depth interviews, to analyze the popular trend and content of Kuaishou APP, summed up the behavioral characteristics of Kuaishou APP users gradually transforming from spectators to photographers, and finally concluded that the reason why Kuaishou APP was so popular was that it could activate users' "needs" and continuously met users' new needs. Wu (2017) studied the Tiktok platform, summed up the reasons for its success and the remaining deficiencies, and believed that the Tiktok APP, through its precise marketing strategy and product positioning, relies on online celebrities to create momentum and fan effect, and increasing offline user engagement and attention has been an amazing success. But at the same time, the Tiktok platform also has shortcomings such as single content and weak social attributes. Xia & Xie (2017) believed, in the research on the ecological matrix layout of short-term technological mobile short videos, that the domestic short-video platforms had the characteristics of high content homogeneity and easy duplication of business models. There are social platforms that leverage each other to create a good ecosystem and form core competitiveness.

Research on Short Video Users

The research on such issues mainly involves the behavior research of short video audiences, some of which use the questionnaire survey method and in-depth interview method to understand the user's "use and satisfaction". Huang (2015) took Xiaokaxiu as an example. By issuing questionnaires and using descriptive statistics methods, he obtained the effect of mood transformation, interpersonal relationship, self-cognition, competition, and the effectiveness of obtaining other people's evaluations on user behavior. It has obvious promotion effect. In addition, Wang & Lu (2018) interviewed 13 users through the in-depth interview method, conducted research on short video audience preferences, and concluded that there was a disconnect between the production, viewing and dissemination of short videos. Some users use short video APPs for video production, while the communication process still uses acquaintance social tools such as WeChat. Qi (2016) studied the effect of hierarchy

model and used questionnaire survey method to conduct empirical research on the motivation and behavior of short video users, and the conclusion shows that the use motivation highly positively affects the user's acceptance of short video APP, media cognition positively affects the user's emotional attitude and behavioral intention; emotional attitude positively affects behavioral intention; and behavioral intention positively affects user's use behavior; Lu (2017) analyzed the user characteristics, viewing experience, cognitive behavior and user feedback of college students' Weibo short videos through literature research and questionnaire survey methods, using descriptive statistical analysis. The research conclusion is that college students with differences in gender and professional grade have a significant impact on user behavior; major and gender have a significant impact on user satisfaction. LI KYOUNG (2014) studied the acceptance behavior of mobile travel APP users, and believed that facilitating conditions, willingness to use, effort expectancy, performance expectancy, and individual innovation all have an impact on users' final use of mobile travel APPs. Li (2014) studied the willingness to use mobile video APP, and believed that performance expectancy, social influence, information demand, entertainment demand, and individualized demand have a positive impact on the willingness to use mobile video APP.

Conceptual Framework

Based on the UTAUT and UTAUT2 literature research, it can be found that the models can effectively explain the willingness and behavior of technology use. Using this model as an effective tool to evaluate the adaptability of various technologies in specific groups can be used to estimate the possibility of successful application of the technology. This study considers the characteristics of the social short video APP, based on the actual research, and constructs a new model suitable for this study by modifying the classic model of UTAUT2. Finally, based on the new model, a questionnaire is designed to lay the foundation for the following empirical analysis.

The respondents to this study are mainly college students. Considering their actual situation and the relatively short rise of social short videos, the age and experience moderating variables are deleted. Based on the literature research of gender differences, it is mentioned that the gender moderating variables will also affect students' behavioral intention to use social short videos. To sum up, this study will use this conceptual framework to explore the behavior intention of students' social short video APP as shown in figure 7.

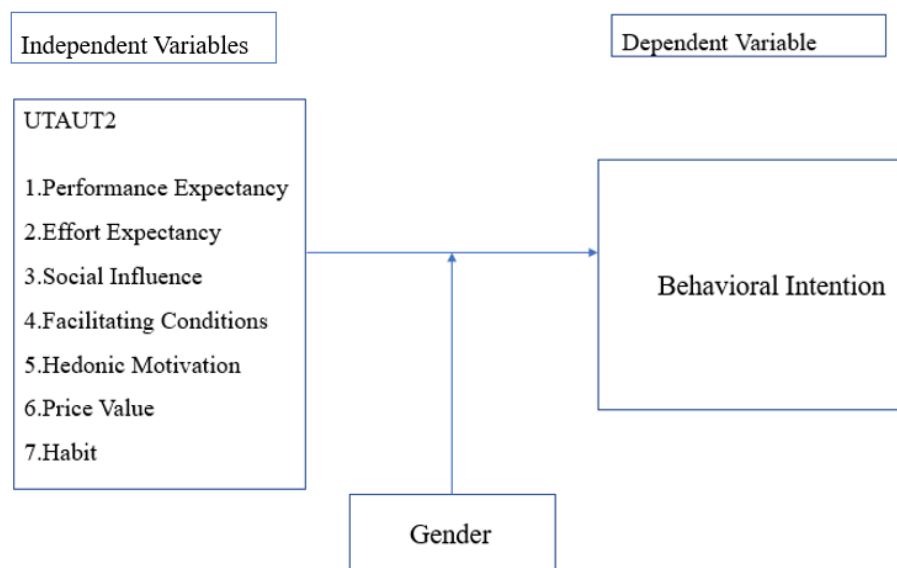


Figure 7 Conceptual Framework

Research Hypotheses

H1: Acceptance and use of short video APP has positively associated with students' behavioral intention.

H1.1: Performance expectancy of short video APP has positively associated with students' behavioral intention.

H1.2: Effort expectancy of short video APP has positively associated with students' behavioral intention.

H1.3: Social influence of short video APP has positively associated with students' behavioral intention.

H1.4: Facilitating conditions of short video APP has positively associated with students' behavioral intention.

H1.5: Hedonic motivation of short video APP has positively associated with students' behavioral intention.

H1.6: Price value of short video APP has positively associated with students' behavioral intention.

H1.7: Habit of short video APP has positively associated with students' behavioral intention.

H2: The positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender.

H2.1: The positive relationship between performance expectancy and behavioral intention is moderated by gender.

H2.2: The positive relationship between effort expectancy and behavioral intention is moderated by gender.

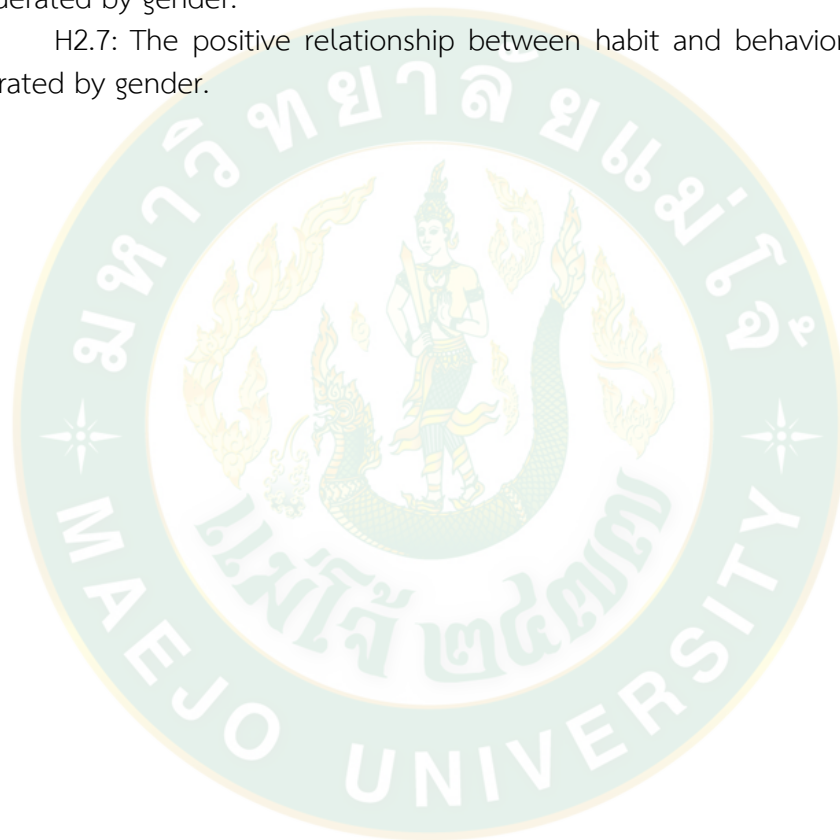
H2.3: The positive relationship between social influence and behavioral intention is moderated by gender.

H2.4: The positive relationship between facilitating conditions and behavioral intention is moderated by gender.

H2.5: The positive relationship between hedonic motivation and behavioral intention is moderated by gender.

H2.6: The positive relationship between price value and behavioral intention is moderated by gender.

H2.7: The positive relationship between habit and behavioral intention is moderated by gender.



CHAPTER 3 METHODOLOGY

The objective of this chapter is to describe and explain the research procedure of this study, which is aimed at answering the following research questions:

1. Does the acceptance and use of short video apps affect students' behavioral intentions?
2. Is the relationship between short video APP acceptance and use and behavioral intention moderated by gender?

The details of this chapter include: (1) Population and Sampling; (2) pretest process and results with scale reliability and validity; and (3) an introduction to the main study.

Population and Sampling

Population

The object of this study is the students at Chongqing Vocational College of Science and Technology. There are 43 higher vocational colleges in Chongqing, China. This study takes Chongqing Vocational College of Science and Technology as the research object, with a total number of 6,723 students.

This research is survey research, and college students of different majors are selected, so that the research involves higher vocational college students at all levels as much as possible, ensuring the data basis of the research.

Sampling

This study mainly focuses on students of different majors in Chongqing Vocational College of Science and Technology. The formula suggested by Yamane (1967) was used to calculate the population sample, and students were selected to conduct a questionnaire survey.

Formula for known Sample: $n = N/1 + N(e)^2$

$N=6723$

$n= 400$

Standard Error: 5%

Therefore, $n = (6,723/1) + 6,723*(0.05)^2 = 377$, which is approximately 400 respondents.

The questionnaires were distributed to college students, and the questionnaires were carried out in the form of questionnaire stars. Due to the accuracy and completeness of the data, the actual number of questionnaires collected is higher than the number of samples obtained according to the formula. There are 5 colleges in Chongqing Vocational College of Science and Technology, 90 randomly distributed copies per college. Therefore, a total of 450 electronic questionnaires were recovered

in this survey, of which 428 were valid questionnaires obtained after screening. The questionnaire recovery is shown in table 3.

Table 3 Questionnaire recovery

Number	College name	Quantity issued	effective quantity	questionnaire form
1	Business college	90	88	electronic version
2	College of Engineering	90	84	electronic version
3	Future Education college	90	87	electronic version
4	National Defense Education college	90	85	electronic version
5	College of Intelligent Industry	90	84	electronic version
	Total	450	428	

In order to improve the efficiency and effectiveness of the questionnaire distribution, a number of tutors, course teachers and fellow students were contacted for matching when distributing the questionnaire to assist with the distribution of the questionnaire and the communication of the questions. The study also took the following initiatives to improve the quality of the data collected: 1) online questionnaire distribution, by contacting tutors, class teachers and classmates to communicate and help with the distribution and collection of questionnaires by means of sharing links in WeChat groups and individually sending them to college students on WeChat, and rewarding college students with red packets for filling out the questionnaire after completion; and 2) distribution of small gifts, by purchasing small gifts in advance and distributing them during class when the class is filled out, in order to improve the quality and efficiency of questionnaires.

Measurement of Variables

This study refers to previous literature using the UTAUT and UTAUT2 models in the field of user technology acceptance behavior and expansion, especially the research on user acceptance behavior of media products. Satisfying the theory to conduct research on user media use, screening the measurement items with good reliability and validity in previous studies, and finally referring to the results, combined with the research content of this study, and making corresponding revisions to the

popularity about short video, the specific measurement items for each variable have been developed and are shown in Table 4 below.

Table 4 Variable measurement items and reference sources

Variable	Codes	Measurement item	reference source
Performance Expectancy (PE)	PE1	Using the short video app, I can gain fans and expand my social network.	Venkatesh et al. (2003)
	PE2	Using the short video APP, I can learn to use life skills.	
	PE3	By sharing short videos to social accounts such as WeChat, I can strengthen my interaction with friends.	
Effort Expectancy (EE)	EE1	I think the functional modules of the short video APP are easy to use and easy to operate.	Venkatesh et al. (2003)
	EE2	When I encounter difficulties using the short video APP, I can easily ask friends around me for advice.	
	EE3	I think short video shooting is not difficult.	
Social Influence (SI)	SI1	Many people around me are using short video Apps.	Venkatesh et al. (2003)
	SI2	Someone once recommended a short video App to me.	
	SI3	My relatives and friends often recommend interesting short video apps to me.	
Facilitating Conditions (FC)	FC1	Convenient mobile terminals and diverse short video platforms prompt me to watch social short videos.	Venkatesh et al. (2003)
	FC2	The free price will drive me to social short videos.	
	FC3	Public opinion guidance and publicity prompted me to watch short social videos.	
Hedonic Motivation (HM)	HM1	I can often find a lot of interesting short videos in the short video APP.	Venkatesh et al. (2012)
	HM2	I often immerse myself in watching short videos for a long time.	
	HM3	When I encounter interesting short videos, I will share them with my relatives and friends.	

Table 4 (Continued)

Variable	Codes	Measurement item	reference source
Price Value (PV)	PV1	I spend almost no money using short videos.	Venkatesh et al. (2003)
	PV2	The traffic consumed by watching short videos is within my acceptable range.	
	PV3	Watching short videos somewhat reduces my need for other paid videos.	
Habit (HB)	HB1	I open the short video APP almost every day.	Venkatesh et al. (2003)
	HB2	When I am free, I will unconsciously open the short video APP.	
	HB3	It is difficult for me to uninstall all the short video apps on my phone.	
Behavioral Intention (BI)	BI1	I often feel happy and satisfied after watching the short video.	Venkatesh et al. (2012)
	BI2	I am willing to continue using the short video APP.	
	BI3	I am willing to recommend my relatives and friends to use the short video APP.	
Gender	0	0 is female	Demuth & Brown (2004)
	1	1 is male	

Research Instrument

The survey for this study was conducted through the online questionnaire survey platform "Questionnaire Star". According to the survey purpose of this study as well as the actual situation and theoretical basis, the questionnaire is divided into four parts:

The first part mainly includes the basic situation of college students such as gender, household registration type, major, personality, consumption level, average daily mobile phone entertainment time, and mobile phone traffic package. This part is mainly used to explore the possible factors of whether college students use social short video APP, and some variables are also used as the moderating variables of other factors on whether to use social short video APP.

The second part of the questionnaire is the behavioral intention of social short video APP users. The main questions include whether to use, frequency of use, duration of use, whether to recharge, whether to consume through links, behavioral intention possible problems, and reasons for not using. It is hoped that from these

questions, we can understand the current situation of college students using social short videos and the current problems of short videos.

The third part of the questionnaire is a scale designed based on the UTAUT2 model, which includes performance expectations, effort expectations, social influence, facilitating conditions, hedonic motivation, price value, and habit. The scale uses the Likert scale, and users need to score according to their actual situation. The scoring criteria are as follows:

Rating scale	Meaning
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

The fourth part is open-ended question for any respondent who is willing to put forward suggestions and opinions on the improvement of short video APP, further explore and discuss the influencing factors of students' behavioral intention to use short video, and explore other factors that may affect people's intention to use, and give any suggestion for further research.

Pretesting of the Instrument

In this study, we also conducted a preliminary survey of the respondents using statistical software. The questionnaire was constructed according to the model, incorporating some scales of scholars. After the localization and translation of the questionnaire, a prediction was made on the questionnaire to ensure the basic reliability and validity of the questionnaire, and then the questionnaire was put into use. To ensure the validity and reliability of the questionnaire, we used online electronic questionnaires to conduct surveys, mainly through WeChat, QQ and other platforms. In order to verify the reliability and validity of the questionnaire, 30 questionnaires were randomly distributed to the targeted sampling group to test the instrument and then conducted reliability and validity analysis on them.

Reliability Test

Reliability testing is a method used to evaluate the reliability and stability of measurement tools. The most commonly used reliability coefficient is the "Cronbach Alpha" coefficient. The larger the coefficient, the more stable and reliable the questionnaire is. According to the needs of the research, this study uses SPSS 26.0 to

measure the reliability of the scale, check the consistency of the scale items in the research design, and whether the items can stably measure the corresponding dimensions. If the reliability coefficient reaches 0.7, it indicates good internal consistency (Cronbach, 1951). If the Cronbach's Alpha coefficient after deleting a certain item is greater than the Cronbach's Alpha coefficient of the dimension, it means that after removing this item, the reliability coefficient of the scale will increase, and the item should be deleted.

This study conducted a reliability test on the scale used in the questionnaire to ensure the reliability of the study. The reliability analysis results of the measurement items of Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price value, Habit and Behavioral Intention are shown in Table 5.

Table 5 Reliability analysis results of the questionnaire

Variable	Item	Cronbach's Alpha Coefficient
Performance Expectancy	3	0.872
Effort Expectancy	3	0.917
Social Influence	3	0.925
Facilitating Conditions	3	0.919
Hedonic Motivation	3	0.898
Price value	3	0.930
Habit	3	0.955
Behavioral Intention	3	0.954

In summary, the Cronbach's Alpha coefficients of the eight scales are all greater than 0.7, indicating that the questionnaire has high reliability, so further empirical analysis can be done (Sürücü & MASLAKÇI, 2020).

Validity Test

Validity test is a method used to test whether it can accurately reflect the required measurement content. The higher the validity, the higher the degree of the measurement tools used in the research can accurately reflect the content to be measured; otherwise, the lower the degree of measurement. Among them, "factor analysis" is one of the most commonly used methods for construct validity analysis, that is, using the "dimensionality reduction" method to select some common factors from the items in the research design, and these common factors represent the basic structure of the questionnaire. The KMO value ranges from 0 to 1. If the KMO value is above 0.6, it means that these items are suitable for factor analysis, and the closer to 1, the more suitable it is (Smits, 2008). The results of KMO and Bartlett test are shown in Table 6.

Table 6 Results of KMO and Bartlett's Test

Variable	KMO	Bartlett's Test of Sphericity		
		Approx.Chi-Square	df	Sig.
Performance Expectancy	0.740	42.131	3	0.000
Effort Expectancy	0.750	60.262	3	0.000
Social Influence	0.744	66.641	3	0.000
Facilitating Conditions	0.712	64.958	3	0.000
Hedonic Motivation	0.658	68.405	3	0.000
Price value	0.724	72.012	3	0.000
Habit	0.749	90.203	3	0.000
Behavioral Intention	0.746	95.258	3	0.000

According to Table 6, the KMO value of Performance Expectancy is $0.740 > 0.6$, and the significant p-value is less than 0.001, indicating that Performance Expectancy is suitable for further factor analysis; the KMO value of Effort Expectancy is $0.750 > 0.6$, and the significant p-value is less than 0.001, indicating that the variable is suitable for further factor analysis; the KMO value of Social Influence is $0.744 > 0.6$, and the significant p-value is less than 0.001, indicating that the Social Influence scale is suitable for further factor analysis; the KMO value of Facilitating Conditions is $0.712 > 0.6$, and the significant p-value is less than 0.001, indicating that Facilitating Conditions is suitable for further factor analysis; the KMO value of Hedonic Motivation is $0.658 > 0.6$, and the significant p-value is less than 0.001, indicating that the Hedonic Motivation scale is suitable for further factor analysis; the KMO value of Price value is $0.724 > 0.6$, and the significant p-value is less than 0.001, indicating that the Price value scale is suitable for further factor analysis; the KMO value of Habit is $0.749 > 0.6$, and the significance p-value is less than 0.001, indicating that the Habit scale is suitable for further factor analysis; the KMO value of Behavioral Intention is $0.746 > 0.6$, the significance p-value is less than 0.001, indicating that the Behavioral Intention scale is suitable for further factor analysis. The results of factor analysis of the questionnaire are shown in Table 7.

Table 7 Factor analysis results of the questionnaire

Variable	Item	Factor load factor	Extraction Sums of Squared Loadings
Performance Expectancy	PE1	0.906	80.108%
	PE2	0.894	
	PE3	0.885	
Effort Expectancy	EE1	0.937	85.871%
	EE2	0.937	
	EE3	0.906	
Social Influence	SI1	0.948	87.080%
	SI2	0.946	
	SI3	0.906	
Facilitating Conditions	FC1	0.959	86.242%
	FC2	0.922	
	FC3	0.904	
Hedonic Motivation	HM1	0.961	83.488%
	HM2	0.937	
	HM3	0.839	
Price Value	PV1	0.963	88.000%
	PV2	0.937	
	PV3	0.914	
Habit	H1	0.973	91.775%
	H2	0.957	
	H3	0.944	
Behavioral Intention	BI1	0.970	91.804%
	BI2	0.970	
	BI3	0.934	

According to Table 7, the factor loads of the three items of the Performance Expectancy scale are all greater than 0.6, and the cumulative variance contribution rate is 80.108% > 0.6, indicating that the validity of the Performance Expectancy scale is good; the factor loads of the three items of the Effort Expectancy scale all are greater than 0.6, and the cumulative variance contribution rate is 85.871% > 0.6, indicating that the Effort Expectancy scale has good validity; the factor loads of the three items of the Social Influence scale are all greater than 0.6, and the cumulative variance contribution rate is 87.080% > 0.6, indicating that the validity of the Social Influence scale is good; the factor loads of the three items of the Facilitating Conditions scale are all greater than 0.6, and the cumulative variance contribution rate is 86.242% > 0.6, indicating that the validity of the Facilitating Conditions scale is good; the factor loads of the three items of the Hedonic Motivation scale are all greater than 0.6, and the

cumulative variance contribution rate is 83.488% >0.6 , indicating that the Hedonic Motivation scale has good validity; the factor loads of the three items of the Price value scale are all greater than 0.6, and the cumulative variance contribution rate is 88.000% >0.6 , showing that the Price value scale has good validity; the factor loads of the three items of the Habit scale are all greater than 0.6, and the cumulative variance contribution rate is 91.775% >0.6 , indicating that the Habit scale has good validity; the factor loads of the three items of the Behavioral Intention scale are all greater than 0.6, and the cumulative variance contribution rate was 91.804% >0.6 , indicating that the Behavioral Intention scale had good validity. In summary, the total scale has good validity.

Data Gathering

The secondary data for this research study were obtained from various sources including previous studies, journals, and other Internet sources. We collected primary data for this study. From Chongqing Vocational College of Science and Technology by designing a questionnaire. The data were collected for this study using a random sampling method. By applying the formula, the data were collected on 400 students at the Chongqing Vocational College of Science and Technology.

1. Inspection of survey data

After collecting all the questionnaires, we need to check the completeness and accuracy of the questionnaires.

The completeness check of the questionnaire is to check the sampling units and survey items of the sample, and check whether any sampling unit has not participated in the survey (including the pretesting stage) or whether all the survey items have been filled. The second is to check the accuracy of the questionnaire. The accuracy check is mainly to correct the outliers caused by the filling errors of the fillers or the deviation in the understanding of the questionnaire.

2. Data coding and entry

Due to the use of questionnaires for investigation, the questionnaires need to be coded. When setting the code, the two characteristics of generality and exclusion must be satisfied. Generality requires that for each answer on the questionnaire, its corresponding value should be found on the code table. Exclusiveness requires that the content represented by different coded values cannot appear Repetition and crossover and answers to the same questionnaire can only correspond to one coded item. Coding mainly saves cost and time, reduces the workload during data entry, and greatly improves work efficiency.

After data coding, the collected data can be easily entered. All the data of this survey are entered into SPSS to facilitate the next step of data analysis.

3. Data purification and missing value processing

After data entry, data cleaning is required. And check whether there are inconsistencies; whether there are logical errors, whether there is random filling in the questionnaire. For random filling, we mainly consider the following two aspects: first, whether the filling time is reasonable, short, or long filling time is unreasonable, and we need to focus on it; second, judge from the distribution of options. There is a certain regularity in the scoring of options or all measurement dimensions. For example, the score distribution of each dimension is the same, and the score of a single dimension appears cyclically.

In this study, the following two methods are mainly used to deal with missing values. One is to directly eliminate questionnaires with many missing values. The second is that for questionnaires with only individual or a few missing values, this study uses the mean value or the mode instead. This is because the sample size of this survey is relatively large, and it is reasonable to use the centralized mean value instead.

Analysis of Data

This study uses the statistical analysis software SPSS to analyze the collected data. The basic information and variables of the questionnaire samples were analyzed by descriptive statistics. The reliability and validity of the questionnaire were also analyzed. The correlation analysis and regression analysis were carried out between the seven variables. Finally, the research conclusion is drawn by analyzing the data.

Descriptive Statistical Analysis

Descriptive statistical analysis is a systematic method that uses relevant statistical analysis software to collate, interpret and analyze data. This study mainly analyzes two aspects of the questionnaire, one is the basic characteristics of the sample, and the other is the descriptive statistics of variables.

To interpret the meaning, the A Scale to Measure the Priority Criteria Relative Important of Choice Criteria was used to determine average values (James E. Nelson. 1982:18) as follows:

An average score between 4.21 - 5.00	Highest
An average score between 3.41 - 4.20	High
An average score between 2.61 - 3.40	Moderate
An average score between 1.81 - 2.60	Low
An average score between 1.00 - 1.80	Lowest

Correlation Analysis

Changes in anything will be more or less affected by other factors. Therefore, there must be some correlation between the relevant variables involved in this study. Correlation analysis is an analytical method used to measure the impact of things or factors on each other, and finally use statistical data to express. Correlation analysis is the basis of regression analysis. This study mainly uses the method of correlation analysis to analyze the relationship between variables.

Regression Analysis

Regression analysis is to determine the causal relationship between two or more variables, and evaluate whether the regression model can fit the measured data well by building a regression model, and then solving the parameters of the model according to the measured data; if it can be well fitted, further prediction can be made based on independent variables.

This study focuses on the factors influencing students' behavioral intention to use short video app, and according to the research hypothesis, multiple linear regression was used to analyze the regression equation as follows:

$$BI_i = \beta_0 + \beta_1 AUAPP_i + \epsilon_i \quad (1)$$

The main test is whether hypothesis H1: acceptance and use of short video APP has positively associated with students' behavioral intention is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + \epsilon_i \quad (1.1-1.7)$$

The main test is whether hypothesis H1.1-H1.7: performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM), price value (PV) and habit (HB) have positively associated with students' behavioral intention is valid.

$$BI_i = \beta_0 + \beta_1 AUAPP_i + \beta_2 Gender_i + \beta_3 (Gender * AUAPP)_i + \epsilon_i \quad (2)$$

The main test is whether hypothesis H2: the positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + (Gender * PE)_i + \epsilon_i \quad (2.1)$$

The main test is whether hypothesis H2.1: the positive relationship between performance expectancy and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + (Gender * EE)_i + \epsilon_i \quad (2.2)$$

The main test is whether hypothesis H2.2: the positive relationship between effort expectancy and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + (Gender * SI)_i + \epsilon_i \quad (2.3)$$

The main test is whether hypothesis H2.3: the positive relationship between social influence and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + Gender_i * (FC)_i + \epsilon_i \quad (2.4)$$

The main test is whether hypothesis H2.4: the positive relationship between facilitating conditions and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + Gender_i * (HM)_i + \epsilon_i \quad (2.5)$$

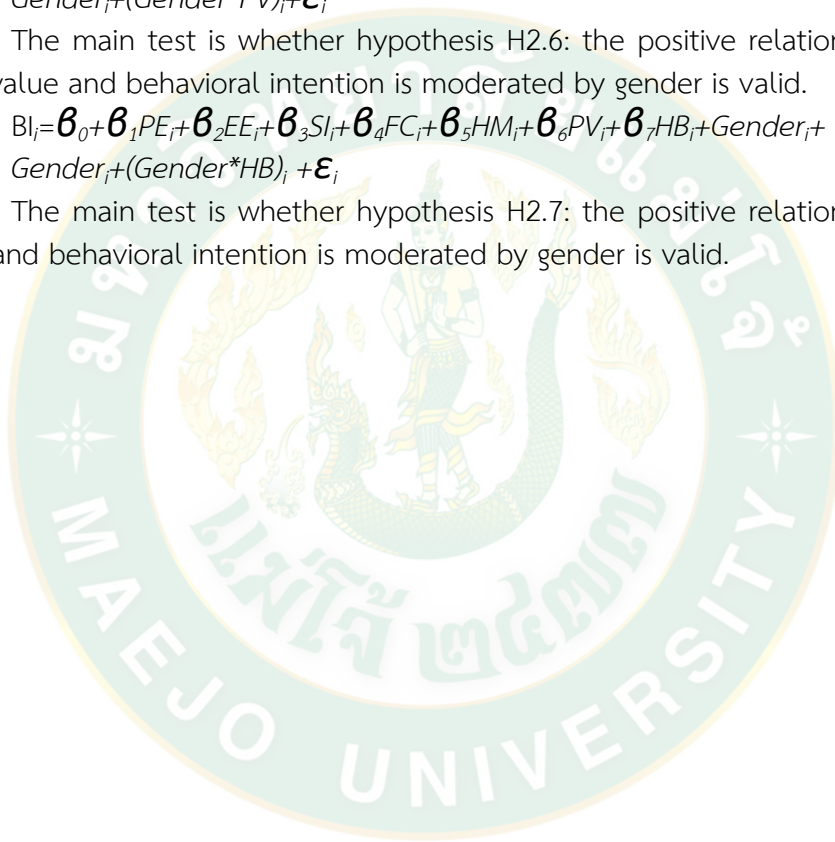
The main test is whether hypothesis H2.5: the positive relationship between hedonic motivation and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + Gender_i * (PV)_i + \epsilon_i \quad (2.6)$$

The main test is whether hypothesis H2.6: the positive relationship between price value and behavioral intention is moderated by gender is valid.

$$BI_i = \beta_0 + \beta_1 PE_i + \beta_2 EE_i + \beta_3 SI_i + \beta_4 FC_i + \beta_5 HM_i + \beta_6 PV_i + \beta_7 HB_i + Gender_i + Gender_i * (HB)_i + \epsilon_i \quad (2.7)$$

The main test is whether hypothesis H2.7: the positive relationship between habit and behavioral intention is moderated by gender is valid.



CHAPTER 4 RESULTS

This chapter presents the results of a survey sample of 428 respondents who met our targeting criteria. In March 2023, data was collected. Findings were divided into descriptive statistics, inferential analysis of hypotheses, and analysis of open-ended questions. Using SPSS to conduct regression analysis, explore the factors that affect students' short video APP behavior intention.

Descriptive Statistics

General Demographic Description

The basic statistics of the sample are shown in Table 8:

Table 8 Demographic Characteristics of the sample (N=428)

Variable	Classification	Frequency	Percentage
Gender	Male	225	52.57
	Female	203	47.43
Age	17-19 years old	239	55.84
	20-22 years old	161	37.62
	over 22 years old	28	6.54
Household registration	Urban	109	25.47
	Rural	319	74.53
Major	Science and engineering	106	24.77
	Economics and management	97	22.66
	Humanities	79	18.46
	Others	146	34.11
Average monthly consumption	less than 1000 yuan	152	35.51
	1000-1500 yuan	194	45.33
	1501-2000 yuan	46	10.75
Personality	More than 2000 yuan	36	8.41
	Extrovert	71	16.59
	Introvert	71	16.59
	Between the two	286	66.82
Mobile data package	Limited data	299	69.86
	Unlimited data (including daily rental cards such as Tencent King Card)	129	30.14

Table 8 (Continued)

Variable	Classification	Frequency	Percentage
Average daily mobile entertainment time	Less than 2 hours	55	12.85
	2-4 hours	125	29.20
	More than 4-6 hours	139	32.48
	More than 6 hours	109	25.47

Table 8 shows that the demographic characteristics of the samples and the gender distribution of the samples in this study are relatively balanced, with males accounting for 52.57% and females accounting for 47.43%. Students in higher vocational colleges were investigated, 17-19 years old accounted for 55.84%, 20-22 years old accounted for 37.62%, and over 22 years old accounted for 6.54%. Most are rural residents, accounting for 74.53%, and urban areas account for 25.47%.

By major, with majoring in science and engineering at 24.77%, economics and management at 22.66%, humanities at 18.46%, and other majors at 34.11%. According to the monthly consumption classification, 35.51% are less than 1,000 yuan, 45.33% are 1,000-1,500 yuan, 10.75% are 1,501-2,000 yuan, and 8.41% are more than 2,000 yuan. According to personality classification, extroverts and introverts accounted for 16.59%, and those in between accounted for 66.82%. According to the classification of mobile data packages, limited data accounts for 69.86%, and unlimited data accounts for 30.14%. According to the average daily mobile entertainment time, less than 2 hours accounted for 12.85%, 2-4 hours accounted for 29.20%, more than 4-6 hours accounted for 32.48%, and more than 6 hours accounted for 25.47%.

In addition, this study also carried out descriptive statistics on the usage of short video APP, see Table 9 for details.

Table 9 Description Statistics of Variable on the usage of short video APP

Variable	Classification	Frequency	Percentage
You used the APP	Yes	428	100.00
	No	0	0.00
The short video APP you often use	Tiktok	292	68.22
	kauishou	131	30.61
	Watermelon video	5	1.17
You used social video APP in the last month	Yes	331	77.34
	No	97	22.66

Table 9 (Continued)

Variable	Classification	Frequency	Percentage
You often open social short video APP every week	Less than 5 times	93	21.73
	5-10 times	95	22.20
	More than 10-20 times	71	16.59
	More than 20 times	169	39.48
The average time you use the short video app each time	Less than 20 minutes	76	17.75
	20-40 minutes	150	35.05
	More than 40-60 minutes	87	20.33
	More than 60 minutes	115	26.87
Short video platform recharge reward	Yes	98	22.90
	No	330	77.10
Consumption through advertising links on short video platforms	Yes	150	35.05
	No	278	64.95
You often have the following behaviors on short video apps (multiple choices)	Watch the short video	411	96.03
	Like the short video	293	68.46
	Comment on the short video	217	50.70
	Upload short video	133	31.11
	Watch live broadcast	195	45.57
	Search short video	203	47.43

Table 9 (Continued)

Variable	Classification	Frequency	Percentage
Problems existing in the current short video APP (multiple choices)	The imitation is serious	266	62.15
	The content is vulgar	202	47.20
	The music is outdated	108	25.23
	Recommendations are not allowed	141	32.94
	There are many advertisements	316	73.83
	The quality of the live broadcast is low	175	40.89
	Others	134	31.31
	Waste of time	105	24.53
	There are vulgar content	133	31.07
	Decreased content quality	173	40.42
The reason why you don't use the short video APP is (multiple choices)	Lower practicability	110	25.70
	Higher traffic cost	147	34.35
	Others	211	49.30

According to description statistics results in Table 9, 100.00% of the respondents have used app, and 0.00% have not used it. 68.22% of respondents often use Tiktok, 30.61% use Kuaishou app, and 1.17% use Watermelon video app. In the last month, 77.34% have used social video apps, and 22.66% have not. Regarding the frequency of opening social short video apps every week, 21.73% opened less than 5 times, 22.20% opened 5-10 times, 16.59% opened more than 10-20 times, and 39.48% opened more than 20 times. According to the average time of each short video app use, less than 20 minutes accounted for 17.75%, 20-40 minutes accounted for 35.05%, more than 40-60 minutes accounted for 20.33%, and more than 60 minutes accounted for 26.87%. 22.90% recharged and rewarded on the platform, and 77.10% did not recharge. Through short video platform advertising links, 35.05% of students consumed through advertising links, and 64.95% did not. Classified by behavior, 96.03% watched

short video, 68.46% liked short video, 50.70% commented on short video, 31.11% upload short video, 45.57% watched live broadcasts, and 47.43% searched for short video. According to the problems of short video APP, 62.15% think that imitation is serious, 47.20% are vulgar, 25.23% are outdated music, 32.94% are not allowed to recommend, 73.83% have too many advertisements, and 40.89% have low-quality live broadcasts, others accounted for 31.31%. According to the reasons for not using short video APP, time-wasting accounted for 24.53%, vulgar content accounted for 31.07%, content quality degradation accounted for 40.42%, low practicality accounted for 25.70%, high traffic cost accounted for 34.35%, and others accounted for 49.30%.

Descriptive Results of the Variables

Table 10 Summary of the average and level of all factors

Variables	Mean	SD	Level
Performance Expectancy (PE)	3.15	1.02	Moderate
Effort Expectancy (EE)	3.06	0.98	Moderate
Social Influence (SI)	3.31	1.01	Moderate
Facilitating Conditions (FC)	3.14	1.06	Moderate
Hedonic Motivation (HM)	3.22	1.01	Moderate
Price value (PV)	3.29	1.01	Moderate
Habit (HB)	3.25	1.07	Moderate
Behavioral Intention (BI)	3.18	1.03	Moderate

Table 10 summarizes the research results of behavioral intention factors. It was found that most respondents believed that Social Influence (SI) had the greatest impact on students' behavioral intention to acceptance and use social short video app, with an average of 3.31. This is followed by Price Value (PV) with an average of 3.29 and Habit (HB) with an average of 3.25. The average of Hedonic Motivation (HM) is 3.22; the average of Behavioral Intention (BI) is 3.18; the average of Performance Expectancy (PE) is 3.15; the average of Facilitating Conditions (FC) is 3.14; the influence of Effort Expectancy factor is the lowest, with an average of 3.06. And their levels are all in moderate.

Table 11 Frequency, Percentage, Mean, Standard Deviation and Level of Performance Expectancy (PE)

Performance Expectancy (PE)	Levels					M/(SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
Using the short video APP, I can gain fans and expand my social network.	69 (16.1)	51 (11.9)	198 (46.3)	50 (11.7)	60 (14.0)	2.96 (1.201)	Moderate
Using the short video APP, I can learn small life skills that I can use.	32 (7.5)	39 (9.1)	167 (39.0)	111 (25.9)	79 (18.5)	3.39 (1.114)	High
By sharing short videos to social accounts such as WeChat, I can strengthen my interaction with friends.	60 (14.0)	50 (11.7)	161 (37.6)	93 (21.7)	64 (15.0)	3.12 (1.217)	Moderate
Average of Level				85 (19.6)	68 (15.9)	3.15	Moderate

According to Table 11 the average value of Performance Expectancy (PE) is 3.15. Most students think that by using the short video APP, they can learn small life skills that they can use, with an average score of 3.39, followed by sharing short videos to social accounts such as WeChat, they can strengthen their interaction with friends, with an average score of 3.12. With the lowest average of 2.96, the samples agree that using the short video APP, they can gain fans and expand their social network. And their levels are all in moderate.

Table 12 Frequency, Percentage, Mean, Standard Deviation and Level of Effort Expectancy (EE)

Effort Expectancy (EE)	Levels					M/(SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
I think the functional modules of the short video APP are easy to use and easy to operate.	39 (9.1)	44 (10.3)	184 (43.0)	91 (21.3)	70 (16.4)	3.25 (1.128)	Moderate
When I encounter difficulties using the short video APP, I can easily ask friends around me for advice.	60 (14.0)	53 (12.4)	182 (42.5)	81 (18.9)	52 (12.1)	3.03 (1.167)	Moderate
I think short video shooting is not difficult.	67 (15.7)	66 (15.4)	187 (43.7)	58 (13.6)	50 (11.7)	2.90 (1.173)	Moderate
Average of Level				77 (18.0)	57 (13.3)	3.06	Moderate

According to Table 12, the average value of Effort Expectancy (EE) is 3.06. Most students think that the functional modules of the short video APP are easy to use and easy to operate, scoring an average of 3.03. When they encounter difficulties using the short video APP, they can easily ask friends around them for advice, scoring an average of 3.03. With the lowest average of 2.90, they think short video shooting is not difficult. And their level is at the moderate level.

Table 13 Frequency, Percentage, Mean, Standard Deviation and Level of Social Influence (SI) of factors influencing student behavioral intention of short Video APP

Social Influence (SI)	Levels					M/(SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
Many people around me are using short video apps.	29 (6.8)	26 (6.1)	151 (35.3)	86 (20.1)	136 (31.8)	3.64 (1.182)	High
Someone once recommended a short video app to me.	74 (17.3)	50 (11.7)	178 (41.6)	58 (13.6)	68 (15.9)	2.99 (1.258)	Moderate
My relatives and friends often recommend interesting short videos to me.	47 (11.0)	34 (7.9)	170 (39.7)	97 (22.7)	80 (18.7)	3.30 (1.186)	Moderate
Average of Level				80 (18.7)	95 (22.2)	3.31	Moderate

According to Table 13, the average value of Social Influence (SI) is 3.31. Most students think that many people around them are using short video apps, scoring an average of 3.64. Their relatives and friends often recommend interesting short videos to them, scoring an average of 3.30. With the lowest average of 2.99, the samples agree that someone once recommended a short video app to them. And their level is at the moderate level, except that many people around me are using short video apps at a high level.

Table 14 Frequency, Percentage, Mean, Standard Deviation and Level of Facilitating Conditions (FC)

Facilitating Conditions (FC)	Levels					M/ (SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
Convenient mobile terminals and diverse short video platforms prompt me to watch short videos.	47 (11.0)	28 (6.5)	198 (46.3)	91 (21.3)	64 (15.0)	3.23 (1.126)	Moderate
The free price will drive me to watch short videos.	51 (11.9)	44 (10.3)	184 (43.0)	84 (19.6)	65 (15.2)	3.16 (1.167)	Moderate
Public opinion guidance and publicity prompted me to watch short videos.	63 (14.7)	47 (11.0)	188 (43.9)	72 (16.8)	58 (13.6)	3.04 (1.188)	Moderate
Average of Level				82 (19.2)	62 (15.0)	3.14 (1.06)	Moderate

According to Table 14, the average value of Facilitating Conditions (FC) is 3.14. Most students think that convenient mobile terminals and diverse short video platforms prompt them to watch short videos, scoring an average of 3.23. The free price will drive them to watch short videos, scoring an average of 3.16. With the lowest average of 3.04, the samples agree that public opinion guidance and publicity prompted them to watch short videos. And their level is at the moderate level.

Table 15 Frequency, Percentage, Mean, Standard Deviation and Level of Hedonic Motivation (HM)

Hedonic Motivation (HM)	Levels					M/ (SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
I can often find a lot of interesting short videos in the short video APP.	40 (9.3)	26 (6.1)	173 (40.4)	104 (24.3)	85 (19.9)	3.39 (1.149)	High
I often immerse myself in watching short videos for a long time.	62 (14.5)	61 (14.3)	197 (46.0)	62 (14.5)	46 (10.7)	2.93 (1.138)	Moderate
When I encounter interesting short videos, I will share them with my relatives and friends.	41 (9.6)	30 (7.0)	173 (40.4)	106 (24.8)	78 (18.2)	3.35 (1.145)	High
Average of Level				91 (21.3)	70 (16.4)	3.22	Moderate

According to Table 15, the average value of Hedonic Motivation (HM) is 3.22. Most students think they can often find a lot of interesting short videos in the short video APP, scoring an average of 3.39. When they encounter interesting short videos, they will share them with their relatives and friends, scoring an average of 3.35. With the lowest average of 2.93, they agree that they often immerse themselves in watching short videos for a long time. And their level is at the high level, except that they often immerse themselves in watching short videos for a long time at a moderate level.

Table 16 Frequency, Percentage, Mean, Standard Deviation and Level of Price value (PV) of factors influencing student behavioral intention of short Video APP

Price value (PV)	Levels					M/ (SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
I spend almost no money using short videos.	42 (9.8)	32 (7.5)	163 (38.1)	72 (16.8)	119 (27.8)	3.45 (1.243)	High
The traffic consumed by watching short videos is within my acceptable range.	48 (11.2)	37 (8.6)	183 (42.8)	91 (21.3)	69 (16.1)	3.22 (1.160)	Moderate
Watching short videos somewhat reduces my need for other paid videos.	50 (11.7)	26 (6.1)	206 (48.1)	83 (19.4)	63 (14.7)	3.19 (1.130)	Moderate
Average of Level				82 (19.2)	84 (19.6)	3.29	Moderate

According to Table 16, the average value of Price value (PV) is 3.29. Most students think that they spend almost no money using short videos, scoring an average of 3.45. The traffic consumed by watching short videos is within their acceptable range, scoring an average of 3.22. With the lowest average of 3.19, watching short videos somewhat reduces their need for other paid videos. And their level is at the moderate level, except that they spend almost no money using short videos at a high level.

Table 17 Frequency, Percentage, Mean, Standard Deviation and Level of Habit (HB)

Habit (HB)	Levels					M/ (SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
I open the short video APP almost every day.	42 (9.8)	28 (6.5)	183 (42.8)	86 (20.1)	89 (20.8)	3.36 (1.169)	High
When I am free, I will unconsciously open the short video APP.	43 (10.0)	32 (7.5)	176 (41.1)	97 (22.7)	80 (18.7)	3.32 (1.161)	Moderate
It is difficult for me to uninstall all the short video apps on my phone.	67 (15.7)	35 (8.2)	183 (42.8)	77 (18.0)	66 (15.4)	3.09 (1.225)	Moderate
Average of Level				87 (20.3)	78 (18.2)	3.26	Moderate

According to Table 17, the average value of Habit (HB) is 3.26. Most students think that they open the short video APP almost every day, scoring an average of 3.36. When they are free, they will unconsciously open the short video APP, scoring an average of 3.32. With the lowest average of 3.09, it is difficult for them to uninstall all the short video apps on their phones. And their level is at the moderate level, except they open the short video APP almost every day at a high level.

Table 18 Frequency, Percentage, Mean, Standard Deviation and Level of Behavioral Intention (BI)

Behavioral Intention (BI)	Levels					M/ (SD)	Level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)		
I often feel happy and satisfied after watching the short video.	53 (12.4)	30 (7.0)	210 (49.1)	79 (18.5)	56 (13.1)	3.13 (1.122)	Moderate
I am willing to continue using the short video APP.	39 (9.1)	27 (6.3)	194 (45.3)	95 (22.2)	73 (17.1)	3.32 (1.111)	Moderate
I am willing to recommend my relatives and friends to use the short video APP.	60 (14.0)	35 (8.2)	197 (46.0)	75 (17.5)	61 (14.3)	3.10 (1.175)	Moderate
Average of Level				83 (19.4)	63 (14.7)	3.18 ()	Moderate

According to Table 18, the average value of Behavioral Intention (BI) is 3.18. Most students think that they are willing to continue using the short video APP, scoring an average of 3.32. They often feel happy and satisfied after watching the short video, scoring an average of 3.13. With the lowest average of 3.10, they are willing to recommend their relatives and friends to use the short video APP. And their level is at the moderate level.

Correlation analysis of the status quo of students' short video APP behavior intention

In this study, Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price value, Habit, and Behavioral Intention were correlated, and Pearson correlation analysis were used. The results are shown in Table 19.

Table 19 Correlation Analysis Results

	Performance expectancy	Effort expectancy	Social fluence	Facilitating conditions	Hedonic motivation	Value	Behavioral Intention
Performance Expectancy	1						
Effort Expectancy	.812**	1					
Social Influence	.690**	.725**	1				
Facilitating Conditions	.670**	.704**	.814**	1			
Hedonic Motivation	.719**	.743**	.829**	.826**	1		
Price value	.645**	.711**	.739**	.733**	.804**	1	
Habit	.614**	.631**	.721**	.763**	.799**	.714**	1
Behavioral Intention	.681**	.676**	.689**	.735**	.788**	.713**	.733**

Note: *p<0.05. **p<0.01. ***p<0.001

It can be seen from Table 19 that Effort Expectancy is significantly and positively correlated with Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price value, Habit and Behavioral Intention; Effort Expectancy is significantly and Positively correlated with Facilitating Conditions, Hedonic Motivation, Price value, Habit and Behavioral Intention; Social Influence is significantly and positively correlated with Facilitating Conditions, Hedonic Motivation, Price value, Habit, and Behavioral Intention; Facilitating Conditions is significantly and positively correlated with Hedonic Motivation, Price value, Habit, and Behavioral Intention; Hedonic Motivation is significantly and positively correlated with Price value, Habit, and Behavioral Intention; Price value is significantly and positively correlated with Habit and Behavioral Intention; and Habit is significantly and positively correlated with Behavioral Intention, respectively.

To test whether there is multicollinearity in the model, this study checks the size of VIF (usually 10 is used as the judgment boundary). When $VIF < 10$, there is no multicollinearity; when $10 \leq VIF < 100$, there is strong multicollinearity; When $VIF \geq 100$, the model has severe multicollinearity (Kutner et al., 2004). The results of multicollinearity check show in the next section.

Hypothesis Testing

H1: Acceptance and use of short video APP has positively associated with students' behavioral intention.

Table 20 Results of H1 regression

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	0.133	0.102		1.301	0.194	
AUAPP	0.136	0.004	0.832	30.951	0.000	1.000
	R=0.832	R ² =0.692	R ² adj= 0.691	F=957.992	P=0.000	

According to Table 20, the overall effect of the analysis model, R is 0.832, the square of R is 0.692, and the adjusted R square is 0.691, which means that all independent variables of the regression model can explain 69.1% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that $F=957.992$, $p\text{-value}=0.000$, it shows that the regression equation is significant, and the VIF value of 1.000 is less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The regression coefficient (β) between AUAPP and behavioral intention is 0.136, which is higher than 0, and the p-value is equal to 0.000, which is lower than 0.05, indicating that AUAPP positively predicts behavioral intention. That is: acceptance and

use of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.

Table 21 Results of H1.1-H1.7 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	0.144	0.097		1.483	0.139	
Performance Expectancy	0.171	0.046	0.170	3.751	0.000	3.251
Effort Expectancy	0.030	0.052	0.029	0.585	0.559	3.795
Social Influence	-0.097	0.052	-0.096	-1.885	0.060	4.106
Facilitating Conditions	0.085	0.050	0.88	1.716	0.087	4.130
Hedonic Motivation	0.208	0.061	0.203	3.376	0.000	4.698
Price Value	0.157	0.047	0.155	3.364	0.000	3.368
Habit	0.392	0.044	0.406	8.958	0.000	3.247
R=0.857 R ² =0.734 R ² adj= 0.730 F=165.971 P=0.000						

According to Table 21, the overall effect of the analysis model, R is 0.857, the square of R is 0.734, and the adjusted R square is 0.730, which means that all independent variables of the regression model can explain 73.0% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=165.971, p-value=0.000. It shows that the regression equation is significant, and the VIF value is less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The regression coefficient (β) between habit and behavioral intention is 0.392, which is higher than 0, and the p-value is equal to 0.000, which is lower than 0.05, indicating that habit of short video APP has positively associated with students' behavioral intention, and has the greatest impact on it. Thus, this result confirms H1.7.

The regression coefficient (β) between hedonic motivation and behavioral intention is 0.208, which is higher than 0, and the p-value is equal to 0.001, which is lower than 0.05, indicating that hedonic motivation of short video APP has positively associated with students' behavioral intention, and has an impact on it. Thus, this result confirms H1.5.

The regression coefficient (β) between price value and behavioral intention is 0.157, which is higher than 0, and the p-value is equal to 0.001, which is lower than 0.05, indicating that price value of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.6.

The regression coefficient (β) between performance expectancy and behavioral intention is 0.171, which is higher than 0, and the p-value is equal to 0.000, which is lower than 0.05, indicating that performance expectancy of short video APP has

positively associated with students' behavioral intention. Thus, this result confirms H1.1.

The regression coefficient (β) between hedonic motivation and behavioral intention is 0.030, which is higher than 0, and the p-value is equal to 0.559, which is higher than 0.05. Thus H1.2 is not verified.

The regression coefficient (β) between social influence and behavioral intention is -0.097, which is lower than 0, and the p-value is equal to 0.060, which is higher than 0.05. Thus H1.3 is not verified.

The regression coefficient (β) between facilitating conditions and behavioral intention is 0.085, which is higher than 0, and the p-value is equal to 0.087, which is higher than 0.05. Thus H1.4 is not verified.

The regression coefficient (β) between hedonic motivation and behavioral intention is 0.208, which is higher than 0, and the p-value is equal to 0.001, which is lower than 0.05, indicating that hedonic motivation of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.5.

The regression coefficient (β) between price value and behavioral intention is 0.157, which is higher than 0, and the p-value is equal to 0.001, which is lower than 0.05, indicating that price value of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.6.

H2: The positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender.

Table 22 Results of H2 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-2.666	0.134		-19.957	0.000	
AUAPP*gender	0.177	0.054	0.123	3.265	0.001	2.011
AUAPP	0.119	0.006	0.747	19.580	0.000	2.005
gender	-0.022	0.054	-0.011	-0.407	0.684	1.041
R=0.837 R ² =0.700 R ² adj= 0.698 F=329.575 P=0.000						

According to Table 22, the overall effect of the analysis model, R is 0.837, the square of R is 0.700, and the adjusted R square is 0.698, which means that all independent variables of the regression model can explain 69.8% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=329.575, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation and the model is better.

The moderating effect value of coefficient (β) is 0.177, and the p-value is equal to 0.001, which is lower than 0.05. Thus, H2 is verified. That is: the positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender. Specifically, acceptance and use of short video APP on students' behavioral intention for men are higher than for women.

H2.1: The positive relationship between performance expectancy and behavioral intention is moderated by gender.

Table 23 Results of H2.1 regression analysis

Variable	B	S. E.	Beta	T	P	VIF
Constant	-0.005	0.037		-0.130	0.897	
Performance Expectancy	0.166	0.051	-0.133	3.256	0.001	1.940
*gender						
Performance Expectancy	0.093	0.051	0.093	1.844	0.066	4.151
Effort Expectancy	0.025	0.049	0.025	0.506	0.613	3.803
Social Influence	-0.080	0.051	-0.080	-1.574	0.116	4.187
Facilitating Conditions	0.082	0.051	0.082	1.615	0.107	4.136
Hedonic Motivation	0.206	0.060	0.206	3.463	0.001	5.720
Price value	0.158	0.046	0.158	3.444	0.001	3.386
Habit	0.393	0.045	0.393	8.722	0.000	3.277
gender	-0.015	0.051	-0.008	-0.295	0.768	1.064
R=0.861 R ² =0.741 R ² adj= 0.736 F=132.941 P=0.000						

According to Table 23, the overall effect of the analysis model, R is 0.861, the square of R is 0.741, and the adjusted R square is 0.736, which means that all independent variables of the regression model can explain 73.6% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=132.941, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.166, and the p-value equal to 0.001, which is lower than 0.05. Thus, H2.1 is verified. That is: the positive relationship between performance expectancy and behavioral intention is moderated by gender. Specifically, performance expectancy on students' Behavioral Intention for men is higher than for women.

H2.2: The positive relationship between effort expectancy and behavioral intention is moderated by gender.

Table 24 Results of H2.2 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.007	0.037		-0.178	0.858	
Effort Expectancy gender	0.209	0.051	0.150	4.120	0.000	2.179
Performance Expectancy	0.194	0.045	0.194	4.328	0.000	3.309
Effort Expectancy	-0.103	0.058	-0.103	-1.786	0.613	4.464
Social Influence	-0.075	0.051	-0.075	-1.488	0.138	4.192
Facilitating Conditions	0.079	0.050	0.079	1.568	0.118	4.139
Hedonic Motivation	0.196	0.059	0.196	3.321	0.001	4.725
Price value	0.159	0.045	0.159	3.493	0.001	3.387
Habit	0.401	0.045	0.401	9.009	0.000	3.252
gender	-0.015	0.051	-0.007	-0.287	0.774	1.064
R=0.863 R ² =0.745 R ² adj= 0.739 F=135.608 P=0.000						

According to Table 24, the overall effect of the analysis model, R is 0.863, the square of R is 0.745, and the adjusted R square is 0.739, which means that all independent variables of the regression model can explain 73.9% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=135.608, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.209, and the p-value is equal to 0.000, which is lower than 0.05. Thus, H2.2 is verified. That is: the positive relationship between effort expectancy and behavioral intention is moderated by gender. Specifically, effort expectancy on students' Behavioral Intention for men is higher than for women.

H2.3: The positive relationship between social influence and behavioral intention is moderated by gender.

Table 25 Results of H2.3 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.007	0.037		-0.176	0.860	
Social Influence*gender	0.124	0.052	0.084	2.399	0.017	1.980
Performance Expectancy	0.180	0.045	0.180	3.968	0.000	3.278
Effort Expectancy	0.022	0.049	0.022	0.446	0.656	3.813
Social Influence	-0.150	0.056	-0.150	-2.679	0.008	4.018
Facilitating Conditions	0.205	0.060	0.205	3.420	0.114	4.144
Hedonic Motivation	0.158	0.046	0.205	3.420	0.001	4.720
Price value	0.158	0.046	0.158	3.436	0.001	3.389
Habit	0.401	0.045	0.401	8.884	0.000	3.257
gender	-0.014	0.052	-0.007	-0.271	0.787	1.064
R=0.859 R ² =0.738 R ² adj= 0.732 F=130.913 P=0.000						

According to Table 25, the overall effect of the analysis model, R is 0.859, the square of R is 0.738, and the adjusted R square is 0.732, which means that all independent variables of the regression model can explain 73.2% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=130.913, P=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.124, and the p-value is equal to 0.017, which is lower than 0.05. Thus, H2.3 is verified. That is: the positive relationship between social influence and behavioral intention is moderated by gender. Specifically, social influence on students' behavioral intentions was greater for males than for females.

H2.4: The positive relationship between facilitating conditions and behavioral intention is moderated by gender.

Table 26 Results of H2.4 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.003	0.037		-0.089	0.929	
Facilitating Conditions*gender	0.113	0.052	0.083	2.183	0.030	2.277
Performance Expectancy	0.177	0.045	0.177	3.915	0.000	3.270
Effort Expectancy	0.022	0.049	0.022	0.452	0.651	3.813
Social Influence	-0.086	0.051	-0.086	-1.680	0.094	4.180
Facilitating Conditions	0.013	0.061	0.013	0.209	0.834	4.995
Hedonic Motivation	0.206	0.060	0.206	3.433	0.001	4.721
Price value	0.158	0.046	0.158	3.432	0.001	3.390
Habit	0.408	0.045	0.408	9.029	0.000	3.251
gender	-0.013	0.052	-0.007	-0.257	0.797	1.064
R=0.859 R ² =0.738 R ² adj= 0.732 F=130.499 P=0.000						

According to Table 26, the overall effect of the analysis model, R is 0.859, the square of R is 0.738, and the adjusted R square is 0.732, which means that all independent variables of the regression model can explain 73.2% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=130.499, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.113, and the p-value is equal to 0.030, which is lower than 0.05. Thus, H2.4 is verified. That is: the positive relationship between facilitating conditions and behavioral intention is moderated by gender. Specifically, facilitating conditions on students' behavioral intentions was greater for males than females.

H2.5: The positive relationship between hedonic motivation and behavioral intention is moderated by gender.

Table 27 Results of H2.5 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.009	0.037		-0.232	0.817	
Hedonic Motivation*gender	0.154	0.051	0.107	2.994	0.003	2.059
Performance Expectancy	0.182	0.045	0.182	4.025	0.001	3.276
Effort Expectancy	0.016	0.049	0.016	0.323	0.747	3.829
Social Influence	-0.084	0.051	-0.084	-1.647	0.100	4.176
Facilitating Conditions	0.082	0.051	0.082	1.608	0.109	4.138
Hedonic Motivation	0.127	0.065	0.127	1.955	0.051	4.776
Price value	0.158	0.046	0.158	3.436	0.001	3.387
Habit	0.400	0.045	0.400	8.885	0.000	3.257
gender	-0.014	0.051	-0.007	-0.269	0.788	1.064
R=0.860 R ² =0.740 R ² adj= 0.735 F=132.257 P=0.000						

According to Table 27, the overall effect of the analysis model, R is 0.860, the square of R is 0.740, and the adjusted R square is 0.735, which means that all independent variables of the regression model can explain 73.5% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=132.257, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.154, and the p-value is equal to 0.003, which is lower than 0.05. Thus, H2.5 is verified. That is: the positive relationship between hedonic motivation and behavioral intention is moderated by gender. Specifically, hedonic motivation on students' behavioral intentions was greater for males than females.

H2.6: The positive relationship between price value and behavioral intention is moderated by gender.

Table 28 Results of H2.6 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.004	0.037		-0.109	0.913	
Price Value*gender	0.183	0.051	0.129	3.609	0.000	2.059
Performance Expectancy	0.181	0.045	0.181	4.031	0.001	3.266
Effort Expectancy	0.018	0.048	0.018	0.362	0.717	3.815
Social Influence	-0.082	0.051	-0.082	-1.618	0.106	4.175
Facilitating Conditions	0.078	0.051	0.078	1.553	0.121	4.141
Hedonic Motivation	0.194	0.059	0.194	3.268	0.001	4.731
Price Value	0.057	0.053	0.057	1.075	0.283	4.566
Habit	0.422	0.045	0.422	9.393	0.000	3.282
gender	-0.016	0.051	-0.008	-0.306	0.759	1.064
R=0.862 R ² =0.743 R ² adj= 0.737 F=133.957 P=0.000						

According to Table 28, the overall effect of the analysis model, R is 0.862, the square of R is 0.743, and the adjusted R square is 0.737, which means that all independent variables of the regression model can explain 73.7% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=133.957, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.183, and the p-value is equal to 0.000, which is lower than 0.05. Thus, H2.6 is verified. That is: the positive relationship between price value and behavioral intention is moderated by gender. Specifically, price value on students' behavioral intentions was greater for males than females.

H2.7: The positive relationship between habit and behavioral intention is moderated by gender.

Table 29 Results of H2.7 regression analysis

Variable	B	S.E.	Beta	T	P-value	VIF
Constant	-0.002	0.037		-0.043	0.966	
Habit*gender	0.090	0.052	0.064	1.738	0.083	2.199
Performance Expectancy	0.171	0.045	0.171	3.766	0.000	3.252
Effort Expectancy	0.024	0.049	0.024	0.490	0.625	3.810
Social Influence	-0.093	0.051	-0.093	-1.808	0.071	4.158
Facilitating Conditions	0.087	0.051	0.087	1.701	0.090	4.131
Hedonic Motivation	0.198	0.060	0.198	3.285	0.001	4.738
Price value	0.166	0.047	0.166	3.560	0.000	3.459
Habit	0.358	0.053	0.358	6.735	0.000	4.478
gender	-0.012	0.052	-0.006	-0.237	0.813	1.065
R=0.858 R ² =0.736 R ² adj= 0.731 F=129.769 P=0.000						

According to Table 29, the overall effect of the analysis model, R is 0.858, the square of R is 0.736, and the adjusted R square is 0.731, which means that all independent variables of the regression model can explain 73.1% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that F=129.769, p-value=0.000. It shows that the regression equation is significant, and the VIF values are all less than 10, indicating that there is no collinearity problem among the various factors. In summary, the sample data has no correlation, and the model is better.

The moderating effect value of coefficient (β) is 0.090, and the p-value is equal to 0.083, which is higher than 0.05. Thus, H2.6 is not verified, and the effect of habit on students' behavioral intention is not significantly moderated by gender.

Analysis of Open-end Question

This study conducted a statistical analysis on the suggestions in the questionnaire, as shown in Table 30.

Table 30 Statistical results of recommendations

Variable	Classification	Frequency	Percent %
	no comment	234	54.7
	Improve content, improve quality	41	9.6
	good	37	8.7
	less advertising	34	7.9
	Less imitation, try to be original, more innovation	23	5.4
	Post positive energy videos and increase supervision	22	5.1
	The quality of the music could be improved	5	1.2
	There are many inconsistencies in live sales	5	1.2
	Traffic cost reduction	4	1
	It is recommended to take off the shelves	3	0.7
	The content of the live broadcast does not match the cover	2	0.5
	Hope big data can be more accurate	2	0.5
	Do not send out the same content repeatedly for a long time	2	0.5
	too many sensitive words	2	0.5
	Optimize experience and recommend useful videos	2	0.5
	Reduce teen use time	1	0.2
	Clear the cache regularly	1	0.2
	Add more funny videos	1	0.2
	recommend	1	0.2
	Advocate more principles of safeguarding women, women's knowledge, and equality for all	1	0.2
	Avoid attacking others online	1	0.2
	too restrictive	1	0.2
	Inaccurate filter recommendations	1	0.2
	ery rich in content	1	0.2
	Hope to protect the original author's video better	1	0.2

Put forward valuable suggestions for the improvement of short video APP.

According to the table 30, 9.58% of the students suggested improving the content and quality, 7.94% of them wanted less advertisements, 5.37% wanted more original innovations while sending positive energy Video and increasing supervision accounted for 5.14%, and the rest were some suggestions based on their own conditions.



CHAPTER 5 SUMMARY AND DISCUSSION

Summary

Demographic

The demographic characteristics of the samples and the gender distribution of the samples in this study are relatively balanced, with all respondents age between 17 and 22 years old and most of them being rural residents. By major, they are almost the same number of respondents, who were responding to the questionnaire, from each major including science and engineering, economics and management, humanities. According to the monthly consumption classification, most respondents are no more than 1,500 yuan. According to personality classification, most respondents are between extroverted and introverted. According to the classification of mobile data packages, most use limited data. According to the average daily mobile entertainment time, the majority of students use more than 2 hours.

According to description statistics results, all respondents have used APP. Most respondents often use Tiktok. Most of the respondents used social video apps in the last month. Regarding the frequency of opening social short video apps every week, most of the respondents opened more than 20 times. According to the average time of each short video app use, most students more than 20minutes. Most of them did not recharge and tip on the platform. Most students do not consume through short video platform advertising links. Classified by behavior, most students watched short videos, liked short videos, commented on short videos, downloaded short videos, watched live broadcasts, and searched for short videos. According to the problems of short videos, most students think that imitation is serious, vulgar, music is outdated, there are too many advertisements, and the quality of the live broadcast is low. According to the reasons for not using short videos, most students think that it is a waste of time, the content is vulgar, the quality of the content is reduced, the practicability is low, and the traffic cost is high, etc.

Performance Expectancy (PE)

The Performance Expectancy in this study includes three dimensions: PE1): Using the short video APP, I can gain fans and expand my social network; PE2): Using the short video APP, I can learn small life skills that I can use; and PE3): By sharing short videos to social accounts such as WeChat, I can strengthen my interaction with friends. Among these three dimensions, PE2 received the highest mean score of 3.39 (SD=1.114), followed by PE3 with a mean score of 3.12 (SD=1.217), and the lowest mean score of 2.96 (SD=1.201) for PE1. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.15.

Effort Expectancy

The Effort Expectancy in this study includes three dimensions: EE1): I think the functional modules of the short video APP are easy to use and easy to operate; EE2): When I encounter difficulties using the short video APP, I can easily ask friends around me for advice; and EE3): I think short video shooting is not difficult. EE1 received the highest mean score of 3.25 (SD=1.128), followed by EE2 with a mean score of 3.03 (SD=1.167), and the lowest mean score of 2.90 (SD=1.173) for PE3. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.06.

Social Influence

The social influence in this study includes three dimensions: SI1): Many people around me are using short video apps; SI2): Someone once recommended a short video app to me; and SI3): My relatives and friends often recommend interesting short videos to me. SI1 received the highest mean score of 3.64 (SD=1.182), followed by SI3 with a mean score of 3.30 (SD=1.186), and the lowest mean score of 2.99 (SD=1.258) for SI2. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.31.

Facilitating Conditions

The facilitating conditions in this study includes three dimensions: FC1): Convenient mobile terminals and diverse short video platforms prompt me to watch short videos; FC2): The free price will drive me to watch short videos; and FC3): Public opinion guidance and publicity prompted me to watch short videos. FC1 received the highest mean score of 3.23 (SD=1.126), followed by FC2 with a mean score of 3.16 (SD=1.167), and the lowest mean score of 3.04 (SD=1.188) for FC3. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.14.

Hedonic Motivation

The hedonic motivation in this study includes three dimensions: HM1): I can often find a lot of interesting short videos in the short video APP; HM2): I often immerse myself in watching short videos for a long time; and HM3): When I encounter interesting short videos, I will share them with my relatives and friends. HM1 received the highest mean score of 3.39 (SD=1.149), followed by HM3 with a mean score of 3.35 (SD=1.145), and the lowest mean score of 2.93 (SD=1.138) for HM2. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.22.

Price Value

The price value in this study includes three dimensions: PV1): I spend almost no money using short videos; PV2): The traffic consumed by watching short videos is within my acceptable range; and PV3): Watching short videos somewhat reduces my need for other paid videos. PV1 received the highest mean score of 3.45 (SD=1.243), followed by PV2 with a mean score of 3.22 (SD=1.160), and the lowest mean score of 3.19 (SD=1.130) for PV3. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.29.

Habit

The habit in this study includes three dimensions: HB1): I open the short video APP almost every day; HB2): When I am free, I will unconsciously open the short video APP; and HB3): It is difficult for me to uninstall all the short video apps on my phone. HB1 received the highest mean score of 3.36 (SD=1.169), followed by HB2 with a mean score of 3.32 (SD=1.161), and the lowest mean score of 3.09 (SD=1.225) for HB3. From the analysis of the data collection, we conclude that the three dimensions of the variable received moderate agreement with a mean score of 3.26.

Behavioral Intention

The behavioral intention in this study includes three dimensions: BI1): I often feel happy and satisfied after watching the short video; BI2): I am willing to continue using the short video APP; and BI3): I am willing to recommend my relatives and friends to use the short video APP. BI2 received the highest mean score of 3.32 (SD=1.111), followed by BI1 with a mean score of 3.13 (SD=1.122), and the lowest mean score of 3.10 (SD=1.175) for BI3. From the analysis of the data collection, it can be concluded that the three dimensions of the variable received moderate agreement with a mean score of 3.18.

Conclusion of Hypotheses Testing

The results of the linear regression and moderating effect test show as follows:

H1: Coefficient (β)=0.136, p-value=0.000<0.05, Adj. R^2 =0.691, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 69.1%, indicating a good fit of this model. Therefore, hypothesis H1 is verified.

H1.1-H1.7: R is 0.857, the square of R is 0.734, and the adjusted R square is 0.730, which means that all independent variables of the regression model can explain 73.0% of the change of the dependent variable, and the equation fits to a good extent. The results of the F test show that $F=165.971$, $P=0.000$. It shows that the regression

equation is significant. In summary, the sample data has no correlation, and the model is better.

Considering Performance Expectancy, coefficient (β) = 0.171, p-value = $0.000 < 0.05$, which is lower than 0.05, indicating that performance expectancy of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.1.

Considering Effort Expectancy, coefficient (β) = 0.030, p-value = $0.559 > 0.05$, Thus, H1.2 is not verified.

Considering Social Influence, coefficient (β) = -0.097, p-value = $0.060 > 0.05$. Thus, H1.3 is not verified.

Considering Facilitating Conditions, coefficient (β) = 0.085, p-value = $0.087 > 0.05$. Thus, H1.4 is not verified.

Considering Hedonic Motivation, coefficient (β) = 0.208, p-value = $0.001 < 0.05$, indicating that hedonic motivation of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.5.

Considering Price Value, coefficient (β) = 0.157, p-value = $0.001 < 0.05$, indicating that price value of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.6.

Considering Habit, coefficient (β) = 0.392, p-value = $0.000 < 0.05$, indicating that habit of short video APP has positively associated with students' behavioral intention. Thus, this result confirms H1.7.

H2: Coefficient (β) = 0.177, p-value = $0.001 < 0.05$, Adj. $R^2 = 0.698$, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 69.8%, indicating a good fit of this model. Therefore, hypothesis H2 is verified.

H2.1: Coefficient (β) = 0.166, p-value = $0.001 < 0.05$, Adj. $R^2 = 0.736$, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.6%, indicating a good fit of this model. Therefore, hypothesis H2.1 is verified.

H2.2: Coefficient (β) = 0.209, p-value = $0.000 < 0.05$, Adj. $R^2 = 0.739$, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.9%, indicating a good fit of this model. Therefore, hypothesis H2.2 is verified.

H2.3: Coefficient (β) = 0.124, p-value = $0.017 < 0.05$, Adj. $R^2 = 0.732$, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.2%, indicating a good fit of this model. Therefore, hypothesis H2.3 is verified.

H2.4: Coefficient (β) = 0.113, p-value = $0.030 < 0.05$, Adj. $R^2 = 0.732$, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.2%, indicating a good fit of this model. Therefore, hypothesis H2.4 is verified.

H2.5: Coefficient (β)=0.154, p-value=0.003<0.05, Adj. R²=0.735, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.5%, indicating a good fit of this model. Therefore, hypothesis H2.5 is verified.

H2.6: Coefficient (β)=0.183, p-value=0.000<0.05, Adj. R²=0.737, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.7%, indicating a good fit of this model. Therefore, hypothesis H2.6 is verified.

H2.7: Coefficient (β)=0.090, p-value=0.083>0.05, Adj. R²=0.731, implying that the independent variables involved in this regression analysis influenced the dependent variable to a degree of 73.1%, indicating a good fit of this model. Therefore, hypothesis H2.7 is not verified.

Discussion

This study uses a web-based questionnaire to explore the factors influencing students' behavioral intention towards short video APP. Based on the UTAUT2 theoretical model, a model of factors influencing behavioral intention of short video APP was established, which enriches the research on factors influencing behavioral intention of short video APP. This study also confirms that the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) can be used to study the factors influencing behavioral intention of short video APPs effectively.

Hypothesis 1: Acceptance and use of short video APP has positively associated with students' behavioral intention.

According to the research results in Chapter 4, the average daily usage time by respondents for social short video apps per capita is more than one hour, which shows that social short videos have become an important form of entertainment for college students. The results of multiple regression analysis show that the acceptance and use of short video APPs are positively correlated with students' behavioral intentions. And in the multiple regression of each of the seven variables in UTAUT2, it was found that performance expectancy, hedonic motivation, price value, and habit have positively associated with students' behavioral intention. Among them, habit has the largest degree of the positive effect on student behavior Intention, and performance expectancy has the least impact on students' behavioral intention. The results of this study are similar to those of previous studies by LI KYOUNG (2014) and Li (2014).

According to the habit scale, users open the short video APP almost every day. When they are free, they will unconsciously open the short video APP. It is difficult for them to uninstall all the short video apps on their phone. This shows that habit is one of the important factors for social short video APP to attract users. In the Performance Expectancy scale in this study, users can gain fans and expand their

social network by using short video APPs with only 2.96 five-point Likert scale score. This indicates that users' performance expectation has little impact on their usage behavior. It shows that the social positioning of such short video platforms has not been well reflected.

H2: The positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender.

The results of multiple regression analysis showed that the positive relationship between acceptance and use of short video APP and behavioral intention is moderated by gender. It affects men more than women. The results of this study are similar to those of Yang et al. (2010) and Zhang et al. (2018). Yang et al. (2010) found in their study that gender differences had an impact on the usage behavior of social short video APP users. Additionally, Zhang et al. (2018) tested the impact of gender differences on short video usage behavior, and divided male and female users into two groups, and statistically compare the path coefficients corresponding to the two groups of models. The results show that extroversion and entertainment significantly affect users' browsing behavior, and the impact on men is higher than that on women.

Focus on different services for gender. In terms of factors affecting whether users use social short video apps, different social attribute groups have different levels of acceptance of videos and show obvious differences, so different recommended strategies should also be adopted for different groups. For example, users of different genders have significantly different preferences in their usage behavior. Male users are more receptive to short videos and have a better experience of various functions, and platforms can offer different services to improve the usage experience in response to the different preferences of users with different social attributes.

Limitations of the Study

Overall, the research was successfully conducted with acceptable and reasonable results. The two hypotheses are accepted and in the same direction as some previous empirical studies from the literature review (LI KYOUNG, 2014; Yang et al., 2018). However, there are a few limitations of this study that can be noticed for an improvement of future studies as follows:

1. In the process of sample sampling, random sampling was used to conduct research in Chongqing Science and Technology Vocational College, and 428 valid questionnaires were finally taken, the sample is representative to a certain extent, but in the future, it is still necessary to further expand the sample capacity and improve the sample structure in order to obtain more in-depth research results.

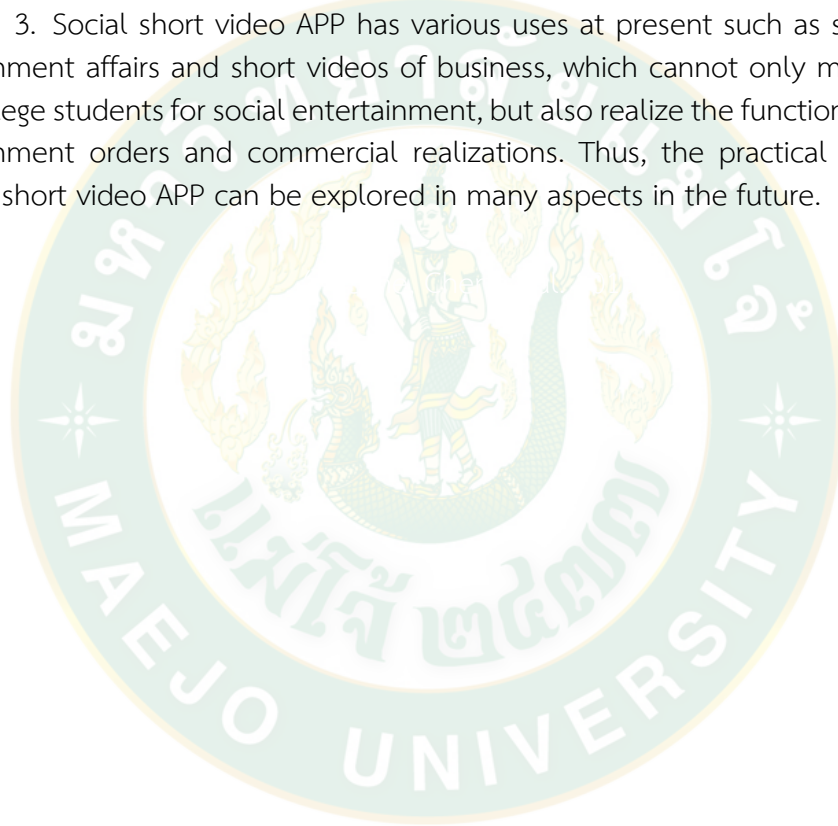
2. This study adopts the questionnaire survey method, and in the future, in-depth interviews are yet to be conducted on this basis to make the study more in-depth and targeted.

Directions for Future Research

1. Expanding the sampling scope in the future to cover colleges and universities in the eastern, central, and western regions of China would help research studies to gain more in-depth and richer research results.

2. In terms of research method, this study mainly adopted a questionnaire survey. In the future, in-depth interviews can be added to deeply explore the influencing factors of college students' social short video APP usage behavior, enhance the innovation of the study, and make it more meaningful.

3. Social short video APP has various uses at present such as short videos of government affairs and short videos of business, which cannot only meet the needs of college students for social entertainment, but also realize the functions of conveying government orders and commercial realizations. Thus, the practical significance of social short video APP can be explored in many aspects in the future.

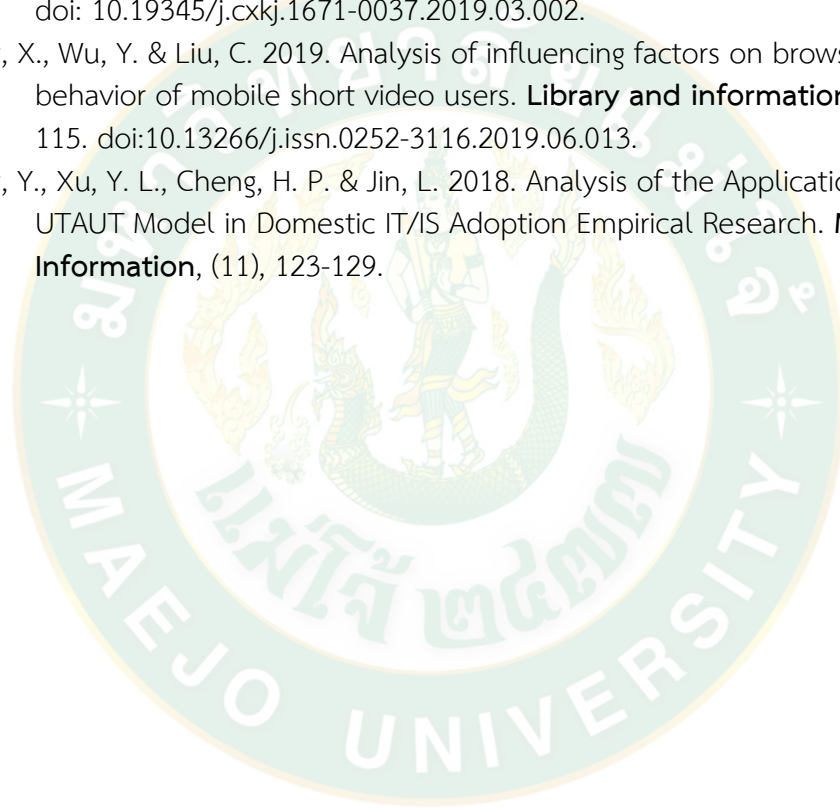


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Questionnaire

Questionnaire: Factors Influencing Student behavioral Intention of Short Video APP: Case study of Chongqing Vocational College of Science and Technology

Dear Sir / Madam:

shalom! First, thank you very much for taking time out of your busy schedule to fill out this questionnaire!

I am a graduate student majoring in Digital Economy and Management at Maejo University. I am researching the factors that affect students' use of social short video APP. The results of this survey will be used to improve the development of the short video industry.

I solemnly promise that all the data you provide is completely confidential and will never be used for commercial purposes! This questionnaire is intended for academic research purposes only, and your personal information will not appear in the report, let alone have any impact on your work. Those answers have no distinguish of correct or wrong, you just need to fill in according to your actual situation!

Your active cooperation and careful filling in, will be the key to the success of this study!

Best Wish to your healthy and work!

Maejo University

Part I: Personal information

1. Gender:
 Male Female
2. Age
 17-19 years old 20-22 years old
 over 22 years old
3. Household registration:
 Urban Rural
4. Major:
 Science and engineering Economics and management
 Humanities Others
5. Your average monthly consumption is:
 less than 1000 yuan 1000-1500 yuan
 1500-2000 yuan More than 2000 yuan
6. Do you think your personality is:
 Extrovert Introvert
 Between the two
7. Your mobile data package is:
 Limited data
 Unlimited data (including daily rental cards such as Tencent King Card)
8. Your average daily mobile entertainment time is:
 0-2 hours 2-4 hours
 4-6 hours More than 6 hours

Part 2: Usage

9. What short video APPs have you used before? (One of the short video APPs such as Tiktok, Kuaishou and watermelon is considered to have been used)
- Yes No
10. What is the short video APP you often use?
- Tiktok kauishou
 Watermelon video
11. Have you used short social videos in the last month:
- Yes No (skip to 18 questions and end)
12. How often you open social short videos every week:
- 0-5 times 5-10 times
 10-20 times More than 20 times
13. The average time you use the short video app each time:
- 0-20 minutes 20-40 minutes
 40-60 minutes More than 60minutes
14. Have you ever recharged or tipped a short video platform:
- Yes No
15. Have you ever consumed through the advertising link of the short video platform:
- Yes No
16. Which of the following behaviors do you often have on short video apps (multiple choice):
- Watch the short video Like the short video
 Comment on the short video Upload short video
 Watch live broadcast Search short video
17. What problems do you think exist in the current short video APP (multiple choices) (skip to question 17 and continue to answer):
- The imitation is serious
 The content is vulgar
 The music is outdate
 Recommendations are not allowed
 There are many advertisements
 The quality of the live broadcast is low
 Others
18. The reason why you don't use the short video APP is (multiple choices):
- Waste of time There are vulgar content
 Decreased content quality Lower practicability
 Higher traffic cost Others

Part 3: Scale

Please rate the following statements, among which 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, 5 means strongly agree, just tick "✓" under the corresponding score.

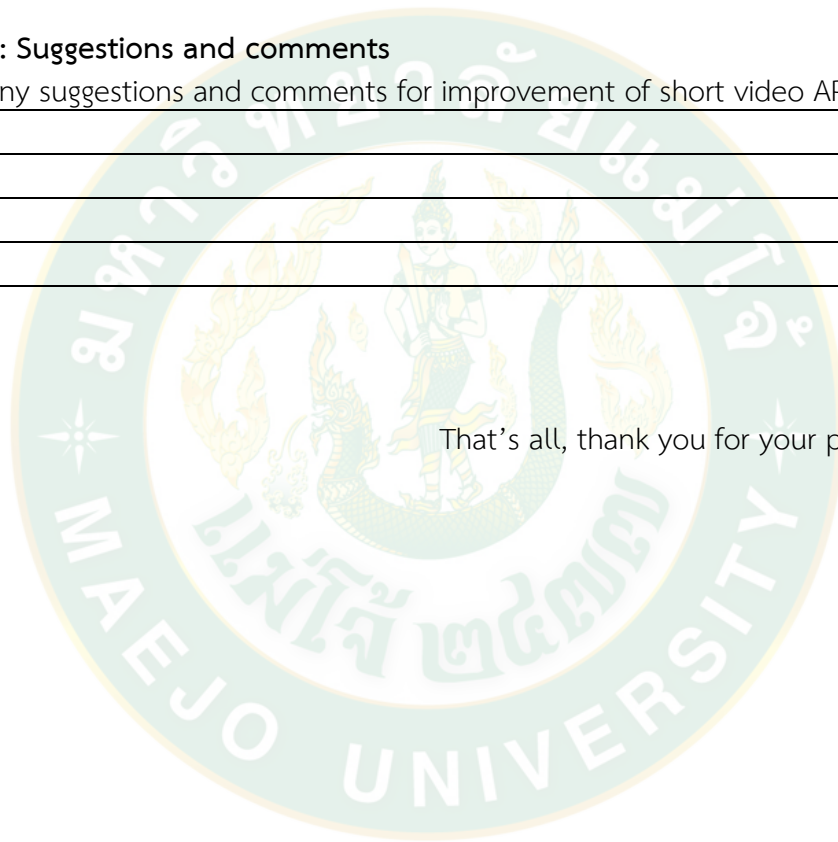
variable name	Problem Description	1	2	3	4	5
Performance Expectancy	Using the short video APP, I can gain fans and expand my social network					
	Using the short video APP, I can learn small life skills that I can use					
	By sharing short videos to social accounts such as WeChat, I can strengthen my interaction with friends					
Effort Expectancy	I think the functional modules of the short video APP are easy to use and easy to operate					
	When I encounter difficulties using the short video APP, I can easily ask friends around me for advice					
	I think short video shooting is not difficult					
Social Influence	Many people around me are using short video apps					
	Someone once recommended a short video app to me					
	My relatives and friends often recommend interesting short videos to me					
Facilitating Conditions	Convenient mobile terminals and diverse short video platforms prompt me to watch short videos					
	The free price will drive me to watch short videos					
	Public opinion guidance and publicity prompted me to watch short videos					
Hedonic Motivation	I can often find a lot of interesting short videos in the short video APP					
	I often immerse myself in watching short videos for a long time					
	When I encounter interesting short videos, I will share them with my relatives and friends					
Price value	I spend almost no money using short videos					
	The traffic consumed by watching short videos is within my acceptable range					
	Watching short videos somewhat reduces my need for other paid videos					
	I open the short video APP almost every day					
	When I am free, I will unconsciously open the short video					

Habit	APP						
	It is difficult for me to uninstall all the short video apps on my phone/						
Behavioral Intention	I often feel happy and satisfied after watching the short video.						
	I am willing to continue using the short video APP.						
	I am willing to recommend my relatives and friends to use the short video APP.						

Part 4: Suggestions and comments

Give any suggestions and comments for improvement of short video APP!

That's all, thank you for your participation !



CURRICULUM VITAE

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