Exploration of Factors Affecting the Continuous Usage Intention of College Students in AIGC

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Abstract: Currently, the application scope and depth of AIGC technology continue to expand in fields such as education, media, and entertainment. As primary adopters of emerging technologies, university students are demonstrating increasing reliance and engagement with AIGC tools. Based on the continuous use model of information systems and the theory of information ecosystem, a theoretical model of influencing factors for the continuous use willingness of AIGC technology among college students was established. With the help of the network platform, 394 valid questionnaires from college students were collected, and descriptive statistical analysis and path analysis were conducted on the recovered data using SPSS. Empirical research indicates that there is a positive influence among multiple factors. Among them, satisfaction has the most prominent direct impact on the willingness to continue using. Based on the research results, this study provides suggestions from multiple aspects, covering the optimization of AIGC technology, the improvement of educational platforms, and the enhancement of user awareness, in order to enhance college students' dialectical understanding and continuous usage intention of AIGC, and promote the development and efficiency improvement of generative artificial intelligence in the field of education.

Keywords: College Students; AIGC; Willingness to Continue Using; Information Ecosystem

1. Introduction

The National "14th Five-Year Plan" issued in March 2021 explicitly put forward the strategic deployment of promoting the integration of new-generation information technologies such as artificial intelligence with the education sector to enhance the quality and efficiency of education and teaching [1]. In terms of practice, In the field of higher education, Artificial Intelligence Generated Content (AIGC) applications such as deepseek, Doubao, and Wenxin Yiyan have been widely used to assist in the writing of academic papers and the debugging of program codes, fully demonstrating the instrumental value of this technology in educational practice. The "Guiding Opinions on Deeply Implementing the 'Artificial Intelligence Plus' Action" issued by The State Council in August 2025 emphasizes the application of "Artificial Intelligence Plus" in science and technology, industry, people's livelihood and other fields, providing long-term strategic guidance for the development of AIGC [2]. The artificial intelligence content generation technology based on deep learning models can efficiently produce multimedia content such as text, images, audio and video. Currently, the technological development trend is good. From GPT-4 bringing innovations to the functions of the Office suite to humanoid robots integrating AIGC technology for iterative upgrades, The planning of milestone events such as the robot performance at the 2025 Spring Festival Gala and the robot participation in the marathon all indicate that a new round of technological revolution is approaching.However, in 2023, the Cyberspace Administration of China issued the "Notice on Soliciting Public Opinions on the 'Administrative Measures for Generative Artificial Intelligence Services (Draft for Public Comment)'", which was the first time at the national level that a normative policy on AIGC was issued. This means that we are now facing challenges such as how to use AIGC, how to use it well, and how to prevent risks.

Therefore, this study mainly focuses on the continuous willingness of college students to use AI-generated content, hoping to cultivate college students' critical use ability of AIGC, prevent the degradation of innovative thinking and academic

ethical risks caused by technology dependence, and also promote their transformation into "AI-enhanced learners". Promote a dialectical understanding of the dual effects of AIGC technology in society.

2. Theoretical Basis and Hypotheses

2.1 The information system continuously uses the model（ECM-ISC）

Bhattacherjee made pioneering discoveries in the field of information system research. He pointed out that users' continuous use behavior of information systems and consumers' repeated purchase decisions are essentially similar. Both are based on satisfaction evaluations formed from actual usage experiences to determine subsequent behavioral choices. Based on this theoretical insight, This scholar was the first to introduce the expectancy confirmation theory into the field of information system research and constructed a continuous use model for information systems. This theoretical framework consists of four key constructs: expectancy confirmation degree, perceived usefulness, satisfaction, and willingness to continue using. [3].Research shows that expectation confirmation directly has a positive impact on users' perceived usefulness level and satisfaction degree, and also has an indirect effect on the willingness to continue using through these two mediating variables. Among them, perceived usefulness serves as a key anvariate variable. It refers to the subjective judgment of users on whether a specific technology can enhance work performance, improve task execution efficiency or generate other practical benefits. It also promotes the formation of satisfaction [4][5]. This theoretical model has been widely applied in the exploration and research of the influencing factors of the willingness to continue using. Therefore, this study, based on college students' use of AIGC and this model, proposes the following hypotheses from four dimensions: expected confirmation, perceived usefulness, satisfaction, and the willingness to continue using:

H1: The satisfaction of college students with AIGC has a positive impact on their willingness to continue using it.

H2: Perceived usefulness positively affects college students' satisfaction with using AIGC.

H3: Perceived usefulness positively influences college students' willingness to continue using AIGC.

H4: Expectation confirmation positively affects the perceived usefulness of college students' use of AIGC.

H5: Expectation confirmation positively affects college students' satisfaction with using AIGC.

2.2 Information Ecosystem of AIGC

Information ecology theory, as an important theoretical tool for analyzing information phenomena, its core lies in regarding information activities in a specific environment as a complete ecosystem. Sociologists Nardi and O 'day hold that the focus of the information ecosystem lies in the connection between technology, people and practical activities [6]. That is to say, this theory regards people, information and the environment as an organic whole and promotes sustainable development among the three.

This study will also view AIGC as an information ecosystem and analyze the influencing factors of college students' willingness to continue using it into three categories: information, information people, and information environment. Among them, the information factor mainly refers to the quality of information content, the information environment mainly refers to the quality of the system, and the information human factor mainly refers to students' human-machine trust and information literacy.

(1) Information quality

All the information quality of the content generated by artificial intelligence belongs to its core attribute characteristics, mainly manifested in the timeliness, completeness, authority of information resources and the degree of personalization of content expression, etc. These dimensions will directly affect users' comprehensive evaluation of the platform's information services, influencing user satisfaction and continuous usage behavior [7].Empirical research shows that When the AIGC platform can provide college students with precise and timely course learning materials or multi-dimensional resources to expand their extracurricular knowledge, user satisfaction will show an upward trend. This positive experience will strengthen their future willingness to use it. Based on this analysis, this study proposes two theoretical hypotheses:

H6: The quality of information positively affects college students' perceived usefulness in using

AIGC.

H7: The quality of information positively affects college students' expectation confirmation of using AIGC.

(2) System quality

System quality is a key dimension in evaluating the core performance of information systems. In this study, system quality is specifically defined as the technical support system that college students rely on when using AIGC technology for knowledge acquisition. Its connotation includes key features such as personalized service functions, system operation stability, interaction response speed, and user interface friendliness [8][9]. The research results show that when AIGC systems encounter quality of service defects, such as the absence of personalized services, fluctuations in system operation, response delays, or high operational complexity, it will reduce users' evaluation of the system's practicality and affect their expected judgment that knowledge-based short videos meet their learning needs. Based on this, this study proposes empirical hypotheses regarding the dimension of system quality:

H8: The quality of the system positively affects the expected confirmation of college students' use of AIGC.

(3) Human-machine trust

In the field of human-computer interaction, the trust mechanism is a very crucial core element. It is a prerequisite for the sustainable development of large model applications. Interdisciplinary research has different views on the definition of the concept of trust, but it is all acknowledged that it plays a fundamental role in various exchange relationships. In the context of human-computer communication, building a trust relationship is a key approach to coordinating the interaction between both sides. It is still the key guarantee for maintaining the long-term stable operation of the "human-machine" system [10][11]. This study explores the direct impact mechanism of human-machine trust on the perceived usefulness of AIGC users from multiple perspectives such as community influence, information credibility, and privacy security protection, and based on this, proposes research hypotheses:

H9: Human-machine trust positively affects college students' perceived usefulness in using AIGC.

(4) Information literacy

Among the key capabilities in the digital age, information literacy, as a multi-dimensional concept, integrates core aspects such as information cognition, knowledge systems, operational skills, and ethical norms. With the acceleration of social informatization, this kind of literacy is a necessary foundation for individuals to adapt to modern learning environments, career development, and daily life, and it is a key driving force for promoting social innovation and development. To expand, an individual's performance in terms of information sensitivity and importance, theoretical cognition of information processing, practical problem-solving ability, as well as compliance with information ethics and maintenance of authenticity all have an impact on their perception and evaluation of the practical value of content generated by artificial intelligence [12]. Based on this theoretical analysis, this study presents the research hypothesis:

H10: Information literacy positively influences college students' perceived usefulness in using AIGC.

In summary, the hypothetical relationships among the above variables were systematically integrated to establish a theoretical model of the influencing factors of college students' willingness to continuously use AIGC, as shown in Figure 1.

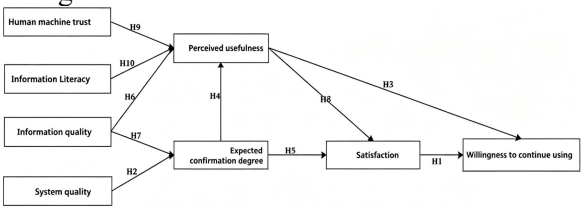

Figure 1. Theoretical Model of Influencing Factors of College Students' Willingness to Continuously Use AIGC

3. Research Design

At the very beginning of the questionnaire design stage of this study, concise and clear guiding instructions were set up to professionally explain the key concept of AI-generated content, thereby helping respondents accurately understand the research purpose and answering requirements. The questionnaire structure consists of two major parts. The first part collects the demographic characteristics of the respondents, such as gender, grade and major, and other basic information. The second part uses verified scale items for measurement. To ensure data quality, the study adopted purple-sampling, taking college students in Beijing as

the main survey subjects. In terms of measurement tools, the study selected a 5-point Likert scale to collect data, allowing respondents to choose the most suitable option based on their actual situation. The measurement items of each variable were all derived from authoritative research.

4. Statistical Results and Data Analysis

4.1 Analysis of AIGC Usage among College Students

From February 15th to March 30th, 2025, questionnaires were distributed through Wenjuanxing, and a total of 394 questionnaires were collected. Among the survey samples, 337 respondents have used at least one AIGC product, while only 57 have never come into contact with such products. This data distribution is presented intuitively in Figure 2, clearly indicating that although AIGC technology has formed a mainstream application trend among college students at present, there is still room for popularization.

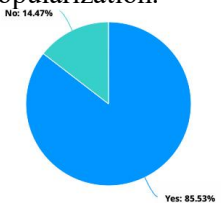

Figure 2. Proportion of AIGC Usage Among College Students

4.2 Reliability and Validity Test

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	.930
N of Items	36

Table 2. Item-Total Statistics

Scale Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Information Literacy 1	131.09	451.146	.444	.929
Information Literacy 2	130.85	449.577	.525	.928
Information Literacy 3	130.85	450.101	.505	.928
Information Literacy 4	130.75	450.820	.483	.928
Information Literacy 5	130.94	450.443	.478	.928
Human-Machine Trust 1	130.95	449.658	.521	.928
Human-Machine Trust 2	130.83	449.562	.515	.928
Human-Machine Trust 3	130.96	448.775	.556	.928
Human-Machine Trust 4	130.98	446.967	.536	.928
Human-Machine Trust 5	131.02	445.577	.549	.928
Information Quality 1	130.82	451.177	.505	.928
Information Quality 2	130.82	449.335	.504	.928
Information Quality 3	130.87	449.227	.532	.928
Information Quality 4	130.88	451.566	.485	.928
System Quality 1	130.95	451.711	.457	.929
System Quality 2	130.83	450.014	.549	.928
System Quality 3	130.88	452.537	.479	.928
System Quality 4	130.77	449.992	.584	.927
Perceived Usefulness 1	130.80	454.450	.453	.929
Perceived Usefulness 2	130.88	454.782	.444	.929
Perceived Usefulness 3	130.78	452.646	.468	.929
Perceived Usefulness 4	130.83	452.476	.480	.928
Perceived Usefulness 5	130.84	454.615	.408	.929
Expectation Confirmation 1	130.89	450.167	.512	.928
Expectation Confirmation 2	130.88	450.984	.487	.928
Expectation Confirmation 3	130.86	448.809	.541	.928
Expectation Confirmation 4	130.85	451.023	.499	.928
Satisfaction 1	130.86	449.890	.497	.928
Satisfaction 2	130.82	449.639	.525	.928
Satisfaction 3	130.80	449.809	.531	.928
Satisfaction 4	130.86	451.178	.507	.928
Satisfaction 5	130.72	449.827	.558	.928
willingness to continue using 1	130.81	451.055	.487	.928
willingness to continue using 2	130.86	450.059	.502	.928
willingness to continue using 3	131.06	449.809	.453	.929
willingness to continue using 4	130.93	450.855	.498	.928

As shown in Table 1, the reliability coefficient of this scale has reached 0.930, which fully confirms its excellent measurement stability and fully meets the application standards of formal research.

As shown in Table 2, the mean values of each analysis item after deletion are distributed within the range of 130.72 to 131.09, and the fluctuation range of variance is 445.577 to 454.782. This reflects that the central tendency and dispersion degree of the sample data remain relatively stable after the deletion of any analysis item. The correlation coefficients between the deleted items and the overall scale range from 0.408 to 0.584, all meeting the standard requirement of no less than 0.3. Among them, system quality 4 shows the highest correlation, which confirms that each analysis item has a very prominent association with the overall scale. The contribution distribution of each item of this scale to reliability is relatively balanced, and both its internal consistency and structural stability have reached an ideal level.

Based on the statistical test results shown in Table 3, the KMO test value is 0.894, indicating a high degree of relevance of the sample data. The maximum relevance level P of the Bartlett sphericity test is 0.000*. This result statistically rejects the null hypothesis that variables are independent of each other, providing sufficient theoretical basis and data support for subsequent factor analysis.

Table 3. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx.Chi-Square	5353.325
	df	630
	Sig.	.000

According to the results obtained from the factor analysis in Table 4, the characteristic root of the first component in the initial data reached 10.532, and its variance contribution rate was 29.255%. This confirmed that this dimension occupied a dominant position in the original data structure. The cumulative variance contribution rate of the first eight principal components was 61.620%. These components can effectively represent the main features of the original data. After rotation processing, the variance contribution rate of the first principal component decreased from 29.255% to 8.822%, while that of the second principal component increased from 7.198% to 8.675%. Under the condition of keeping the cumulative interpretation variance unchanged, The variance contribution distribution of each factor shows a more balanced state, which reflects that the rotation processing effectively optimizes the factor structure. The cumulative variance interpretation rate of the eight factors after rotation achieved 100% coverage, fully demonstrating that the extracted factors have a complete explanatory ability for the variation of the original data. It also more clearly points out the multi-dimensional characteristics of the data, constructing a more explanatory analytical framework for subsequent research..

As shown in Table 5, based on the analysis results of the post-rotation factor loading coefficient table, it can be known that the 36 observed variables all show clear attribution in the eight principal components of information literacy, human-machine trust, information quality, system quality, perceived usefulness, expected confirmation, satisfaction, and willingness to continue using. Each variable only shows high loading characteristics in a single component The factor structure has high discriminant validity and simplicity.

In conclusion, the scale adopted in this study has passed the reliability and validity tests and met the strict standards of academic research. It has good measurement stability, internal consistency and structural rationality, and can accurately and reliably measure the core constructs of the research.

Table 4. Explanation of Principal Component Variance

Total variance explanation									
	Initial eigenvalue			Extract the sum of squares of the loads			The sum of the squares of the rotational load		
Ingredients	total	Percentage of variance	Cumulative %	total	Percentage of variance	Cumulative %	total	Percentage of variance	Cumulative %
1	10.532	29.255	29.255	10.532	29.255	29.255	3.176	8.822	8.822
2	2.591	7.198	36.453	2.591	7.198	36.453	3.123	8.675	17.497
3	2.010	5.583	42.036	2.010	5.583	42.036	3.073	8.535	26.032
4	1.688	4.689	46.725	1.688	4.689	46.725	2.969	8.247	34.279
5	1.518	4.217	50.943	1.518	4.217	50.943	2.592	7.200	41.479
6	1.442	4.007	54.949	1.442	4.007	54.949	2.509	6.971	48.450
7	1.291	3.587	58.536	1.291	3.587	58.536	2.407	6.685	55.135

8	1.110	3.084	61.620	1.110	3.084	61.620	2.335	6.485	61.620
Extraction method: Principal component analysis method.									

Table 5. Factor Load Coefficient after Rotation

The rotated component matrix a								
	Ingredients							
	1	2	3	4	5	6	7	8
Information Literacy 1				.565				
Information Literacy 2				.757				
Information Literacy 3				.714				
Information Literacy 4				.724				
Information Literacy 5				.722				
Human-Machine Trust 1			.736					
Human-Machine Trust 2			.626					
Human-Machine Trust 3			.720					
Human-Machine Trust 4			.676					
Human-Machine Trust 5			.736					
Information Quality 1						.711		
Information Quality 2						.692		
Information Quality 3						.713		
Information Quality 4						.678		
System Quality 1							.761	
System Quality 2							.632	
System Quality 3							.584	
System Quality 4							.661	
Perceived Usefulness 1		.710						
Perceived Usefulness 2		.761						
Perceived Usefulness 3		.720						
Perceived Usefulness 4		.744						
Perceived Usefulness 5		.701						
Expectation Confirmation 1					.731			
Expectation Confirmation 2					.709			
Expectation Confirmation 3					.723			
Expectation Confirmation 4					.674			
Satisfaction 1	.679							
Satisfaction 2	.739							
Satisfaction 3	.732							
Satisfaction 4	.744							
Satisfaction 5	.727							
willingness to continue using 1								.576
willingness to continue using 2								.675
willingness to continue using 3								.700
willingness to continue using 4								.742
Extraction method: Principal component analysis method. Rotation method: Caesar normalization maximum variance method. a.The rotation has converged after 7 iterations.								

4.3 Path Analysis

The path model constructed with principal component analysis presents the correlation strength among various variables through standardized coefficients. All the weighted path diagrams of this model can visually and clearly present the influence effects of different paths and their mechanisms of action. As shown in Figure 3.

According to the coefficient analysis results presented in Table 6, both system quality and information quality have a very prominent positive effect on the expected confirmation degree, and the expected confirmation degree, together with perceived usefulness, has a significant positive impact on user satisfaction. It should be noted that among the paths influencing the willingness to continue using, satisfaction shows a stronger explanatory power compared to perceived usefulness, which is reflected in its more prominent standardized coefficient value. However, the impact of information literacy and information quality on perceived usefulness has not reached a significant level. The potential reasons might

include that the user group generally believes that the level of information literacy is directly related to the lack of awareness of the usefulness of technology, and their evaluation of the utility of AIGC technology is not significantly regulated by information quality factors. In addition, the non-standardized coefficients and standardized coefficients in the path analysis show consistent directional characteristics. This finding strengthens the empirical basis for the robustness of the model's path effect.

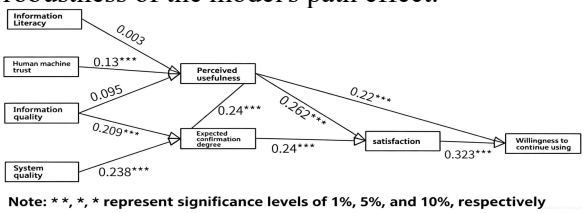

Figure 3. Weighted path diagram

4.4 Path Coefficient Table

Table 6. Model Path Coefficients

X	→	Y	Non-Standardized coefficient	Standardized coefficient	S.E.	C.R.	P
Information literacy	→	Perceived usefulness	0.003	0.003	0.054	0.052	0.959
Human-Machine Trust	→	Perceived usefulness	0.12	0.13	0.056	2.156	0.031**
Information Quality	→	Perceived usefulness	0.093	0.095	0.058	1.605	0.109
Expectation Confirmation	→	Perceived usefulness	0.225	0.241	0.05	4.487	0.000***
System Quality	→	Expectation Confirmation	0.248	0.238	0.057	4.349	0.000***
Information Quality	→	Expectation Confirmation	0.219	0.209	0.057	3.823	0.000***
Perceived usefulness	→	Satisfaction	0.27	0.262	0.054	5.034	0.000***
Expectation Confirmation	→	Satisfaction	0.234	0.243	0.05	4.674	0.000***
Perceived usefulness	→	willingness to continue using	0.234	0.223	0.054	4.325	0.000***
Satisfaction	→	willingness to continue using	0.329	0.323	0.053	6.254	0.000***
Note: ***, **, and * represent significance levels of 1%, 5%, and 10% respectively							

5. Discussion and Suggestions

This study, by leveraging the continuous use model of information systems and the theory of information ecology, comprehensively examined the multi-dimensional influencing factors and their action paths of college students' willingness to continuously use generative artificial intelligence content. The impact effects of each variable on the willingness to continuously use vary, among which satisfaction has the most prominent direct impact on the willingness to continuously use. Secondly, there is the effect of perceived usefulness on satisfaction, while the influence of human-machine trust on perceived usefulness is relatively small. Based on the above research findings, this study provides targeted suggestions from three aspects: optimization of AIGC technology, improvement of educational platform functions, and enhancement of user cognition. It aims to increase college students' willingness to continue using the technology by enhancing user satisfaction and awareness of its usefulness, and promote the application and efficiency improvement of generative artificial intelligence in the field of education. The suggestions are as follows:

5.1 Strengthen Human-Machine Trust

There is a very prominent positive correlation between human-machine trust and users' perceived usefulness of AIGC technology, which can be optimized from the following aspects: Firstly, in terms of technology, it is necessary to enhance the privacy protection mechanism of the AIGC platform and improve the personal information and data security protection system. Secondly, by building anthropomorphic interaction scenarios, the emotional dimension of the dialogue can be elevated. This approach can improve user experience and play a positive role in application scenarios such as mental health support. Enhance users' awareness of the practicality and reliability of AIGC technology. Thirdly, in terms of promotion strategies, the communication experience of successful cases such as Deep Seek can be referred to, and multi-channel online marketing can be utilized to expand the public awareness of AIGC applications. The education sector should promote the reform of the curriculum system. It is suggested that universities add AIGC-related professional courses and hold special academic activities. At the same time, teachers should be encouraged to integrate AIGC tools into teaching practice, and rely on systematic application guidance to help students master the methods of efficient use of AIGC technology, effectively enhancing the value perception of this technology among the student group.

5.2 Improve the Quality of AIGC

The AIGC platform can be optimized in the following aspects: At the information quality

level, it is necessary to focus on improving the timeliness, comprehensiveness, innovation and reliability of the content, and prevent content homogenization by providing the latest authoritative and persuasive data. In terms of system performance, emphasis should be placed on optimizing response speed and operational stability. Special attention should be paid to addressing technical challenges such as system latency and loading failures in high-concurrency scenarios. These performance flaws can undermine user experience and reduce user satisfaction.

5.3 Enhancing Satisfaction

The user satisfaction with AI-generated content is comprehensively influenced by multiple aspects such as the usage process, output quality, ease of operation, and supporting services. To enhance the user satisfaction among college students, the following aspects can be optimized: In terms of interface design, emphasis should be placed on modular layout and simplified presentation, which can improve the convenience and efficiency of user operation. To improve the functional architecture of the platform, for instance, in academic application scenarios, when users generate literature reviews, the system can intelligently identify and mark questionable viewpoints, and simultaneously push links to authoritative literature resources. Integrated academic assistance tools can also be developed, including functional modules such as the automatic generation of research framework diagrams and the intelligent extraction of core arguments from references, thereby enhancing the practical application efficiency of AIGC.

5.4 Moderate Expectations

Expectation confirmation degree has a moderating effect on users' perceived usefulness and satisfaction level regarding AIGC technology. According to cognitive psychology theory, when individuals encounter emerging technologies, they mostly form a priori psychological expectation. This expectation includes a preset judgment on the technology's functions and also covers an estimated assessment of potential benefits. When the actual usage experience exceeds the initial expectations, users are prone to have positive emotional responses, which are reflected in their recognition of the technical utility and an increase in satisfaction. Conversely, it is likely to trigger negative emotional experiences. Users should build a reasonable cognitive framework. They need to understand that AIGC technology has inherent limitations and avoid overly idealized technical expectations. To expand on this, users can pre-understand the functional boundaries of AIGC through technical documentation or case studies, thereby forming demand expectations that match their actual technical capabilities and effectively avoiding a significant gap in expectations after use.

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