How to Improve Customer Satisfaction Leading to Pay for Premium Service -- Shanbay

Authors: Xianda Chen & Xiaodi Chen
Supervisor: Jason Crawford
Abstract

With the increasing number of people studying online, self-aid learning platforms which help customers (users) study by themselves are more and more prevalent in China. Self-aid online learning is a relatively innovative field which has not been widely and thoroughly researched. This paper used Shanbay which is one of the largest self-aid English learning platforms in China as an example to investigate what and how factors influence customer satisfaction leading to their (re)purchase intention. Based on the previous models and empirical studies of some related fields, this paper outlined a new framework and generated eight propositions to explore these two research questions. Both free users and premium users of Shanbay were interviewed to gather the research material, and the data got from the interview were analyzed to develop the propositions. This paper found that positive service experience can facilitate customer satisfaction from their perceived utilitarian value and hedonic value. Among the proposed five factors influencing the two values, perceived usefulness was considered as the most important factor while perceived playfulness was the least one. What’ more, the relationship between customer satisfaction and (re)purchase intention was suggested to be positive in this paper.

Key words: Self-aid learning platform, service experience, customer satisfaction, (re)purchase intention.
Index of abbreviations

ECM: Expectation-Confirmation Model
ISSM: Information System Success Model
PCQAF: Perceived Content Quality and Flexibility
PEOU: Perceived Ease of Use
PHV: Perceived Hedonic Value
PI: Perceived Interaction
PP: Perceived Playfulness
PU: Perceived Usefulness
PUV: Perceived Utilitarian Value
TAM: Technology Adoption Model
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Index of abbreviations</strong></td>
<td>2</td>
</tr>
<tr>
<td>1. <strong>Introduction</strong></td>
<td>5</td>
</tr>
<tr>
<td>1.1 Background</td>
<td>5</td>
</tr>
<tr>
<td>1.2 Research problem</td>
<td>7</td>
</tr>
<tr>
<td>1.3 Research purpose</td>
<td>8</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>9</td>
</tr>
<tr>
<td>1.5 Research contribution</td>
<td>9</td>
</tr>
<tr>
<td>2. <strong>Theoretical background</strong></td>
<td>10</td>
</tr>
<tr>
<td>2.1 Previous research on customer satisfaction</td>
<td>10</td>
</tr>
<tr>
<td>2.2 Previous research on customer satisfaction with online learning</td>
<td>12</td>
</tr>
<tr>
<td>2.3 Service experience facilitates customer satisfaction</td>
<td>17</td>
</tr>
<tr>
<td>2.4 Theoretical framework and propositions</td>
<td>19</td>
</tr>
<tr>
<td>2.4.1 Customer satisfaction and (re)purchase intention</td>
<td>20</td>
</tr>
<tr>
<td>2.4.2 Service experience</td>
<td>20</td>
</tr>
<tr>
<td>2.4.3 Perceived usefulness</td>
<td>21</td>
</tr>
<tr>
<td>2.4.4 Perceived ease of use</td>
<td>22</td>
</tr>
<tr>
<td>2.4.5 Perceived content quality and flexibility</td>
<td>22</td>
</tr>
<tr>
<td>2.4.6 Perceived interaction</td>
<td>23</td>
</tr>
<tr>
<td>2.4.7 Perceived playfulness</td>
<td>24</td>
</tr>
<tr>
<td>3. <strong>Methodology</strong></td>
<td>26</td>
</tr>
<tr>
<td>3.1 Research design</td>
<td>26</td>
</tr>
<tr>
<td>3.2 Data collection method</td>
<td>28</td>
</tr>
<tr>
<td>3.3 Sampling and data collection</td>
<td>29</td>
</tr>
<tr>
<td>3.4 Data analysis</td>
<td>31</td>
</tr>
<tr>
<td>4. <strong>Empirics and analysis</strong></td>
<td>33</td>
</tr>
<tr>
<td>4.1 Satisfaction and (re)purchase intention</td>
<td>33</td>
</tr>
<tr>
<td>4.2 Perceived utilitarian value to satisfaction</td>
<td>33</td>
</tr>
<tr>
<td>4.2.1 Perceived usefulness</td>
<td>34</td>
</tr>
<tr>
<td>4.2.2 Perceived ease of use</td>
<td>34</td>
</tr>
<tr>
<td>4.2.3 Perceived content quality and flexibility</td>
<td>34</td>
</tr>
<tr>
<td>4.3 Perceived hedonic value to satisfaction</td>
<td>35</td>
</tr>
</tbody>
</table>
4.3.1 Perceived interaction 35
4.3.2 Perceived playfulness 36
4.4 Proposition analysis 37
4.5 Summary of analysis 39
4.5 Proposition development 41

5. Discussion 42
5.1 The answer to the research questions 42
5.2 Practical application 43

6. Conclusion 45
6.1 Summary of study 45
6.2 Limitations and future development 46

References 47

Appendix 1: Interview Guide for Customers (English) 56
Appendix 2: Interview Guide for Customers (Chinese) 59
1. Introduction

This chapter starts with a common story happened in a Chinese self-aid online learning platform -- Shanbay and then the research background, research problem, research questions and research contributions are followed.

1.1 Background

“I improved my English so much and I passed BEC vantage and scored high in IELTS. And now, I’m approaching the end of my oversea master study. Thank you so much, Shanbay!” (Dan, 2015). It is excerpted from a user’s thank-you note on the BBS of Shanbay.

This story is an epitome comes from thousands of user stories. Shanbay is a self-aid online learning platform providing versatile contents of English learning which helps users get a better diploma and career. After the establishment in 2011, Shanbay had more than 60 million registered users and became one of the largest online learning platforms in China by 2017, which means around 15% to 20% of the English learners in China are using this platform (Sohu, 2017a).

Shanbay offers diverse self-aid learning services including vocabulary learning, oral practice, bilingual news, listening training and so forth by its online website and 6 Apps. There are four main characteristics contributing to English learning. Firstly, Shanbay helps users design their customized study plan and dynamically syncs learning materials according to their test result or learning stage. Secondly, it improves study efficiency by integrating scientific learning methods into its system. For example, due to the forgetting curve effect (Ebbinghaus, 2013), the spaced repetition method is used in vocabulary retention, which reviews the vocabulary regularly to prevent users from forgetting them soon (DoNews, 2012). Thirdly, users can share their knowledge (e.g. study notes, translation) in platform community or in the comment area of materials. Fourthly, the “Sign in” mechanism enables users to post their study achievement on social media when they finish their daily task, which monitors and motivates users to insist studying.
CEO Wang Jie stated that Shanbay never makes money by advertising, instead, focus on user experience is the key of its earning (Sohu, 2017b). The current profit mode of Shanbay is “Freemium” which means most functions are free, and Shanbay provides some premium services and peripheral product sales (See Table 1). With such a large number of user, the premium users only account for 2%-3%, and how to transfer free users to premium users who would like to pay for premium services or buy more peripheral products is an impendency, because that is the core source of Shanbay’s profit (Yi, 2016).

Table 1: Shanbay service & product content

<table>
<thead>
<tr>
<th>Free content</th>
<th>Description</th>
<th>Premium content</th>
<th>Description</th>
<th>Peripheral products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary learning</strong></td>
<td>A dynamically database which can sync learning information according to users’ performance</td>
<td><strong>Etyma guidance</strong></td>
<td>Users can learn etymas of words when learning words or looking words up in dictionary</td>
<td>Stationerie s, T-shirts, and other kinds of souvenir with the logo of Shanbay which are usually associated with a special day or campaign</td>
</tr>
<tr>
<td><strong>Listening training</strong></td>
<td>Users can listen to the materials in the previous real exams (e.g. IELTS) or records of latest English news</td>
<td><strong>Vocabulary illustration</strong></td>
<td>Attached illustrations to enhance users’ memory of vocabularies</td>
<td></td>
</tr>
<tr>
<td><strong>Oral</strong></td>
<td>Users can</td>
<td><strong>Collins dictionary</strong></td>
<td>An English-English dictionary which is based on English thinking pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Syllabification</strong></td>
<td>A syllabification system helps users to pronounce better</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Research problem

With the development of Internet service, more and more people choose to learn through online platforms due to its advantage on eliminating the restriction of time and space (Sun, et al., 2008) and lower costs. According to the data from iResearch Inc. (2017), the number of online learning users in China was around 90 million by the end of 2016, with year-on-year growth of 21.5 percent, and it was predicted that the number of online learning users would continue to increase by at least 20% each year and would approach 160 million in 2019. On one hand, the steady growth of Chinese Internet users led to the continuous growth of online learning users. On the other hand, the perfection of online learning technology and the product innovation attracted a large number of users trying this new form of learning (iResearch, 2017). By the end of 2017, the online education market scale in China has already gone beyond 200 billion Yuan (iResearch, 2018).
Different from traditional education, online learning can dramatically improve learning efficiency, reduce learning cost and satisfy users’ personalized learning demands, and users have access to learn anytime and anywhere they want. These advantages above are difficult for traditional education to achieve. Instead of impairing the traditional education in China, the rapid development of online learning impacted it and promoted its performance in some degree. In the second summit forum of online education trend, Qi Yinan as the vice president of Tedu (A leading education brand in China) stated that online learning will not completely destroy or replace traditional education, on contrary, online learning can work as the complement of traditional education by making full use of its characteristics and technical advantages of the Internet (Huang, 2017).

However, the survival of online learning is facing challenges. CCTV Finance, the official medium of Chinese government stated that only 5% companies were profitable and 10% companies maintained their existence among the 400 main online education companies in China by the end of 2016, what’s even worse was that around 15% of them were facing the problem of bankrupt (Han, 2017). This phenomenon happened since although online learning platforms provide free service to attract a large number of users, then how to transform them into more valuable users who would like to pay for premium service became an imperative problem.

1.3 Research purpose

Some previous research about online learning had proved that (re)purchase intention is strongly affected by customer satisfaction (Kuo & Wu, 2012; Sheng & Liu, 2010; Sun, et al., 2008). Using Shanbay as an example, the purpose of this paper is to explore how to enhance user’s (re)purchase intention of self-aid online learning platforms through discussing customers’ experience and the factors influence customer satisfaction. Since self-aid online learning is a relatively innovative field which has not been widely and thoroughly researched, taking the characteristics of these platforms into account, a new framework based on the previous models (TAM, ISSM and ECM) and empirical research of related fields is outlined. This research also aims to put forward some suggestions for online learning platforms to enhance
customer satisfaction and (re)purchase intention through improving their service experience.

1.4 Research questions

1. What factors influence customer satisfaction with self-aid online learning in China?
2. How to improve customer satisfaction to enhance (re)purchase intention?

1.5 Research contribution

This paper has two kinds of potential contribution. For the theoretical contribution, this paper not only elaborated the existing theories and models, but also found some new factors which were not discussed in detail in previous research. The model and the new factors in this paper have the potential to extend the existing study in this area. As to the practical contribution, this paper can both benefit the online learning users and platforms in China. On one side, as users’ demands are better understood, they can get better experience of online learning and their satisfaction are supposed to be higher. On the other side, it helps platforms build a better relationship with users and attract more users to pay for premium services.
2. Theoretical background

In this chapter, the theoretical framework and propositions of this paper are presented after reviewing the previous research on customer satisfaction. Firstly, this paper discussed the definition and the importance of customer satisfaction. Secondly, we further outlined the previous theories and models on the antecedents and consequence behavior of customer satisfaction related to our research. After that, service experience as a facilitator was introduced. Finally, the framework and factors affecting customer satisfaction with self-aid online learning platform through service experience from perceived utilitarian value (PUV) and perceived hedonic value (PHV) and their relationships with (re)purchase intention were illustrated.

2.1 Previous research on customer satisfaction

Customer satisfaction has been studied by scholars for a long time. Cardozo (1965) who studied the relationship between customer efforts, expectation and satisfaction, was widely believed to trigger the attention on customer satisfaction in marketing research (Anderson, Eugene & Mary, 1993).

In the development of research on customer satisfaction, scholars had different understandings and definitions of customer satisfaction. One view was to take customer satisfaction for the result and feeling after purchase or consumption. Howard and Sheth (1969) stated that customer satisfaction is the feeling of customer about the comparison between the cost they spend on a product or service and the benefit from it. Kotler (1991) described satisfaction as the appraisal of a purchased product against the expectation before purchase. More precisely, Oliver (1993) defined customer satisfaction as a customer's feeling about his/her criterion of what a consumption offers, and it’s presented by the tradeoff of the pleasure and displeasure in this consumption. Another view believed that customer satisfaction is customers’ evaluation about their consumption behaviors during and after purchase. Scott et al. (1981) defined customer satisfaction as customers’ assessment of the accordance between a new product or service and the ex-purchased ones. Johnson and Fornell (1991) advocated that customer satisfaction should be defined as customers’ overall estimate of the cumulative performance of an offering by now. In this paper, a comprehensive definition of customer satisfaction given by Oliver (1997)
“...Satisfaction is the consumer’s fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over fulfillment...” was used since it is related to the complete consumption experience and has widely been appreciated and cited by recent researchers (Grigoroudis, Siskos & SpringerLink, 2010, p.4).

The effect and importance of customer satisfaction have also been stated in different views. Cardozo (1965) firstly contacted customer satisfaction with the expectation of marketing organizations’ performance and stated that there is a broadly positive correlation between them. Further study developed customer satisfaction as a tool for inspecting market performance. Gerson (1993) believed that customer satisfaction acts as a standard of the performance of marketing organizations, and firms can use it to test if their performance meet the expectation of customers. As to the effect on business practices, lots of scholars in marketing area had the same consensus that customer satisfaction is an important way to influence the performance of the organizations (Howard & Sheth 1969; Johnson & Fornell 1991; Kotler 1991; Oliver 1999). More specifically, Oliver (1980; 1993), Bearden and Teel (1983) further emphasized that customer satisfaction has a significant impact on customers’ (re)purchase intention. Research in recent years supported the findings above and elaborated them in more specific points. For example, Torres and Tribó (2011) argued that the concentration on customer satisfaction can influence the benefit of the other stakeholders (e.g. business partners) with in a firm, and Sun and Kim (2013) further presented that the customer satisfaction can influence the profitability of firms in both long term and short term.

In a word, customer satisfaction is broadly considered as the evaluation of expectation and perceived performance. It can serve as a critical measure to analyze and forecast customers’ behavior with marketing organizations. The firms should deal with customer satisfaction in an appropriate way since it has a strong impact on customers (re)purchase intention.
2.2 Previous research on customer satisfaction with online learning

The surge of successful online learning system has aroused many scholars' interest in researching the determinants of their successes and customer (or user) satisfaction (e.g. Alshare et al., 2011; Arbaugh & Duray, 2002; Sun et al., 2008; Wu et al., 2006). Most of them were based on the earlier research’s findings and theoretical models from information system fields. Among them, three models were comparatively prevalent and widely used.

Firstly, the technology adoption model (TAM) proposed that two factors, which are Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) primarily influence customers intention to adopt a new information technology (Davis, 1989; Davis et al., 1989). Ease of use stands for the difficult level of using the new technology, and usefulness means people’s perception of how much a particular system they use would improve their performance (Davis 1989). This model has been widely used in testing the customers’ adoption of online services and the two factors are proved to have a significant impact on customer satisfaction with online services.

Secondly, the Information System(IS) success model proposed by Delon & Mclean (1992) introduced "Systems quality" and "Information quality" as the most important components having positive relationship with system use and user satisfaction. “Systems quality" involves the desired characteristics of an e-commerce system, such as usability, availability, reliability, and response time (e.g., download time) and so on, which are mainly related to the technology factors in an internet environment. And “Information quality” means the e-commerce content should be personalized, complete, relevant, easy to understand, and secure for a successful web that is attractive for buyers or suppliers to continuously consume or trade via this electronic channel. This original model was referred by nearly 300 journal articles and was updated in the next ten years and added a new component called “Service quality” (DeLone & McLean, 2003). DeLone and McLean (2003) defined “Service quality” as the overall support delivered by the service provider, responsiveness, assurance, and empathy from SERVQUAL measurement scales (Parasuraman et al. 1988) were refined in this dimension.
Thirdly, Oliver’s (1980) Expectation-Confirmation Theory (ECT) was also widely used in the consumer behavior literature to study consumer satisfaction. In many areas, this theory had been proved that it could analyze customer satisfaction and forecast the customers’ intention of product purchase and service continuance (Wu et al., 2006). Expectation-Confirmation Model (ECM) of IS Continuance (See Figure 1) was generated by Bhattacherjee (2001) through combining ECT and one component (PU) of TAM (Ajzen & Fishbein, 1977; Davis, 1989; Davis et al., 1989; Oliver, 1980). According to the research finding (Davis et al., 1989; Karahanna et al., 1999), enhancing other attributes (e.g. ease of use) efficiency is finally for increasing the job performance (e.g. usefulness). PU was chosen as the most salient expectation in his proposed model. As a result, this study showed that user satisfaction is affected primarily by users' confirmation of expectation and secondarily by perceived usefulness. Users' continuance intention is strongly influenced by user satisfaction, as meanwhile continuing influenced by usefulness perception which is also significantly affected by confirmation. This model was an advanced utilization of ECT for information system.

**Figure 1: Expectation-Confirmation Model (ECM) of IS Continuance**

![Figure 1: Expectation-Confirmation Model (ECM) of IS Continuance](image)

After that, some research integrated more constructs to this model in order to adapt to their specific contexts. For example, Lin, Wu and Tsai (2005) integrated PP into ECM for web portal context, and Wu et al. (2006) upgraded the model by adding computer self-efficiency for predicting the continuance use of electronic learning systems.

Based on these models and in according with online learning system, much research (Alshare et al., 2011; Arbaugh & Duray, 2002; Bhuasiri et al., 2012; Jung, 2012;
Ozkan & Koseler, 2009; Shee & Wang, 2008; Sun et al., 2008; Wu & Lin, 2012; Wu et al., 2006) respectively puts forward a variety of factors from different dimensions on online learning quality or learner satisfaction (See Table 2).

Due to the peculiarity of online learning, e.g. Internet-based services, extensive human-device interactions and high level of self-service (Zeng et al., 2009), some major factors can be summarized from different research, although they were named differently. Primarily, the variables related to PU or PEOU in TAM (Davis, 1989; Davis et al., 1989) were tested most frequently in online learning context research (Arbaugh & Duray, 2002; Bhuasiri et al., 2012; Shee & Wang, 2008; Sun et al., 2008; Wu & Lin, 2012; Wu et al., 2006). Usefulness emphasizes the utilitarian and effectiveness. It is believed that people choose online learning as it can give them practical benefits performance. And ease of use is related to efficiency, which can help learners overcome the barriers of learning online and enhance their learning experience. Besides, there were some factors related to technology or system aspect, such as the quality of technology and internet (Sun et al., 2008), system quality (Alshare et al., 2011) involving user friendliness, availability, usability, ease of learning, and response time, and they were seen as the supports of ease of use or usefulness. Posteriorly, the attributes of the content (or namely course, information or material) of online learning, such as the quality, flexibility were considered in most research (Alshare et al., 2011; Bhuasiri et al., 2012; Jung, 2012; Ozkan & Koseler, 2009; Sun et al., 2008; Wu & Lin, 2012) since it is the core resource of online learning. After that, self-efficiency was mentioned in several research (Alshare et al., 2011; Bhuasiri et al., 2012; Ozkan & Koseler, 2009; Sun et al., 2008; Wu et al., 2006), which reflected that individuals believe they have the ability to perform a behavior (Bandura, 1986). When it comes to online learning, it means they have the skills to use the technology system. It revealed that individual differences also influence their service experience and determine their satisfaction. Some other individual factors like personalization (Shee & Wang, 2008), learner attitude (Sun et al., 2008) and so on have also been involved in their research. Last but not the least, some other disparate factors from instructor, e-learning environment, and evaluation and assessment dimensions were researched in their specific research background.
<table>
<thead>
<tr>
<th>Author name / article year</th>
<th>Dimension</th>
<th>Sub dimension/explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbaugh and Duray (2002)</td>
<td>Perceived usefulness</td>
<td>Perceived ease of use</td>
</tr>
<tr>
<td></td>
<td>Perceived flexibility</td>
<td></td>
</tr>
<tr>
<td>Wu et al. (2006)</td>
<td>Perceived usefulness</td>
<td>Computer self-efficacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirmation</td>
</tr>
<tr>
<td>Shee and Wang (2008)</td>
<td>Learning community</td>
<td>Easy discussion with other learners and teachers, Easy of accessing shared data, Exchange learning with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personalization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Controlling learning progress, Recording learning performance</td>
</tr>
<tr>
<td>Sun et al. (2008)</td>
<td>Student dimension</td>
<td>Learner attitude toward computers, Learner computer anxiety, Learner Internet self-efficacy</td>
</tr>
<tr>
<td></td>
<td>Instructor dimension</td>
<td>Instructor response timeliness, Instructor attitude toward the technology</td>
</tr>
<tr>
<td></td>
<td>Course dimension</td>
<td>E-Learning course flexibility, E-Learning course quality</td>
</tr>
<tr>
<td></td>
<td>Technology dimension</td>
<td>Technology quality, Internet quality</td>
</tr>
<tr>
<td></td>
<td>Design dimension</td>
<td>Perceived usefulness, Perceived ease of use</td>
</tr>
<tr>
<td></td>
<td>Environment dimension</td>
<td>Diversity in assessment, Learner perceived interaction with others</td>
</tr>
<tr>
<td>Ozkan and Koseler (2009)</td>
<td>Content quality</td>
<td>Curriculum, Course flexibility, Interactive content, Clarity, Tutorial, Material quality</td>
</tr>
<tr>
<td></td>
<td>Learner perspective</td>
<td>Self-efficiency, Interactions with other students</td>
</tr>
<tr>
<td></td>
<td>Instructor attitude</td>
<td>Responsiveness, Informativeness, Fairness, Communication</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Alshare et al. (2011)</td>
<td>System factors</td>
<td>System quality (e.g. user friendliness, availability, usability, ease of learning, and response time), Information quality (course material is accurate, relevant, easy to understand, and timely)</td>
</tr>
<tr>
<td>Human factors</td>
<td>Comfort with online learning, Self-management of learning, Perceived web self-efficacy</td>
<td></td>
</tr>
<tr>
<td>Bhuasiri et al. (2012)</td>
<td>Instructors’ characteristics</td>
<td>Timely response, Self-efficacy, Technology control, Focus on interaction, Attitude toward student, Interaction fairness</td>
</tr>
<tr>
<td>E-learning environment</td>
<td>Instruction, University support, Interactions exchange of information, Synchronous and asynchronous communication</td>
<td></td>
</tr>
<tr>
<td>Course and information quality</td>
<td>Course quality (relevant content, course flexibility), Motivation (perceived usefulness, clear direction)</td>
<td></td>
</tr>
<tr>
<td>Wu and Lin (2012)</td>
<td>Curriculum design</td>
<td>Materials properly updated (usefulness of teaching materials, richness and diversification of teaching materials, practicability of teaching materials), System design (easy to use, stability of network, quality of e-learning platform)</td>
</tr>
<tr>
<td>Learning community</td>
<td>Easy of communication with other students, Easy of sharing data/information, Easy of sharing learning experience</td>
<td></td>
</tr>
</tbody>
</table>
### Personalization

- Recording learning history, Ability to plan learning progress, Flexibility in choosing learning content, Tracking learning performance, Overall satisfaction

### Jung (2012)

<table>
<thead>
<tr>
<th>Interactive tasks dimension</th>
<th>Learning activities that promote learner interactions in various forms of distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course development dimension</td>
<td>Policies and guidelines that help ensure and maintain the quality of course development processes, Materials and resources, The course content’s adaptability to learners</td>
</tr>
<tr>
<td>Teaching and learning dimension</td>
<td>Refers to activities related to pedagogy in distance education as well as online and physical resource provision</td>
</tr>
<tr>
<td>The evaluation and assessment dimension</td>
<td>Activities and policies concerned with students’ learning assessment, Feedback and Various stakeholders’ evaluations</td>
</tr>
</tbody>
</table>

---

### 2.3 Service experience facilitates customer satisfaction

Experience is an individual and subjective sensation of customer, which is critical in forming customers’ perceptions (Pappas et al., 2014), more specifically, a positive or superior customer experience is conducive to attaining customer satisfaction, loyalty, and positive word-of-mouth (Grewal et al., 2009; Klaus & Maklan, 2012). Thus, in order to establish customer satisfaction and facilitate the (re)purchase intention, the creation of superior service experience for customer is extremely essential for firms (Verhoef et al., 2009). And Vargo and Lusch (2008) further confirmed and elevated the importance of experience which is the nature of value.

“By definition, a good customer experience is good customer service, thus the customer experience is the service” (Berry et al., 2006, p. 1), the term “customer
experience” is usually related to a certain group of services (Sandström et al., 2008). In contemporary research, “service experience” was increasingly employed as its synonyms (see e.g. Klaus & Maklan, 2012). From service-dominant logic perspective (Lusch & Vargo, 2014), experience derives from service and provide the customer with distinct value. Value is “experiential” (Lusch & Vargo, 2014) and will not be created until the customer uses the service (Vargo & Lusch, 2004). Because this paper stood from a service provider’s perspective, we call it service experience in this paper.

Gupta and Vajic (1999) defined service experience as the feeling and knowledge acquisition come from versatile interactions in a different service context offered by service providers. Tax et al., (2013) stated another understanding of service experience by arguing that the interaction among all service actors (including providers and customers and/or other actors involved in the service encounter) influences the experience formation in a service context. Helkkula (2011) pointed out that service experience should be understood from three characteristics: as a process, an outcome, and a phenomenon. As a process, it focuses on the service design and innovation during customers’ service experience formation (Edvardsson et al., 2005; Prahalad & Ramaswamy, 2004; Teixeira et al., 2012). As an outcome, it is identified as the antecedent to satisfaction (Klaus & Maklan, 2012) or consequence of other constructs (the factors of affecting service experience) (Grewal et al., 2009; Verhoef et al., 2009); From the phenomenological view, it emphasizes the experience is individual, subjective and context-specific (Helkkula, 2011). Jaakkola, Helkkula and Aarikka-Stenroos (2015) integrated the predominant definition of service experience (Edvardsson et al., 2005; Frow & Payne, 2007; Meyer & Schwager, 2007; Verhoef et al., 2009), they redefined “Service experience is an actor’s subjective response to or interpretation of the elements of the service, emerging during the process of purchase and/or use, or through imagination or memory”.

The way how customer experience service has a prominent impact on their perception of value (Bitner, 1992). “Value is now centered in the experiences of consumers” (Prahalad & Ramaswamy, 2004, p. 137). Service experience can be explained from two aspects: utilitarian value and hedonic value (Babin et al., 1998). Utilitarian value emphasizes the practical efficacy, rational outcome, functional performance. For example, gaining extrinsic rewards (monetary awards, prizes, or other proofs of
improved job performance etc.). And hedonic value means a more intrinsic, personal, and emotional feeling of pleasure (Deci et al. 1981) and comfort. Similarly, some other authors (Berry et al., 2002; Sandström et al., 2008) described the service experience from functional and emotional dimensions. Furthermore, Guo et al. (2016) proved that both PUV and PHV have significant influence on satisfaction, and the later one directly and notably affects online learners’ continuance intention. They claimed experience was a key mediator transmitting the effect of attributes of online learning (such as telepresence and social presence, in this case) to online consumers’ satisfaction and purchase intention. In some other technology-based satisfaction research (Pappas et al., 2014; Yoon, 2010), (service) experience was tested as a moderator on the online consumption behavior model, the results showed that higher (service) experience facilitates the formation of satisfaction.

2.4 Theoretical framework and propositions

In order to answer the research questions of this paper, what factors influence the customer satisfaction and how to improve it to enhance their (re)purchase intention, taking the characteristics of self-aid online learning into account, we outlined a new framework (See Figure 2) based on the previous research.

Figure 2: Theoretical framework
2.4.1 Customer satisfaction and (re)purchase intention

Customer (re)purchase intention is strongly affected by their relative degree of satisfaction (Oliver 1980; Bearden & Teel, 1983), and ECM, IS success model also proved that satisfaction have a significant impact on customer consequence behavior (continuance intention). Thus, given the previous model linking customer satisfaction and (re)purchase intention, it is proposed:

*P1: Customer satisfaction has a positive relationship with (re)purchase intention.*

2.4.2 Service experience

By deeply understanding the concepts (See part 2.1 and part 2.3) of customer satisfaction and service experience, customer satisfaction is a fulfillment response, and this subjective perception is depending on the customer experience on the service or product (Klaus & Maklan, 2012). Liang and Huang (1998) have found that customers with better experience have a higher willingness of continue shopping. Liu et al. (2008) proved that the experience has a great impact on customer satisfaction in online shopping. However, this construct has seldom been considered in previous online learning satisfaction research.

Babin et al. (1998) believed service experience is influencing customer’s perception of value from both utilitarian and hedonic aspects. And a later research of online learning (Guo et al., 2016) has proved that customer satisfaction is affected by experience from customer PUV and PHV. In this paper, PUV refers to customer’s cognitive assessment of online learning with respect to purpose fulfillment and problem solving (Babin, Darden & Griffin, 1994). Customer’s PHV describes the potential amusement and affective worth of the online learning rather than the accomplishment of targets (Babin, Darden & Griffin, 1994). These two aspects consisted of a more holistic overview of the pivotal outcome variables in a general model of consumption experience (Holbrook, 1986).

Inspired from the balanced thinking and feeling framework of IS continuance (Kim, Chan & Chan, 2007), this paper applied it to online learning experience. Customers
are supposed to be satisfied with online learning service in two ways: a) Gaining physical rewards (utilitarian value), e.g., acquiring desired knowledge, high grades; b) Psychological rewards (hedonic value), e.g., enjoyment. However, most of previous research mainly focused on the utilitarian independent variables (e.g. usefulness, content quality, technology system quality) of satisfaction, and only a few of independent variables (e.g. interaction) considered about the emotional factors of learners. According to the study result of Guo et al. (2016), PHV plays a more significant role in satisfaction and online learners’ continuance intention. All in all, in light of previous research findings, they are proposed:

**P2: PUV of service experience has a positive relationship with customer satisfaction of online learning.**

**P3: PHV of service experience has a positive relationship with customer satisfaction of online learning.**

### 2.4.3 Perceived usefulness

TAM (Davis, 1989) identifies usefulness in information systems as the level of how the adoption of an information system improve work performance. Davis (1989) and his TAM framework has been very widely used in predicting customer satisfaction of online learning (Arbaugh & Duray, 2002; Sun, et al., 2008; Wu et al., 2006). In this paper, PU of online learning was defined as customers’ perception of how much the online learning platform they used improves their learning effects (Sun, et al., 2008). Arbaugh and Duray (2002) further emphasized that customers of online learning platform usually aim at getting academic degrees, promotions and other kinds of progress from online learning. In this situation, PU directly influences customer satisfaction since it is strongly connected to the customers’ target of using online learning platform, which is obviously related to customer’s PUV. Thus, based on previous model and empirical studies it is proposed:

**P4: PU has a positive relationship with customer satisfaction of online learning by improving PUV.**
2.4.4 Perceived ease of use

PEOU means that individual feels effortless to use a particular system (application), which makes the system more popular among people with equal conditions (Davis, 1989; Taylor & Todd, 1995). As learning online is relatively not as interesting as other online activities, PEOU is important since it directly influences the first impression of customer and makes them continue using this platform. When the characteristics of customer such as age, education background, familiarity with specific areas are diverse, the online learning platforms are more difficult to satisfy all the customers. If ease of use of an online learning platform does not satisfy the customers, they might simply give up this platform or even go back to traditional channels (Zeng et al. 2009).

Customers’ perception of ease of use is an important factor to satisfaction. Davis, Bagozzi, and Warshaw (1992) argued that ease of use can less the effort for a given task. An online learning platform’s ease of use enables customers to concentrate their attention on learning rather than getting accustomed with the system (e.g. user interface, instrument and so on). As a result, a higher learning satisfaction emerges (Sun, et al., 2008). Thus, based on previous model and empirical studies, it is proposed:

P5: PEOU has a positive relationship with customer satisfaction of online learning by improving PUV.

2.4.5 Perceived content quality and flexibility

As online learning platform is a specific kind of information system, the content quality and flexibility of online learning platform are presented by the information (e.g learning materials) produced by the platform. Content quality refers to the quality of learning information/materials (Alshare et al., 2011), it can be presented by 12 aspects, which are “accuracy, precision, currency, reliability, completeness, conciseness, relevance, understandability, meaningfulness, timeliness, comparability, and format” (Swaid & Wigand, 2009). Because the fundamental target of an online learning platform is to provide customers (users) with learning information, the
content quality offered by the platform is extremely important for customers (Bhatti et al., 2000). Alshare et al. (2011) stated that content quality is highly correlated with customer satisfaction. When the level of content quality is higher, the customers are more satisfied with the online learning platform and will to use it more.

Perceived content flexibility of online learning refers to “learners’ perception of the efficiency and effects of adopting e-Learning in their working, learning, and commuting hours” (Sun et al., 2008). Arbaugh and Duray (2002) stated that content flexibility of online learning platform plays an important role in customer satisfaction since it stands for the degree of eliminating the constraints of space, time and location which directly influence customers’ choice of their own learning flexibility.

In addition, because self-aid online learning platforms have no teachers, the content quality and flexibility are the main subjects by which the customer can evaluate the study validity. In their research model, Bhuasiri et al. (2012) stated that content quality and flexibility are critical success factors of online learning in developing countries. When the content quality and flexibility are low, customers would neither trust the platform nor intend to pay for it. Thus, in light of empirical studies’ finding, it is proposed:

\[ P6: \text{PCQAF have a positive impact on customer satisfaction with online learning by improving PUV.} \]

2.4.6 Perceived interaction

The definition of customer interaction in online learning is the interactivities between customers and teachers, materials, and other customers (Sun et al., 2008). In this paper, “teachers” are replaced by the platforms as self-aid learning platforms have no teachers but provide versatile activities to interact with customers (users). With the technology development, human-device interaction also can be presented in an advanced way by AI. Interaction with material means customers (users) can customize their study plane and gain corresponding learning materials offered by platforms. Learning community is another channel for customers (users) to communicate with each other even the employees of platform.
Interaction in the online learning is usually presented by communication or other kind of contacts (e.g. sharing their study notes, participating in translation). Wagner (1997) argued that in online learning, only when the target of a specific learning experience is designed effectively, the interactions can be valuable. Palloff and Pratt (1999) believed the learners interact with others by communicating and getting feedback, which improves their involvement and satisfaction effectively. What's more, Dede (1996) and Wellman (1999) stated that well-organized communities in online learning contribute to satisfaction by improving the level of information, learning and knowledge. Arbaugh (2000) suggested that the when customers have more interactions with others, the higher customer satisfaction with online learning emerges. Some prominent models in this study also emphasized the outstanding influence of interaction (Bhuasiri et al., 2012; Jung, 2012; Ozkan & Koseler, 2009).

These arguments indicated that online learning platforms need to establish effective channels for users to communicate and interact with both platforms and other users, then, the high customer satisfaction emerges. Thus, in virtue of the unique characteristic of this kind of platforms and prior researcher’s findings, it is proposed:

\[ P7: PI \text{ has a positive impact on customer satisfaction with online learning by improving PHV.} \]

### 2.4.7 Perceived playfulness

According to Lin, Wu and Tsai (2005), playfulness of online context is regarded as an individual playful state an individual perceive in different aspects when visit an information system. Playfulness can enhance customer’s hedonic experience and value (Babin et al., 1998). In this paper, playfulness refers to the playful state customers feel when use the self-aid online learning platform.

Lin, Wu and Tsai (2005) developed ECT by integrating playfulness into it and created a new model. Their findings indicated two important clues: a) Customers who use playful online system have the better performance and higher emotional reaction to computer training tasks, such as scanning website, online learning or playing games.
b) The framework which takes playfulness into consideration gets the better customers satisfaction than the original one. Most people recognized that learning itself is a tedious task, thus, when the online system providers increase the entertainment, the customers are more satisfied with them and have higher continuance intention (Lin, Wu and Tsai, 2005).

Although most previous online learning research seldom connected learning with entertainment, according to a small amount of empirical results (Guo et al., 2016; Lin, Wu and Tsai, 2005), playfulness can improve users’ PHV which can satisfy users and directly generate the behaviour intention. Thus, it is proposed:

*P8: PP has a positive impact on customer satisfaction with online learning by improving PHV.*
3. Methodology

In order to investigate the addressed questions upon factors of satisfaction and (re)purchase intention with online learning and if the propositions are feasible, the research design, methods choices, operationalization (sampling and data collection), and data analysis are outlined in this chapter.

3.1 Research design

The research is divided into five phases: a) Reviewing relevant literatures; b) Generating theoretical framework and propositions; c) Doing investigation; d) Writing the investigation report; and e) Developing the model and propositions. This paper used abductive approach and qualitative research strategy by doing a case study.

3.1.1 Research approach

The first step of research design is to determine which research approach should be applied. Usually, the research approaches are divided as inductive and deductive depending on the relationship between theory and research (Bryman & Bell, 2011, p.11). For an inductive approach, theory is generated from the observations or findings (Bryman & Bell, 2011, p.13), and researches identify the evidences into a certain category that could have a connection to a theory or a conception by analyzing the phenomenon (Saunders, Lewis & Thornhill, 2012, pp.143-149). In contrast, the deductive approach usually starts from a theory, and the data are controlled and collected to exam if the hypothesis can be confirmed or rejected regarding to the concept or theory (Bryman & Bell, 2011, p.11-13). Bryman & Bell claimed that (2011, p.13), “Just as deduction entails an element of induction, the inductive process is likely to entail a modicum of deduction”.

For this study, on one hand, it is to investigate the implementability of propositions and model. One the other hand, it is to understand what and how factors affect user satisfaction, and some may have not been included in this model. Therefore, abductive approach as a combination of an inductive and a deductive approach (Saunders, Lewis & Thornhill, 2012, pp. 147-148) which is more flexible within the research process was adopted to this study. Abduction was described as “A mode of reasoning... involves the researcher selecting the “best” explanation from competing or
interpretations of the data (Mantere and Ketokivi, 2013).” (cited in Bryman & Bell, 2011, p. 27). Abduction was developed as a process for gaining new knowledge, it starts from the real observation or findings and then to match or give rise to a hypothesis (proposition) in a wider context (Peirce, 1995, p.150-151). It is a useful approach within business and management research, “if the researcher’s objective is to discover new things -- other variables and other relationships” (Dubois & Gadde, 2002).

3.1.2 Research strategy
The second step is to choose the research strategy when make a research design. Research strategy usually includes quantitative research and quantitative research. Qualitative research refers to “A research strategy that usually emphasizes words rather than quantification in the collection and analysis of data” (Bryman & Bell, 2011, p. 386). In comparison with quantitative research, qualitative research focuses more on the participants’ voice and the process of getting rich and deep data through unstructured data collection approach to better understand behavior, values, beliefs, and all that in terms of the context in which the research is conducted (Bryman & Bell, 2011, p. 410-411). In this paper, we chose qualitative research as our research strategy since it is helpful in deeply exploring the service experience from the customers’ perception, which contributes to answering our research proposes and helping us find more practical and pragmatic suggestions.

3.1.3 Type of research design
The last step is to choose a suitable research design among different types (e.g. experimental design; cross-sectional or social survey design; longitudinal design; case study design; and comparative design). This paper used case study which is a prevalent method of qualitative research which offers an easier understanding of complicated issues and what has been studied in previous research (Bogdan & Biklen, 2003). It refers to “a research design that entails the detailed and intensive analysis of a single case” (Bryman & Bell, 2011, p. 712), which is widely used in lots of prominent business and management research (Eisenhardt & Graebner, 2007). Case study is especially useful in exploring a certain phenomenon and answering the ‘How’ and ‘What’ questions (Golafshani, 2003). With a specific context, case study focuses on studying organizations, events and activities in order to integrate the theory with
practice. Eisenhardt (1989) emphasized that, it offers practical evidence for diverse aims: to precisely describe a business phenomenon; to test the feasibility of existing theories; to generate a new theory and so on.

In this paper, our target is to reach a further comprehension of a specific business phenomenon about what and how factors influence user satisfaction leading to their (re)purchase intention, and to further develop the propositions and research model instead of just measuring the propositions, so case study is applicable to our research. Stake (1995) suggested that the selection of cases should maximize the opportunity to understand the phenomenon or issue best. So Shanbay was decided as the case example for two reasons. Firstly, its popularity and representativeness among self-aid online learning platforms is helpful in answering the research questions of this paper. Secondly, Shanbay is closely related to the theoretical framework of this paper since it has attracted a mass of customers by offering good service experience and it’s currently trying to transform free users to premium users with a relatively simple and common profit pattern.

3.2 Data collection method

Case study design usually favors qualitative methods (e.g. interviewing and participant observation) since they especially contribute to examining a case in intensive and elaborate ways (Bryman & Bell, 2011, p. 60).

When a case study involves human affairs, interview becomes the most important source of getting information (Yin, 2003). In addition, the use of interview can provide researchers a deeper insight to investigate customers’ views compared to questionnaires, because it is more cogent in eliciting narrative data (Kvale, 2003, p.275) and allows “[customers] speak in their own voice and express their own thoughts and feelings” (Berg, 2007, p.96). There are different types of interview in qualitative research including semi-structured interview, unstructured interview and focus groups (Sparkes, 2014). This study is a discovery-oriented project, and we chose semi-structured interview as a kind of qualitative research method, which enables us to get both deeper and wider information about customer satisfaction with the self-aid learning platform Shanbay. In semi-structured interview, the researcher
prepares a series of structured questions directly related to the model and some open-ended questions to further gain participants' explanations and discussions (Sparkes, 2014). To some extent, interviewers could ask more in-depth questions when they find the response to critical questions is valuable (Bryman & Bell, 2011, p.205). Semi-structured interview is not as time-consuming as unstructured interview in analyzing data (Sparkes, 2014), and the opinions won’t be influenced by other participants like focus group, thus it is more flexible and effective for our research that is not only testing the original propositions but also can develop it based on new findings.

3.3 Sampling and data collection

In this paper, snowball sampling method was used. The first step for us is to interview the schoolmates who study English online by Shanbay as we do. After that, they helped us find more users of Shanbay who can provide us valuable information and practical suggestions.

The data were collected by face-to-face or online interviews with customers who were using Shanbay. Due to the high quality of information we collected, we finally made 14 interviews. The interviewees were as diverse as possible based on the below requirements from a wide range of voluntary participants (See Table 3). In this paper, the interviewees were aged from 20 to 40 years old, involving students and non-students, free users and premium users, primary user (using time below 1 year), medium user (using time 1-3 years) and advanced user (using time above 3 years). The data are applicable to this study for two reasons. Firstly, more than 85% customers of this platform belong to this age segment (John 2016), which means most users are students and young workers. Secondly, the three kinds of users (primary, medium and advanced) may have different levels of satisfaction since the continuance intention of an online system is the consequence of satisfaction (Bhattacherjee, 2001; Delon & Mclean, 1992).
Table 3: Details of interviewees

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Student or Non-student</th>
<th>User level</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Zijun Liu</td>
<td>Female</td>
<td>20</td>
<td>Student</td>
<td>Medium user</td>
<td>Premium user</td>
</tr>
<tr>
<td>2</td>
<td>Guangming Huang</td>
<td>Male</td>
<td>22</td>
<td>Student</td>
<td>Primary user</td>
<td>Free user</td>
</tr>
<tr>
<td>3</td>
<td>Zixin Shan</td>
<td>Female</td>
<td>23</td>
<td>Student</td>
<td>Medium user</td>
<td>Free user</td>
</tr>
<tr>
<td>4</td>
<td>Jiani Shi</td>
<td>Female</td>
<td>23</td>
<td>Student</td>
<td>Advanced user</td>
<td>Premium user</td>
</tr>
<tr>
<td>5</td>
<td>Mei Luo</td>
<td>Female</td>
<td>24</td>
<td>Non-student</td>
<td>Advanced user</td>
<td>Free user</td>
</tr>
<tr>
<td>6</td>
<td>Runcheng Huang</td>
<td>Male</td>
<td>25</td>
<td>Non-student</td>
<td>Advanced user</td>
<td>Premium user</td>
</tr>
<tr>
<td>7</td>
<td>Qiongfang Hu</td>
<td>Female</td>
<td>26</td>
<td>Non-student</td>
<td>Primary user</td>
<td>Free user</td>
</tr>
<tr>
<td>8</td>
<td>Wei Wang</td>
<td>Male</td>
<td>27</td>
<td>Student</td>
<td>Advanced user</td>
<td>Free user</td>
</tr>
<tr>
<td>9</td>
<td>Feng Gao</td>
<td>Male</td>
<td>30</td>
<td>Non-student</td>
<td>Advanced user</td>
<td>Premium user</td>
</tr>
<tr>
<td>10</td>
<td>Chao Shi</td>
<td>Male</td>
<td>30</td>
<td>Non-student</td>
<td>Primary user</td>
<td>Premium user</td>
</tr>
<tr>
<td>11</td>
<td>Haisheng Chen</td>
<td>Male</td>
<td>31</td>
<td>Non-student</td>
<td>Medium user</td>
<td>Free user</td>
</tr>
<tr>
<td>12</td>
<td>Qiwei Wang</td>
<td>Female</td>
<td>34</td>
<td>Non-student</td>
<td>Medium user</td>
<td>Premium user</td>
</tr>
<tr>
<td>13</td>
<td>Ye Hu</td>
<td>Female</td>
<td>38</td>
<td>Non-student</td>
<td>Medium user</td>
<td>Premium user</td>
</tr>
<tr>
<td>14</td>
<td>Juan Zhao</td>
<td>Female</td>
<td>40</td>
<td>Non-student</td>
<td>Medium user</td>
<td>Free user</td>
</tr>
</tbody>
</table>

Each interview lasted at least 40 minutes in order to gain more in-depth information. Semi-structured interview with a list of guide questions (See Appendix 1&2) on the specific topics was adopted in this research, which allowed interviewees having enough leeway to make a response (Bryman & Bell, 2011, p.467). Firstly, the interview guide was prepared before the interview to guarantee that information from both structured questions answering and open questions answering could be effectively acquired in a adaptable and free degree. Secondly, the conversations were conducted in a private space which provided interviewees a relaxing and comfortable environment one on one. Two interviewers worked together in the interview. Interviewer A who serves as a skilled facilitator guided the interviewees to express themselves more effectively and efficiently. Interviewer B observed the interviewees’
natural reactions and recorded their discussion points. The interviews were recorded and their names were presented in this paper with the permission of each interviewee.

20 questions in the interview guide were designed based on the model of this paper and were divided into four parts. In the first two parts, how participants perceived the service experience of Shanbay from both utilitarian value (e.g. PU, PEOU, PCQAF) and hedonic value (e.g. PI and PP) aspects was respectively acquired. These questions involve enquiring the influence degree of each proposed factor of satisfaction in our model and the specific reasons relating to their learning experience in Shanbay. Following that, the influence of service experience on satisfaction was further explored. The questions were designed: a) To know the degree of the interviewees’ overall satisfaction with Shanbay; b) To reconfirm the main factors of their satisfaction; c) To inspect if there are some more factors influencing their satisfaction. In the last part, the relationship between user satisfaction and (re)purchase intention was discussed and the question of what derived them to pay for the premium service after all was answered. In this paper, these factors, dimensions and concepts were called as constructs which consist of the eight propositions mentioned above. Each construct contained one to three questions which are associated with the relevant theories and empirical research to explore our research questions. During the whole process of interview, the suggestions and complaints from users were also noted down, which means the points users concerned about but may haven’t been implemented yet by Shanbay.

3.4 Data analysis

Each step elaborated above was to guarantee the process of identifying and interpreting the data effectively and validly. It was vital to analyze and refine the valuable information which explain users’ satisfaction and (re)purchase intention in this research. The analysis started when researchers start to take notes (Lichtman, 2013). Words were the core resource of this type of analysis, thus all points should be transcribed into words written down (Lichtman, 2013). According to Lichtman (2013), we used a separate word format file to record the gathered raw data since it was easy to add color, brackets, etc. After the recorded interviews were transcribed, five steps were conducted to analyze the data. Firstly, we perused the raw data to have a
comprehensive understanding of all the data and made a table of each interviewee’s responses to the influence degree of each proposition which was divided as strong, medial, weak or none. Secondly, the quotes from interviews was interpreted one by one and categorized according to their relevance to proposed constructs (See the example in Figure 3). For the information cannot be directly categorized by the proposed constructs, we generalized their core content or concept and sorted them by different themes. Thirdly, we re-read the categorized quotes and refined the most important clues. It helped us reconfirm the influence degree the interviewees stated were in line with their in-depth perception. Fourthly, the sorted themes were reviewed for several times and the irrelevant ones were deleted. This step contributed to generating and developing new propositions which were not included in the model. Finally, we compared the result of the analysis with the existing theories: a) To see how well the model we proposed in this paper explain our research questions; b) To see if the new propositions we generated could develop the theories.

Figure 3: A snapshot of quote categorizing
4. Empirics and analysis

In this chapter our empirical results and analysis are presented. As discussed in the methodology, this chapter is structured through the lens of the theoretical framework, the relationship between satisfaction and (re)purchase intention, and the constructs of influencing user’s satisfaction from PUV and PHV.

4.1 Satisfaction and (re)purchase intention

Although a few interviewees had a different opinion, most (12/14) interviewees told us that their (re)purchase decision are based on their satisfaction at different degrees. Zijun’s view stands for the majority of the interviewees “High satisfaction is the root reason for me to pay for the premium product and service. I’d like to spend my money on the original English books and annual learning plan. Only the continuous feeling of satisfaction can make me keep paying”. However, two interviewees who don’t regard satisfaction as such an important reason to (re)purchase intention stated that some other factors could directly lead to their purchase behavior without satisfaction. As Wei said “I pay for some premium services because the content can only be found on Shanbay, but I’m not satisfied with the other performance of this platform”. In a word, satisfaction is serving as the mediator of the factors affecting (re)purchase intention of online learning, it is very important but not necessary.

4.2 Perceived utilitarian value to satisfaction

PUV of service experience was considered as a fundamental demand to satisfaction. Most interviewees emphasized that utilitarian service experience would be primarily taken into account when they choose online learning platforms. When they were asked about the influence degree of PUV on their satisfaction, the answers were fairly consistent, “It’s very strong”. Feng said that “Without this, nothing can make sense”. Haisheng further pointed out “Learning online enables me to spend less time and make more progress in English learning, it really satisfies me since I don’t have to cost too much time”. This means user are satisfied with online learning since it is an economic choice with a good utilitarian experience of high output and low cost.
4.2.1 Perceived usefulness

PU is believed as the most important factor leading to PUV experience by all interviewees and they stated the influence degree is strong. By learning online, users are possible to improve their English skills, what’s more, to score better at school or get through English examinations or study abroad. Chao said “My initial target of learning online is to improve my English skills, so what I concern most is whether it can help me or not. Actually, Shanbay helps me get through the master-entrance exam in four months”. In this case, Shanbay is supposed to be useful in enhancing their English performance. Users think usefulness is strongly influencing satisfaction by improving their utilitarian value experience.

4.2.2 Perceived ease of use

PEOU also strongly results in PUV experience from most of interviewees’ view. 10/14 interviewees believed this influence is strong, the rest of them believe it’s medial since generally online learners are familiar with the operation of Internet and App. Users intend to learn online without spending too much time or vigor to get accustomed to the platform. The users stated that some factors like reliability of the web (App), quality of the user interface and so on can present ease of use and directly influence their utilitarian value experience. Qiongfang said “Shanbay’s website is easy to find and browse, the user interface is concise and comfortable which makes me pleased when learning English. In addition, it’s very convenient for me to log in different Apps of Shanbay with one single account, it really inspires me to explore new contents I have never tried.”. In this part, “concise”, “comfortable”, “convenient”, “simple” and so on are related to ease of use, which are regarded as one kind of utilitarian experience, since they are conducive to increasing the efficiency and learning performance. When the online learning platform is perceived as ease of use, users are satisfied with it since they feel a good utilitarian value experience.

4.2.3 Perceived content quality and flexibility

Only 4/14 interviewees thought PCQAF as a medial factor. In their opinion, the contents of all homogenous online platforms are not distinguishing. While, most interviewees (10/14) regarded PCQAF as a critical factor of utilitarian value experience and the influence degree is strong. On one side, content quality guarantees
the materials users learn online are credible and valuable. It’s obvious that the faulty, obsolete or biased materials won’t help users achieve their utilitarian goal. Guangming stated “I learn English online for passing Chinese College English Test Band 6 (a English test for university student), so the learning resource offered by the platform should be precise, trendy and authoritative. Or else, the platform would be weeded out and I will choose another platform instead.” On the other hand, as users have diverse demands since they are on different stages of learning English and have different interests, the content should be flexible enough to meet their requirements. Zijun expressed her idea “Shanbay provides various kinds of materials from primary school to advanced examinations such as IELTS. It offers me abundant choices of materials for now and the future, and I think I’ll keep learning here for the long run.” Users showed their concern about content quality and flexibility and emphasize the two aspects of content have significant impact on utilitarian value experience. When the content quality and flexibility are better, they are more likely to be satisfied with the online learning platform.

4.3 Perceived hedonic value to satisfaction

According to the interviewees, PHV of service experience is considered as a subordinate and auxiliary demand to satisfaction. It has a positive relationship with satisfaction, but it should be built on the utilitarian experience. Learning in fun is a good experience people expect, especially for young users, which can enhance their interest in learning. Four interviewees thought the influence degree is strong. Mei said “The feeling of enjoyment is the driving force of continuous learning”. Seven interviewees evaluated this factor as medial and convey the message that although hedonic experience is not as important as utilitarian experience, adding a little bit of amusement can still increase interest of learning, otherwise it would be too dull. And the rest few interviewees thought that as adults, the motivation of learning comes from their rational choice, so the influence is weak. Although its influence degree is controversial, the overall relationship with satisfaction was positive.

4.3.1 Perceived interaction

10/14 interviewees (6 strongly and 4 medially) regarded PI as an important factor influencing their hedonic value experience, although there were different voices about
this factor as it could be depending on the users’ personalities. This paper found that the users who are more sociable prefer joining the activities held by the platform, getting feedback, learning within a group, or some other interactions which can stimulate their passion of learning. For example, there were several interviewees (e.g. Haisheng, Juan, Guanming and Zixin) happened to have the same view that the records of their “sign up” and rewarded badges from the platforms are giving them a sense of achievement which generates a hedonic experience. Besides, Mei said she appreciates her learning group (which are set up by users themselves) very much, “I can make new friends there and we can supervise each other. If I can’t finish the daily task, I will be kicked out (from the learning group). By the way, the people of this group are very kind and supportive, we can discuss many problems, I like them”. Qiwei explained that when she practices oral English on Shanbay, the platform will score her performance sentence by sentence, “That’s great, I know how much better I am”. This feeling of self-identity strengthened her hedonic value by interaction with platform and content. Despite, four interviewees thought the influence is weak, not so important to their experience, as they only want to concentrate on learning. Combined with all opinions from interviewees, PI has a positive influence on satisfaction by improving their PHV.

4.3.2 Perceived playfulness

Two interviewees regard PP as a critical factor of hedonic value experience, while five took it for a medial factor. Some users cared about the stimulative effect of playfulness when they learn online, as Mei argued “When the platform pushes some interesting videos or articles to me, I intend to watch or read them after finishing my daily study. Sometimes, I was attracted by these contents and felt like to learn more than I planned”. Jiani pointed out, “Interesting mini-games and something else like that will enhance the experience, and learning will be fun when play games with other users.” Nevertheless, half of interviewees (7/14) believed that playfulness is a weak factor for two reasons. Firstly, some users focused more on their learning outcome, they didn’t treat learning online as an interesting activity so playfulness is unnecessary. Secondly, some users worried that it’s not easy to learn and have fun at the same time since it may be at the cost of learning efficiency. Feng said “Although some games or humorous materials may increase the enjoyment of learning, they can’t actually provide persistent interestingness for further learning”. Users thought
playfulness is not something negative but it doesn’t contribute to their satisfaction with online learning so much. As to their satisfaction with online learning, playfulness only plays a subsidiary role in this issue.

4.4 Proposition analysis

In this section, based on the empirical results and comparison with previous literatures, each proposition is analyzed and the findings of this research are illustrated as following.

For P1: The empirical results indicated two important clues of this paper. Firstly, although interviewees had different priorities of the two kinds of service experience and their sub factors, which means the reasons to their satisfaction are various, satisfaction is still very important to (re)purchase intention. Secondly, some factors related to service experience can directly influence users’ (re)purchase intention without satisfaction, but it doesn’t mean satisfaction is a negative thing. Basically, it is agreed with the standpoint of previous literatures (Oliver, 1980; 1993; Bearden & Teel, 1983), customer satisfaction is the key leading to customers’ (re)purchase intention. Some relevant models like ECM of IS (Bhattacherjee, 2001) proved that satisfaction have a significant impact on customer consequence behavior (continuance intention). In online learning area, this continuance intention results in (re)purchase of premium products and services, our study further confirmed that. Besides, we also suggest there are various factors that can directly influence (re)purchase intention, which is similar to ECM (Bhattacherjee, 2001) that PU can influence IS continuance intention through satisfaction or directly, as well as the empirical findings of Guo et al. (2016) that service experience also can directly influence the continuance learning of online learning. Hence, this paper suggests that the proposition 1 is supported.

For P2 & P3: According to our empirical results, service experience has a positive influence on satisfaction, which is in line with the result proved by previous research in (online) shopping area that better experience benefits the customer satisfaction (Liu et al., 2008) and continue consumption (Liang & Huang, 1998). Furthermore, most previous research found the factors (such as PU, PEOU and so on) have a significantly direct effect on learners’ online learning satisfaction and continuance
intention (e.g. Arbaugh & Duray, 2002; Sun et al., 2008), but these studies did not include learners’ perceived online learning value and seldom related to hedonic experience. This study’s empirics suggest that the direct effect of these factors on user satisfaction and (re)purchase intention may be fully mediated by the service experience from PUV and PHV, this point is concerted with Guo et al. (2016)’s research of online learning. But in our research all the interviewees thought PUV is more important than PHV, which is just opposite to Guo et al. (2016)’s research. As the priority of perceived value is strongly based on personality, our sampling size may not be big enough to cover all kinds of user personality. Besides, the result is also constrained by the specific research background, for example, our research was focused on the self-aid online learning platform, and Guo et al. (2016)’s research investigated the online course with instructors. All in all, this paper suggests that the proposition 2 and proposition 3 are supported, although the influence degree is controversial.

**For P4:** The factor of PU tested most frequently in previous research of an online learning context (e.g. Arbaugh & Duray, 2002; Bhuasiri et al., 2012; Shee & Wang, 2008; Sun et al., 2008) is strongly confirmed in our research. This factor is considered as an outcome of learning which user expect most. Hence, this paper suggests that proposition 4 is supported.

**For P5:** According to the results of the in-the-depth interviews, PEOU is considered as important factor to satisfaction, which is in keeping with TAM (Davis, 1989) and the previous research (e.g. Sun et al., 2008; Zeng et al. 2009). Additionally, some interviewees thought the feature of usefulness may be increased by this factor. There is an agreement with Karahanna et al. (1999), “Ease of use concerns seem to be resolved and displaced by more instrumental considerations involving the efficiency of the innovation to increase one's job performance (i.e., perceived usefulness)”. Hence, this paper suggests that proposition 5 is supported.

**For P6:** PCQAF is also considered as a critical factor to satisfaction, since it related to the effect of learning, which is in line with the previous research. Alshare et al. (2011) and Bhatti et al. (2000) emphasized the content quality is highly correlated with customer satisfaction, as well as Arbaugh and Duray (2002) emphasized the
flexibility of content. Both Sun et al. (2008) and Bhuasiri et al. (2012) combined these two elements and tested, the result also was positive. Hence, this paper suggests that **proposition 6 is supported**.

**For P7:** Combined our empirical result and the finding of previous research (e.g. Sun et al., 2008), PI has a positive relationship with satisfaction. However, our research found interaction bring a hedonic experience, which is inconsistent with the viewpoint of Ozkan and Koseler (2009) that the interaction is mainly to improve the learning effect, which is related to utilitarian experience. The good feeling of interaction interviewees described is a sense of achievement, self-identity and belonging, but they didn’t perceive it can improve the performance (utilitarian). Because for self-aid online learning, the output of interaction such as badges, performance feedback or records seem to be a symbolic incentive or symbolic rewards. Hence, this paper suggests that **proposition 7 is supported**.

**For P8:** PP has a positive influence on satisfaction, which is concerted with Lin, Wu and Tsai (2005)’s research, but the influence degree may be slightly weaker than that research. Anyway, this paper suggests that **proposition 8 is supported**, although PP only plays a subsidiary role in this issue.

### 4.5 Summary of analysis

Thus, the analysis above indicated that all the propositions of this paper are supported. The results of propositions are concluded in **Table 4**. Five factors leading to satisfaction by improving service experience were presented according to their influence degree, sequentially PU, PEOU, PCQAF, PI and PP. The former three factors were related to the user’s utilitarian value experience which is more important than hedonic value experience. Users expressed that PU is what they most concern about, and it contributes to improving utilitarian value experience with other two stronger factors, PEOU and PCQAF. Meanwhile, the two factors influencing hedonic value experience, namely PI and PP were not as important as the three previous factors in building user satisfaction. To be specific, PP was supposed to be the least important one among the five factors. With respect to the relationship between
satisfaction and (re)purchase intention, satisfaction is a critical factor leading to their higher (re)purchase intention of online learning premium service.

Table 4: The results of propositions

<table>
<thead>
<tr>
<th>Propositions</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong>: Customer satisfaction has a positive relationship with (re)purchase intention.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P2</strong>: PUV of service experience has a positive relationship with customer satisfaction of online learning.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P3</strong>: PHV of service experience has a positive relationship with customer satisfaction of online learning.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P4</strong>: PU has a positive relationship with customer satisfaction of online learning by improving PUV.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P5</strong>: PEOU has a positive relationship with customer satisfaction of online learning by improving PUV.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P6</strong>: PCQAF have a positive impact on customer satisfaction with online learning by improving PUV.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P7</strong>: PI has a positive impact on customer satisfaction with online learning by improving PHV.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>P8</strong>: PP has a positive impact on customer satisfaction with online learning by improving PHV.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Basically, our research is in line with the existing theories and models. What’s more, two differences from previous research may help extend and develop our model: a) Different from the previous research which used quantitative method, this paper used qualitative method in order to explore and develop the existing theories and models in a specific area which hasn’t been studied at length; b) This paper used four different levels (strong, medial, weak and none) to specialize the influence degree of each
construct, which contributed to better understanding customers’ perception and preference of online learning.

4.5 Proposition development

Apart from this, there were several elements mentioned by interviewees, such as self-achievement, self-identity, users’ personality and preference, and ambitious motivation of learning, which we have preliminarily discussed in previous parts. Firstly, in PI part, they thought the sense of self-achievement and self-identity can promote their hedonic experience which influences their satisfaction. Meanwhile, this paper found that some interactions provided by platforms, for example the record of study completion or the feedback of their learning performance, are conducive to creating this feeling, and that’s why we didn’t present this element as a separate factor. Secondly, it is obvious that the users’ personality and preference have an impact on their satisfaction and behavior intention. But from the perspective of self-aid online learning platforms, they cannot control or change them, what they can do is to understand them as much as possible and provide self-aid customized service. Lastly, we found the ambitious motivation of learning is another reason bringing about the willingness of payment. Learners who have a clear motivation or purpose of learning are more likely to pay for their learning materials or courses or other services related to learning, even they are not sure about if they are satisfied with them or not.
5. Discussion

In this chapter, based on the empirical result of our research, the discussions including the answer to the research questions and the practical applications were brought out.

5.1 The answer to the research questions

Basically, the empiric was offering supports for the two research questions of the paper and adding more potential constructs into our model. For the first research question “What factors are influencing the customer satisfaction with self-aid online learning”, five factors were suggested to be important to improve service experience and build customer satisfaction, but their influence degrees were different. Among them, PU was regarded as the most important one unquestionably while PP was the weakest one. Thus, research question 1 was answered. For the second research question “How to improve customer satisfaction to enhance (re)purchase intention”, our empirics showed that both utilitarian value experience and hedonic value experience can influence customer satisfaction but the former one has a stronger impact than the later one. Five factors discussed in research question 1 have impact on them. By improving these two kinds of experience, the (re)purchase intention of customer increases. Thus, research question 2 was also answered.

In addition, some unexpected findings about the relationship between satisfaction and (re)purchase intention were also found in our paper, which may be possible to extend the research question or bring in more researchable directions. Oliver (1999) stated that satisfaction is an important but not necessary step to customer loyalty and consumption, and customers are possible to keep consuming without satisfaction. This argument was supported in our research. As some interviewees stated, their (re)purchase intention of premium service of online learning were not from their satisfaction. Some personal factors such as their sense of self-achievement, self-identity and ambitious motivation of learning resulted in their (re)purchase behavior without the precondition of satisfaction. Besides, it’s possible for one factor mentioned in our model to directly lead to (re)purchase intention without satisfaction, for example, the scarcity and exclusiveness of content (the content is only available on a specific platform) could directly give rise to purchase behavior.
5.2 Practical application

For improving customer satisfaction and (re)purchase intention, we concluded some suggestions for online learning platforms based on this paper.

1. To integrate more scientific learning methods into online learning system to improve learning efficiency. Online learning platforms need to study the newly developed learning methods and improve self-aid customized service to meet their various learning habits and demands. And the evaluation mechanism of learning outcome should be elaborated, which can increase a sense of achievement of users and provide a motivation for continuous learning.

2. To standardize the ease of use. As online learning platforms usually provide diverse channels of learning such as website and mobile App, they should standardize ease of use in different channels. For example, to keep the App and website in same performance. What’s more, it’s very important to forbid or at least reduce the technical mistakes since users regard the reliability of serve, the speed of link to App and so on as “standard” on ease of use.

3. To update learning material timely. As content quality is important to learning outcome and efficiency, online learning platforms should update their learning material to meet the new demands of users. For example, original English books, especially prevalent books should be taken in and updated timely as they can attract users’ interest.

4. To classify the content in a more detailed way. Online learning platforms need to provide different kinds of content classification according to interest, learning level, learning purpose. When the classification is accurate and diverse, users feel the content flexibility is good and intend to keep learning. For example, users hope platforms can understand what theme they want and push more English news about it.

5. To respond users’ feedback more efficiently. Firstly, online learning platforms should set up the discipline for users and investigate the reports about uncivilized behavior of them. Secondly, they should fix system bugs and as soon as possible. If
not possible at present, it is better to let users know the progress of the solution. Thirdly, they should collect the suggestions from users periodically to improve their service experience.

6. To create a playful feeling for specific users. It may be an effective idea to segment the target users according to their requirement of playfulness. To speak specifically, online platforms could set a zone which concentrates on offering playful contents (e.g. English film chips) and keep the other zones relatively professional or academic. Of course, it doesn’t mean to cut off the link these two parts at all, it means to lead users to get what they need according to their preference of playfulness as clear as possible.

7. To achieve (re)purchase intention “without” satisfaction. As some users said, they focus more on the characteristics of service (e.g. uniqueness) and when a specific service can draw their interest, they still want to pay for it. For online learning platforms, two ways of increasing (re)purchase intention are necessary. Firstly, to understand customers’ need on the five factors we mentioned above, and to focus on improving holistic satisfaction instead of concentrating on only a portion of factors. Secondly, to offer something special among competitors, particularly when the content is exclusive.
6. Conclusion

This chapter is to summarize the whole study by combining the theory and empirical results, and the limitations and recommendations for future research are also presented.

6.1 Summary of study

Online learning is complement of traditional education, which is more flexible in terms of time and space. Many institutions implement online learning to meet different users’ needs, including students and non-students who have full time jobs. This research explored main factors affecting online learner satisfaction and discussed how to improve their (re)purchase intention. An integrated theoretical framework developed from previous studies consisting of five factors from PUV and PHV aspects was presented to guide this research.

Through in-depth interviews of 14 diverse users of Shanbay, a qualitative data analysis method with five steps was conducted to code the data. The result indicated that customer satisfaction has a strong positive relationship with (re)purchase intention in most situations. And service experience can facilitate satisfaction from both PUV and PHV, but the influencing effect of PUV is stronger than PHV. Additionally, the factors affecting online learners satisfaction were explored in order of importance are as follows:

1. PU influences customer satisfaction of online learning by improving PUV.
2. PEOU influences customer satisfaction of online learning by improving PUV.
3. PCQAF influences customer satisfaction with online learning by improving PUV.
4. PI influences customer satisfaction with online learning by improving PHV.
5. PP influences customer satisfaction with online learning by improving PHV.

In addition, through the analysis, we found out two more propositions as below,

1. Users’ personality and preference has an influence on their satisfaction.
2. Ambitious motivation can directly influence customers (re)purchase intention. Those who have a clear motivation and purpose are more likely to pay for premium learning service.
In short, the propositions we proposed at the beginning of this research are extended by the empirics from the in-depth interviews. The factors originated from TAM (Davis 1989) were proved to be strongly effective, especially PU was the most important factor to satisfaction. And the other factors referred from the previous researches (Alshare et al., 2011; Lin, Wu & Tsai, 2005; Sun et al., 2008) were confirmed expect the influence degree of PP might be slightly weaker than Lin, Wu and Tsai (2005)'s research, because their research was for information system but not only for online learning. After the study, in addition to the factors listed on the basis of the theoretical framework, we explored more information on customer satisfaction with online learning. The information examined from the theory and analysis enlightened us on how to solve the issue of online learning platforms survival from a more practical perspective.

6.2 Limitations and future development

As this paper focused on the users aged from 20 to 40, it lacked some kinds of users such as students before college who also learn online. What’s more, there were some factors also influencing customers’ purchase intention such self-achievement, self-identity, users’ personality, and ambitious motivation of learning. These factors were mentioned during interviews but not deeply discussed in this paper.

For the future research, other kinds of users including students before college can be taken into study. These users have the potential of (re)purchase behavior in the long run since they would mature and enter the major group of users (20-40) after all. In addition, the factors which were not discussed in this paper have the potential to contribute to future research and explaining customer satisfaction and (re)purchase intention in more detail.
References


the service experience: lessons from marketing", *Academy of Management Perspectives*, vol. 20, no. 2, pp. 43-57.


Han, Y.J. 2017. "在线教育的冰与火 (The ice and fire of online education)", *Beijing Morning Post*, 20 November, p. B01.


Lusch, R.F., & Vargo, S.L. 2014, Service-dominant logic: premises, perspectives,
possibilities, Cambridge: Cambridge University Press.


students, 7th edn, Harlow: Pearson Education.


competing models", *Information Systems Research*, vol. 6, no. 2, pp. 144-176.


Appendix 1: Interview Guide for Customers (English)

Project title: Factors influencing the customer satisfaction of Shanbay

Researcher:

For noting all information in our interview, we would record our conversation which might be destroyed after transcribed. All the information in the interview would be only authorized to researchers and the confidentiality of this interview is confirmed. If you don’t feel comfortable during the interview, please feel free to interrupt us. The interview will take approximately 40 minutes to obtain all information, which are supposed to help us solve our research questions. Thank you for your participation.

Part One Personal information

Name:

Age:

Gender:

Student/Non-student:

Free/Premium user of Shanbay:

Time of using Shanbay:
### Part Two Interview Questions

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Questions</th>
</tr>
</thead>
</table>
| Perceived usefulness                     | 1. What’s your target of learning on Shanby? Does Shanbay help you achieve your target, such as learning performance or working performance? If yes, please specify what it is.  
2. How do you think the usefulness of learning on Shanbay?  
3. How can it influence your experience with Shanbay? Please use strong, medial, weak or none to describe the influence degree. |
| Perceived ease of use                    | 4. How do you think the ease of use of learning on Shanbay?  
5. How can it influence your experience with Shanbay? Please use strong, medial, weak or none to describe the influence degree. |
| Perceived content quality & flexibility  | 6. How do you think the content quality and flexibility of Shanbay?  
7. How can it influence your experience with Shanbay? Please use strong, medial, weak or none to describe the influence degree. |
| Perceived utilitarian value              | 8. Do you feel Shanbay is a well-functional and useful platform for your English learning? If not, please specify the reason.  
9. How can this kind of service experience influence your satisfaction with Shanbay? Please use strong, medial, weak or none to describe the influence degree. |
| Perceived interaction                    | 10. How do you think the interaction of learning on Shanbay?  
11. How can it influence your experience with Shanbay? Please use strong, medial, weak or none to describe the influence degree. |
| Perceived playfulness                    | 12. How do you think the playfulness of learning on Shanbay? |

57
<table>
<thead>
<tr>
<th>playfulness</th>
<th>13. How can it influence your experience with Shanbay? Please use strong, medial, weak or none to describe the influence degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived hedonic value</td>
<td>14. Do you think learning on Shanbay is an interesting thing? Do you have fun on that, Why or why not? 15. How can this kind of service experience influence your satisfaction with Shanbay? Please use strong, medial, weak or none to describe the influence degree.</td>
</tr>
<tr>
<td>Service experience</td>
<td>16. What attributes can improve your online learning experience? 17. What kind of service experience satisfied you mostly?</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>18. Are you satisfied with Shanbay overall? Please specify the reason.</td>
</tr>
<tr>
<td>(Re)purchase intention</td>
<td>19. Would you like to pay (renew) for the premium service? 20. How can your satisfaction influence your payment for premium service? Please use strong, medial, weak or none to describe the influence degree.</td>
</tr>
</tbody>
</table>
Appendix 2: Interview Guide for Customers (Chinese)

论文题目：影响扇贝网用户满意度的因素

采访说明：

为了记录采访中的全部信息，我们将会录音对话，并在转录之后将其销毁。采访中提及的全部信息仅用于研究人员使用并严格保密。如果您在采访过程中感到不适，请随时中断我们的采访。本次采访耗时约为 40 分钟，从中获得的信息可能有助于解决我们的研究问题。感谢您的参与。

第一部分 个人信息

姓名：

年龄：

性别：

学生/非学生：

免费用户/收费用户：

使用时长：
### 第二部分 采访问题

<table>
<thead>
<tr>
<th>概念</th>
<th>问题</th>
</tr>
</thead>
<tbody>
<tr>
<td>实用性感知</td>
<td>1. 你使用扇贝的目的是什么？它有帮助你实现你的目标吗？是学习方面还是工作方面，请具体描述下。</td>
</tr>
<tr>
<td></td>
<td>2. 你觉得扇贝在实用性上的表现如何？</td>
</tr>
<tr>
<td></td>
<td>3. 这些表现会在多大程度上影响到你在扇贝的体验吗？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
<tr>
<td></td>
<td>4. 你觉得扇贝在易用性上的表现如何？</td>
</tr>
<tr>
<td></td>
<td>5. 这些表现会在多大程度上影响到你在扇贝的体验吗？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
<tr>
<td>易用性感知</td>
<td></td>
</tr>
<tr>
<td>内容质量及弹性感</td>
<td>6. 你觉得扇贝在内容质量和弹性上的表现如何？</td>
</tr>
<tr>
<td>知</td>
<td>7. 这些表现会在多大程度上影响到你在扇贝的体验吗？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
<tr>
<td>实用价值感知</td>
<td>8. 你觉得扇贝是一个功效性强的英语学习平台吗？如果不是的话，请详细说明原因。</td>
</tr>
<tr>
<td></td>
<td>9. 类似这样有关功效性方面的价值服务体验会在多大程度上对你的满意度产生影响？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
<tr>
<td></td>
<td>10. 你觉得扇贝在互动性方面表现如何？</td>
</tr>
<tr>
<td>互动性感知</td>
<td>11. 这些表现会在多大程度上影响到你在扇贝的体验吗？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
<tr>
<td>趣味性感知</td>
<td>12. 你觉得扇贝在趣味性方面的表现如何？</td>
</tr>
<tr>
<td></td>
<td>13. 这些表现会在多大程度上影响到你在扇贝的体验吗？请使用强、中、弱或无关来描述影响程度。</td>
</tr>
</tbody>
</table>
|  | 14. 你觉得在扇贝上学习是一件愉悦有趣的事吗？请详细说明原因。  
15. 类似这样有关愉悦享乐方面的价值服务体验会在多大程度上对你的满意度产生影响？请使用强、中、弱或无关来描述影响程度。  
16. 哪些要素能提升你在线学习的服务体验？  
17. 哪一类服务体验更能提升你的满意度？  
18. 你对扇贝的表现整体还满意吗？请详细说明原因  
19. 你是否愿意为充值购买他的增值服务（续费）？  
20. 你的满意度会在多大程度上影响你的购买（续费）意愿？请使用强、中、弱或无关来描述影响程度。  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>愉悦价值感知</td>
<td>服务体验</td>
</tr>
</tbody>
</table>