

Submission ID #: 71303

Scriptwriter Name: Poornima G

Project Page Link: <https://review.jove.com/account/file-uploader?src=21747463>

Title: From Affective Satisfaction to Habit: Reinforcement Dynamics in Short-Form Drama Engagement

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Author Questionnaire

1. We have marked your project as author-provided footage, meaning you film the video yourself and provide JoVE with the footage to edit. JoVE will not send the videographer. Please confirm that this is correct.

✓ Correct

2. Microscopy: Does your protocol require the use of a dissecting or stereomicroscope for performing a complex dissection, microinjection technique, or something similar? **No**

3. Software: Does the part of your protocol being filmed include step-by-step descriptions of software usage? **Yes , all done**

4. Proposed filming date: To help JoVE process and publish your video in a timely manner, please indicate the proposed date that your group will film here: **MM/DD/YYYY**

When you are ready to submit your video files, please contact our Content Manager, [Utkarsh Khare](#).

Current Protocol Length

Number of Steps: 06

Number of Shots: 19 (18 SC)

Interviews

Authors: Please note that **the questions will not appear on screen**. Please answer in **stand-alone full sentence with sufficient context**.

INTRODUCTION:

REQUIRED: Summarize your research focus and the main questions it aims to answer.

- 1.1. **Yuan Chi:** Our study examines how digital experiences shape affective satisfaction, habit, and continuance intention in short-form drama use.

~~Describe the research contexts or systems in which this protocol can be applied.~~

- 1.2. **Yuan Chi:** Existing research treats satisfaction and habit separately; our protocol tests their sequential relationship using PLS-SEM and mediation analysis.

CONCLUSION:

~~Describe the most important consideration or challenge when performing this protocol.~~

- 1.3. **Yuan Chi:** This protocol measures how platform experiences influence satisfaction, habit, and continuance intention through direct and sequential indirect pathways

~~Are there any additional methods or analyses that can be performed following this procedure?~~

- 1.4. **Yuan Chi:** The key challenge is ensuring eligible, attentive respondents and applying consistent exclusion criteria before structural model analysis.

~~How can future studies build on this work? Describe the questions or research directions that can be investigated next.~~

- 1.5. **Yuan Chi:** Future studies should use longitudinal or experimental designs to test causal habit formation and directly measure dense reinforcement features

Protocol

2. Data Collection

2.1. To begin, recruit adult participants through the Prolific platform from the [1] English-speaking countries, including the United States, the United Kingdom, Canada, Australia, and New Zealand [1]. Include the validated multi-item measures assessing access convenience, passing time, content quality, and so on, together with the demographic questions [2].

2.1.1. WIDE: Talent taking a seat at the computer unit.

2.1.2. SCREEN: 71303_screenshot_1(2.1.2).mp4. 00:00-00:10

2.1.3. SCREEN: 71303_screenshot_2(2.1.3).mp4. 00:02-00:12

2.2. Confirm the eligibility using the screening questions pertaining to the age, prior short-form drama viewing experience, and current social networking service use [1]. **NOTE: VO merged and shortened as appropriate footage is not provided**

2.2.1. SCREEN: 71303_screenshot_4(2.2.2).mp4 00:10-00:18.

2.3. Embed the attention-check items throughout the survey to identify the inattentive responses and exclude them [1]. **NOTE: VO merged and shortened as appropriate footage is not provided**

2.3.1. SCREEN: 71303_screenshot_6(2.3.1).mp4. 00:10-00:18

2.4. Record the responses using a 7-point Likert scale ranging from 1 for strongly disagree to 7 for strongly agree [1]. Collect all the responses in an Excel file and retain only the valid responses for the final analysis [2]. **NOTE: VO merged and shortened as per the provided footage**

2.4.1. SCREEN: 71303_screenshot_12(3.1.1).mp4 00:01-00:20

2.4.2. SCREEN: 71303_screenshot_8(2.4.1).mp4.

3. Measurement Model and Analysis

- 3.1. Create a **new project** in the smart-PLS software [1] and **import** the survey data [2]. Click on **Create model**, assign a name, and validate the research using the partial least squares structural equation modeling approach [3]. **NOTE: VO added as per the provided footage**

3.1.1. SCREEN: 71303_screenshot_13(3.1.2).mp4 00:01-00:09.

3.1.2. SCREEN: 71303_screenshot_13(3.1.2).mp4 00:17-00:23.

3.1.3. SCREEN: 71303_screenshot_13(3.1.2).mp4 00:35--00:45.

- 3.2. Evaluate the statistical significance using the bias-corrected bootstrapping method with 5,000 resamples [1]. Examine the standardized path coefficients [2], the indirect effects [3], and the effect sizes [4]. Finally, examine the predictive relevance and the 95 percent confidence intervals to evaluate the proposed hypotheses and the mediation effects [5].

3.2.1. SCREEN: 71303_screenshot_14(3.2.1).mp4.

3.2.2. SCREEN: 71303_screenshot_15(3.2.2).mp4.

3.2.3. SCREEN: 71303_screenshot_16(3.2.3).mp4.

3.2.4. SCREEN: 71303_screenshot_17(3.2.4).mp4.

3.2.5. SCREEN: 71303_screenshot_18(3.2.5).mp4.

Results

4. Results

- 4.1. The final sample of 260 respondents covered a range of ages, genders, education, and income categories [1].
 - 4.1.1. LAB MEDIA: Table 4. *Video editor: Sequentially emphasize the "Age", "Gender", "Education", and "Annual household income" categories*
- 4.2. The access convenience [1], the passing time [2], and the content quality [3] significantly predicted the affective satisfaction [4].
 - 4.2.1. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Access Convenience" to "Affective Satisfaction" showing "0.171**".*
 - 4.2.2. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Passing Time" to "Affective Satisfaction" showing "0.385***".*
 - 4.2.3. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Content Quality" to "Affective Satisfaction" showing "0.448***".*
 - 4.2.4. LAB MEDIA: Figure 3. *Video editor: Highlight the box labeled "Affective Satisfaction" showing " $R^2 = 0.610$ ".*
- 4.3. The content quality exerted the strongest influence [1], followed by the passing time [2], with the access convenience contributing the least [3].
 - 4.3.1. LAB MEDIA: Table 8. *Video editor: Highlight the row "CQ→AS" showing "0.448".*
 - 4.3.2. LAB MEDIA: Table 8. *Video editor: Highlight the row "PT→AS" showing "0.385".*
 - 4.3.3. LAB MEDIA: Table 8. *Video editor: Highlight the row "AC→AS" showing "0.171".*
- 4.4. The affective satisfaction strongly predicted the habit [1].
 - 4.4.1. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Affective Satisfaction" to "Habit" showing "0.686***".*
- 4.5. Continuance intention was significantly predicted by both affective satisfaction [1] and habit [2].
 - 4.5.1. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Affective Satisfaction" to "Continuance Intention" showing "0.496***".*
 - 4.5.2. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Habit" to*

*"Continuance Intention" showing "0.393***".*

- 4.6. The control variables did not significantly affect the continuance intention [1].
 - 4.6.1. LAB MEDIA: Figure 3. *Video editor: Highlight the arrow from "Control Variables" to "Continuance Intention" labeled "NS".*
- 4.7. Mediation analysis showed that the affective satisfaction significantly mediated the effects of the access convenience [1], the content quality [2], and the passing time on the habit [3].
 - 4.7.1. LAB MEDIA: Table 9. *Video editor: Highlight the row "AC→AS→HB".*
 - 4.7.2. LAB MEDIA: Table 9. *Video editor: Highlight the row "CQ→AS→HB".*
 - 4.7.3. LAB MEDIA: Table 9. *Video editor: Highlight the row "PT→AS→HB".*
- 4.8. Through the affective satisfaction, the access convenience [1], the content quality [2], and the passing time also exerted significant indirect effects on the continuance intention [3].
 - 4.8.1. LAB MEDIA: Table 9. *Video editor: Highlight the row "AC→AS→CI".*
 - 4.8.2. LAB MEDIA: Table 9. *Video editor: Highlight the row "CQ→AS→CI".*
 - 4.8.3. LAB MEDIA: Table 9. *Video editor: Highlight the row "PT→AS→CI".*
- 4.9. In addition, habit significantly mediated the effect of the affective satisfaction on the continuance intention [1].
 - 4.9.1. LAB MEDIA: Table 9. *Video editor: Highlight the row "AS→HB→CI".*
- 4.10. The serial indirect effects through both mediators were significant for the access convenience [1], the content quality [2], and the passing time [3].
 - 4.10.1. LAB MEDIA: Table 9. *Video editor: Highlight the row "AC→AS→HB→CI".*
 - 4.10.2. LAB MEDIA: Table 9. *Video editor: Highlight the row "CQ→AS→HB→CI".*
 - 4.10.3. LAB MEDIA: Table 9. *Video editor: Highlight the row "PT→AS→HB→CI".*
- 4.11. All of the proposed hypotheses were supported [1].
 - 4.11.1. LAB MEDIA: Table 10. *Video editor: Highlight the "Result" column showing H1 through H8c as "Supported".*

1. Prolific
Pronunciation link: <https://www.merriam-webster.com/dictionary/prolific>
IPA: /prəˈlɪfɪk/
Phonetic Spelling: pruh·LIH·fik
2. Demographic
Pronunciation link: <https://www.merriam-webster.com/dictionary/demographic>
IPA: /ˌde.məˈɡræ.fɪk/
Phonetic Spelling: dem·uh·GRAF·ik
3. Eligibility
Pronunciation link: <https://www.merriam-webster.com/dictionary/eligibility>
IPA: /ˌe.lə.dʒəˈbɪ.lə.ti/
Phonetic Spelling: el·uh·juh·BIL·uh·tee
4. Pertaining
Pronunciation link: <https://www.merriam-webster.com/dictionary/pertain>
IPA: /pəˈteɪ.nɪŋ/
Phonetic Spelling: per·TAY·ning
5. Likert
Pronunciation link: <https://www.merriam-webster.com/dictionary/Likert%20scale>
IPA: /ˈlɪk.ət/
Phonetic Spelling: LIK·ert
6. SmartPLS
Pronunciation link: No confirmed link found
IPA: /smɑrt ˌpiː.əlˈes/
Phonetic Spelling: smart·pee·el·ESS
7. Structural
Pronunciation link: <https://www.merriam-webster.com/dictionary/structural>
IPA: /ˈstrʌk.tʃə.əl/
Phonetic Spelling: STRUK·chur·uhl
8. Equation
Pronunciation link: <https://www.merriam-webster.com/dictionary/equation>
IPA: /ɪˈkweɪ.ʒən/
Phonetic Spelling: ih·KWAY·zhuhn
9. Modeling
Pronunciation link: <https://www.merriam-webster.com/dictionary/modeling>
IPA: /ˈmɑː.dəl.ɪŋ/
Phonetic Spelling: MAH·duhl·ing
10. Statistical
Pronunciation link: <https://www.merriam-webster.com/dictionary/statistical>
IPA: /stəˈtɪs.tɪ.kəl/
Phonetic Spelling: stuh·TIS·tih·kuhl
11. Significance
Pronunciation link: <https://www.merriam-webster.com/dictionary/significance>
IPA: /sɪɡˈnɪf.ɪ.kəns/
Phonetic Spelling: sig·NIF·ih·kuhns

12. Bias-corrected
 Pronunciation link: No confirmed link found
 IPA: /'baɪ.əs kə'rek.tɪd/
 Phonetic Spelling: BY·uhs·kuh·REK·tid
13. Bootstrapping
 Pronunciation link: <https://www.merriam-webster.com/dictionary/bootstrap>
 IPA: /'bu:t.stræp.ɪŋ/
 Phonetic Spelling: BOOT·strap·ing
14. Resamples
 Pronunciation link: No confirmed link found
 IPA: /,ri:'sæm.pəlz/
 Phonetic Spelling: ree·SAM·puhlz
15. Standardized
 Pronunciation link: <https://www.merriam-webster.com/dictionary/standardize>
 IPA: /'stæn.də.daɪzd/
 Phonetic Spelling: STAN·der·dyzd
16. Coefficients
 Pronunciation link: <https://www.merriam-webster.com/dictionary/coefficient>
 IPA: /,koʊ.ə'fɪ.ənts/
 Phonetic Spelling: koh·uh·FISH·uhnts
17. Predictive
 Pronunciation link: <https://www.merriam-webster.com/dictionary/predictive>
 IPA: /prɪ'dɪk.tɪv/
 Phonetic Spelling: prih·DIK·tiv
18. Relevance
 Pronunciation link: <https://www.merriam-webster.com/dictionary/relevance>
 IPA: /'re.lə.vəns/
 Phonetic Spelling: REL·uh·vuhns
19. Confidence
 Pronunciation link: <https://www.merriam-webster.com/dictionary/confidence>
 IPA: /'kɑ:n.fə.dəns/
 Phonetic Spelling: KAHN·fuh·duhns
20. Hypotheses
 Pronunciation link: <https://www.merriam-webster.com/dictionary/hypothesis>
 IPA: /haɪ'pɑ:.θə'si:z/
 Phonetic Spelling: hy·PAH·thuh·seez
21. Mediation
 Pronunciation link: <https://www.merriam-webster.com/dictionary/mediation>
 IPA: /,mi:.di'ei.fən/
 Phonetic Spelling: mee·dee·AY·shuhn
22. Affective
 Pronunciation link: <https://www.merriam-webster.com/dictionary/affective>
 IPA: /'æf.ek.tɪv/
 Phonetic Spelling: AF·ek·tiv

23. Continuance

Pronunciation link: <https://www.merriam-webster.com/dictionary/continuance>

IPA: /kənˈtɪn.ju.əns/

Phonetic Spelling: kuhn·TIN·yoo·uhns

24. Mediated

Pronunciation link: <https://www.merriam-webster.com/dictionary/mediate>

IPA: /ˈmiː.di.ə.tɪd/

Phonetic Spelling: MEE·dee·ay·tid

25. Mediators

Pronunciation link: <https://www.merriam-webster.com/dictionary/mediator>

IPA: /ˈmiː.di.ə.təz/

Phonetic Spelling: MEE·dee·ay·terz