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## **Strategies to Improve Graduate Satisfaction and Loyalty on Art Strategies Workshops in Secondary Schools in Tianfu New Area, Chengdu, China**

**Kebin Dai**

MMOD, Graduate School of Business and Advanced Technology Management,  
Assumption University Thailand Email : 49150649@qq.com

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### **Abstract**

This study aims to determine the factors influencing graduate satisfaction and loyalty in Art Workshops in Secondary Schools in Tianfu, New Area, Chengdu and design strategies to improve graduate satisfaction and loyalty in Art Workshops in Secondary Schools. This research employs quantitative research, using the online structured questionnaire was used with 295 respondents who are alumni of the art workshops. The quantitative results of descriptive and inferential statistical analysis show that service innovation, service quality, and value significantly influencing graduate satisfaction and loyalty to art workshops in secondary schools. Based on the results of this study strategies to improve the quality of art workshops were recommended.

**Keywords:** art workshop, value, service quality, service innovation, satisfaction, loyalty

### **Introduction**

The establishment of "workshops" in schools to expand the breadth of the classroom, explore the depth of the curriculum, and promote the reform of evaluation has been widely recognized as an innovative way of education in recent years. Students were deeply involved in paper-cutting, shadow play, tie-dye, embroidery, and other projects in the art practice workshop, which further enhanced their love for the excellent traditional Chinese culture (Feng, 2020). In the past few years, art practice workshops have gradually developed. The number of art practice workshops is increasing, The Academy of Educational Sciences of Tianfu New Area attaches great importance to the development of aesthetic education in the new area, establishes various experts at all levels, forms an authoritative "think tank," leads the development of aesthetic education in the new area and comprehensively promotes the construction of art workshops. The competent education department of Tianfu New Area announced the list of two art workshop base schools. The first batch has ten schools, and the second batch has 11 schools. and some schools make art workshops as a feature of school development. Yang (2017) stated that art workshop is gradually adopted in teaching practical courses in domestic primary and secondary schools and colleges, reflecting the interaction of pedagogy and the most effective implementation of the theory of teaching and learning. Therefore, students' daily practice space workshop has gradually become the core of practical teaching (Zhao, 2020).

Student loyalty is a very important factor affecting the development of schools, although there are many opportunities for schools to strive to maintain their outstanding performance in order to maintain their position in the education sector, where there are many competitors, so retaining existing students and attracting new ones is key to the success of the education market. Therefore, it is very important to improve students' loyalty to provide better teaching quality. As a result of the academic pressure, the student's loyalty has declined. A school is a place that focuses on the quality of education; therefore, it is very important for them to improve the quality of service. Art Practice Workshop is an important factor to attract students to improve their satisfaction and loyalty.

### **Organization Background**

As a national strategic new area, Tianfu's new area plays a role in carrying forward the past and opening to the future: we should inherit the traditional culture and innovate with determination to make the traditional culture flourish again.

To break the deadlock and solve the problems, art education in Tianfu new area takes the lead in promoting the action of taking art workshops as the carrier to bring local culture into schools and classrooms. With the ceramic workshop, calligraphy workshop, and traditional Chinese painting workshop as the carrier, various, unique, and colorful classroom teaching has been carried out, which has created a gratifying situation and made some achievements. However, continually improving the art workshop as a teaching mode requires richer and diversified means to create an integrative local culture and art while cultivating aesthetic spirit and talents to maintain the vitality and attraction of the art classroom for the high-quality and efficient development of aesthetic education.

### ***Art Workshop Vision***

Art workshop is expected to become one of the best models in the practical teaching of art discipline, with high-quality curriculum quality (Personal interview with Feng, 2020).

### ***Art Workshop Mission***

The art workshop needs to find a standard to maintain the quality of the course. It also needs to provide more views through students' feedback and become more students' choices.

### ***Current Situation***

In recent years, with the strong support of the competent department of education, Tianfu new area has actively promoted the construction of school workshops, forming a good development trend of one school with one characteristic and one school with multiple characteristics. Ten art workshops will be established in 2018, 11 workshops in 2019, and a backbone teacher team dominated by workshop members will be established in the whole city. These teachers are the frontline teachers at the school who have rich workshop teaching experience. The whole province and country have played a leading role in radiation. Many regions and schools have visited and exchanged with schools in Tianfu's new area. Workshop teachers in Tianfu new area have conducted workshop exchanges on Provincial platforms many

times, and students' artworks in Tianfu new area workshop have won awards in various competitions many times.

Nonetheless, the art workshop requires continuous improvement for the satisfaction and loyalty of art workshops while cultivating students' artistic quality. Still, the challenge is lacking a variety of workshops. Therefore, the opportunity for art workshops is to upgrade the art curriculum and manage the higher costs of building an art workshops.

### ***Research Objectives***

Therefore, this study aims to:

- (1) To determine the significant influence of service innovation, service quality, and value graduate satisfaction in the art workshops for junior middle schools.
- (2) To determine the significant influence of graduate satisfaction on loyalty to the art workshops for junior middle Schools
- (3) To design strategies to improve the quality of art workshops based on the findings

### **Scope of the Research**

The scope of the study is to improve the quality of art workshops. The research methods were an online structured questionnaire and online interviews. A total of 295 questionnaires were distributed in this study. All data were collected from high school graduates studying in Chengdu Tianfu New area who have at least one year of art practical workshop or experienced art course, obtained high school degrees, and are currently university/college students with ages over 18.

### **Literature Review**

Expectancy theory (Vroom, 1964; Pinder, 1984) holds that behavioral choice depends on motivational force, which is a function of the valence of anticipated outcomes and the expectancy that anticipated outcomes will follow an act. Whereas valence refers to the "affective orientation toward particular outcomes" (Vroom, 1964), expectancy represents the "momentary belief concerning the likelihood that a particular act will be followed by a particular [desired] outcome" (Vroom, 1964). Expectancy theory is based on the supposition that the actor will choose the alternative that maintains the highest positive or lowest negative motivational force when faced with behavioral alternatives. Like decision theory, expectancy theory holds that "people choose in a way that maximizes expected utility" (Vroom, 1964). Thus, expectancy theory is a process theory as "it attempts to identify relationships among variables in a dynamic state as they affect individual behavior" as well as a cognitive theory of motivation because "individuals are viewed as thinking, reasoning beings who have beliefs and anticipations concerning future events in their lives" (Steers & Porter, 1975).

### **Service Quality Theory**

Perceived service quality (PSQ) theory, PSQ can be defined as "the difference between

what is expected from each of the service dimensions and what a consumer perceives he or she receives from them" (Shonk & Chelladurai, 2008). Based on this definition, the smaller the discrepancy, the higher the service quality the individual will perceive. Previous studies have proposed several models as researchers' guidelines: the two-dimensional model (Grönroos, 1984); the three-dimensional model (Rust & Oliver, 1994); and the SERVQUAL five-dimensional model (Parasuraman et al., 1985). A further model for PSQ was proposed by Brady and Cronin (2001), which was hierarchical and multidimensional. This model has been used as a theoretical framework to better account for complexity in individual perception (Dabholkar et al., 1995).

Brady and Cronin's model of PSQ utilizes three main latent constructs to form the basis of the construct of service quality: interaction quality, service environment quality, and outcome quality. Interaction quality can be understood as the interaction between service providers and customers and interactions between consumers. This dimension emphasizes that a service's processes may also be more important than its outcome. The physical environment quality encompasses how the physical environment can influence customers' service evaluations and how that service often requires the customer to be involved in the process – i.e., that surroundings can influence customers' perceptions of service quality. The third dimension (outcome quality) focuses on the outcome of the service act and on what consumers gain from the service. This dimension can be treated as the service product directly relevant to the customer's evaluation once the service is complete (Rust & Oliver, 1994).

### **Service Innovation**

Since the 1930s, service innovation has been defined in the market (Schumpeter, 1934). Adoption of service innovation depends on user needs, which can predict user satisfaction and are critical for the digital library (Liu & Luo, 2011). Witell et al. (2016) emphasized the importance of service innovation in the service industry development, and service innovation is an important way for every service-oriented enterprise to produce and develop. Schumpeter (1934) Customer service innovation refers to customers' participation in improving the service process and substance and putting forward new, valuable suggestions and ideas. Payne et al. (2009). service innovation was defined as the emergence of something new and appropriate from a person, a group, or a society (Sawyer, 2012).

Service innovation can include innovative actions or processes, including new ideas or innovative abilities and actions, and directly practice these new ideas in work situations (Rank et al., 2004). However, user satisfaction influencing the successful adoption of the digital library as one of the most critical services Enterprises and institutions of higher education are forced to take continuous measures. Innovate their services to achieve their long-term goals and survive in the competition. In this case, colleges and universities ignore the important role of colleges and universities. Service innovation may find it difficult to gain a competitive advantage to surpass. Competition. Due to the diversified changes in the global business environment and customers, organizations with demand, inactivity, and lack of innovation will easily lose competitiveness and face various threats to security and survival (Fernández-Mesa & Alegre, 2015).

## **Service Quality**

Gronroos and Ojasalo's (2004) model of service quality determines consumer satisfaction, which was also true in most services studies. Taylor and Baker (1994). Service quality was an important part of building and maintaining relationships with customers (Park et al., 2006). service quality is the key driving factor of an organization's success (Frost & Kumar, 2001). From the point of view of management and marketing, service quality refers to the customer's perception of service and higher than its expected level (Zeithaml et al., 1990). Service quality was "whatever the customer perceives it to be," The service quality perspective was then gradually translated into clarity of customer requirements and responsiveness to customer needs, both internal and external to the organization (Dauda & Lee, 2016).

In the education industry, service quality also positively influencing performance appraisal. Employees determine the final quality of service, and the higher the employee's job satisfaction, the more actively involved in high-quality service. The likelihood of a positive reaction from the customer was increased by these actions (Yee et al., 2008). Service quality was important to consumer satisfaction, so the organization was the main determinant of an organization's success or failure in a competitive situation (Lin et al., 2009). Improving the service quality can improve the brand reputation and affect the perceived value of customer experience; thus, it can effectively attract consumers to make repeated purchases (Chen, 2016). It was emphasized that the service quality was the difference between the customer's expectation of the service provided and the customer's perception (Parasuraman et al., 1988). The literature on service quality and perceived customer satisfaction shows a causal relationship between service quality and perceived customer satisfaction, meaning that perceived quality of service is a condition of perceived customer satisfaction (Izogo & Ogba, 2015).

## **Value**

Perceived value was profit as an individual's perception of the difference between sacrifice and benefit (Zeithaml, 1988). Value in use refers to the value created jointly by the customer and the company involved. (Chandler & Vargo 2011). The definition of value was an object created by multiple stakeholders (Groot & Steg, 2008). Researchers believe that cognitive value was a more complex construct than a trade-off between effectiveness and value (Sweeney & Soutar, 2001).

## **Satisfaction**

Many researchers have found a clear link between satisfaction and service quality (Parasuraman et al., 1991; Ozioma & Marcus, 2020). student satisfaction is the result of evaluating students' educational service experience (Elliott & Healy, 2001).

In the higher education sector, colleges adjust their services. Based on students' desire, this has a significant influencing on their satisfaction and Cognition of service quality. These colleges must determine the requirements of students by collecting data rather than relying solely on the views of academic insiders from an organizational point of view (Blass & Hayward, 2014). In addition, customer satisfaction strengthens the status of institutions and

changes the behavior of institutions' rivals (Wang et al., 2001). Therefore, colleges must know their basics. While monitoring the quality of education, we must approach the audience and students' rivals (Alias et al., 2018).

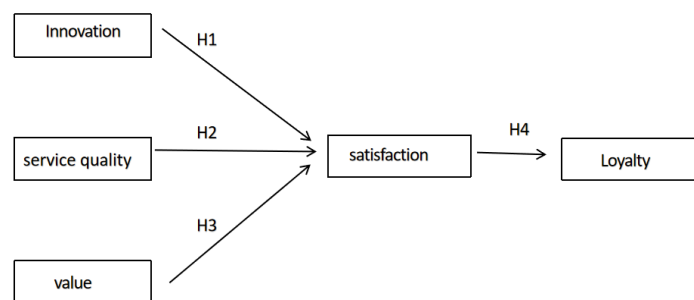
## Loyalty

Student loyalty can be defined as student attachment to a school's products or services. Oliver (1993) defines loyalty as "the obligation to repurchase or fund the preferred product or services. Products/services are consistent in the future. The literature indicates that several value dimensions directly and strongly influencing student loyalty (Dick & Basu, 1994). Cater and Cater (2009) mention two aspects of loyalty: behavioral and attitudinal. Webb and Jagun (1997) mentioned that student's loyalty in higher education is intended to go back to the university for more studies or provide positive feedback to the fellow on leave to enroll at the university attended. In the international literature on student behavior, student loyalty is increasingly recognized as an important indicator of higher learning institutions' success (Rojas-Mendez et al., 2009). Student loyalty refers to a student's sense of belonging to the school and how attitudes or behaviors express this sense of belonging (Nesset & Helgesen, 2009).

## Conceptual Framework

Figure 1

*Conceptual Framework*



*Source:* Developed by the researcher for this research project.

The conceptual framework presents the variables used in this study. The researcher applied two major theories (Expectancy Theory and Service Quality Theory) and three major previous research frameworks to support and develop the conceptual framework of this study. First, Easa and Bazzi (2021) conducted the first previous research framework concerning service innovation, followed by Sembiring (2013), focusing on service quality, then Murphy (2018) on value, and lastly, Ali et al. (2016) on satisfaction.

### *Hypotheses*

H1: Service Innovation has a significant influence on student satisfaction.

H2: Service quality has a significant influence on student satisfaction.

H3: Value has a significant influence on student satisfaction.

H4: Student Satisfaction has a significant influence on loyalty.

### **Research Methodology**

To accomplish this research study, the researcher used quantitative research. The quantitative data were collected from questionnaires from high school graduate students who studied in Chengdu's Tianfu New area, who had at least 1-year experience with the art Practice Workshop's art course.

### *Quantitative Research*

A structured online survey questionnaire was used to collect primary data. The questionnaires were designed in English and translated into Chinese. There are two parts of the questionnaire. The first part includes the factors influencing graduate satisfaction and loyalty, service innovation, service quality, value, and satisfaction. The second part inquires about personal data like age and gender. One of the reasons to choose questionnaires as a method to collect data is that it can collect data in a short time and is easy to use. Then input and combine the data collected by questionnaire into a computer Excel easily (Lund, 2001). Moreover, it can also analyze the data by Jamovi software.

**Table 1**

#### *6 Points Likert Scale Ratings*

Rating	Descriptions
6 Points	Strongly Agree
5 Points	Agree
4 Points	Slightly Agree
3 Points	Slightly Disagree
2 Points	Disagree
1 Points	Strongly Disagree

### **Population, Sampling, Technique and Sample Size**

The object population of this study is graduate from high school in Tianfu New Area, Sichuan Province. At last count, there were 3,683 graduate from high school in the area. According to the proportion of sample survey, 295 questionnaires were distributed to different graduate student in different schools through the Internet.

This research's target population includes high school graduate students who studied in Chengdu's Tianfu New area and had at least one year of experience with the art Practice



Workshop's art course. The students graduated from high school, they are currently in a university or college, and more than 18 years old. The questionnaires were distributed online to the alumni from 3 selected schools. In the last five years, the three schools had 5,032 graduates, Huayang Middle School has 2,063 graduates, Tianfu New District Academy of Education Sciences has 1,547 graduates, Tianfu No. 5 middle school has 1,422 graduates, Huayang Middle School had 121 students. Tianfu New Area Education Science Research Institute affiliated middle school 91 students. Tianfu No.5 Middle School 83 students.

**Table 2***Respondents*

Respondents	Number
1. Huayang Middle School	121
2. Tianfu New Area Education Science Research Institute affiliated middle school	91
3Tianfu No.5 Middle School	83
Total	295

**Data Analysis**

Descriptive statistics (mean and standard deviation, frequency, and percentage) and multiple linear regression were used to test the hypotheses.

**Table 3***Quantitative Analysis*

No	Hypothesis	Statistical analysis
H1	Service Innovation has a significant influence on student satisfaction.	Multiple Linear Regression
H2	Service quality has a significant influence on student satisfaction.	Multiple Linear Regression
H3	Value has a significant influence on student satisfaction.	Multiple Linear Regression
H4	Student satisfaction has a significant influence on loyalty.	Simple Linear Regression

**Pilot Testing**

Before launching the survey, the researcher conducted the pilot test by selecting 295 respondents from high school graduate students who studied in Chengdu's Tianfu New area and had at least 1-year experience with the art Practice Workshop's art course. The students should have already graduated from high school, they are currently in a university or college, and they are more than 18 years old. To do the questionnaire. The pilot testing used Cronbach's alpha. Cronbach's alpha test reliability scores through 30 sampling size. The acceptable score for Cronbach's alpha must be more than 0.60 (Hair et al., 2003).

## Results of the Study

### Cronbach's Alpha Results

**Table 4**

*Cronbach Alpha Results (n=30 Respondents)*

Variables	Number of Items	Cronbach's Alpha	Reliability
Service Innovation	5	0.722	Acceptable
Service Quality	5	0.811	Very Good
Value	4	0.740	Acceptable
Satisfaction	4	0.822	Very Good
Loyalty	5	0.815	Very Good

Based on the previous science education journals, Cronbach's alpha commonly accepted rule is that score higher than 0.6. 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability (Hair et al., 2003). According to the Cronbach alpha results above, the results of every variable were higher than 0.7, indicating that questions are reliable.

### Personal Data of Respondents

**Table 5**

*Respondents' Gender*

Valid	Frequency	Percent	Valid Percent
male	92	31.19	31.19
female	203	68.81	68.81
Total	295	100.0	100.0

The table above shows that the most respondents are "Female," which is 203 females with 68.81% followed by 92 males with 31.19%.

**Table 6**

*Respondents Age*

Valid	Frequency	Percent	Valid Percent
18—28	295	100	100
29—39	0	0	0
40—50	0	0	0
More than 50	0	0	0
Total	295	100	100.0

All of respondents were from age between 18-28 years old which included 295 people (100%).

**Table 7***Respondents' Academic Qualifications*

Valid	Frequency	Percent	Valid Percent
Undergraduate	295	100	100
Postgraduate	0	0	0
PhD	0	0	0
Total	295	295	295

The table shows that all of respondents' highest education is "Undergraduate" which has 295 people.

**Table 8***Descriptive Analysis of Service Innovation*

Questions of service innovation	N	Mean	Std.Deviation
Q.1 The art Practice Workshop's art course offers an innovative approach to art teaching.	295	5.91	0.707
Q.2 The art Practice Workshop's art course offers creative art courses.	295	5.93	0.668
Q.3 Art practice workshop art courses usually look for new techniques, crafts, and ideas.	295	5.93	0.682
Q.4 The art Practice Workshop's art course provides rich learning resources for my art study.	295	5.93	0.660
Q.5 The art Practice Workshop's art course reflects the creativity of the art course.	295	5.92	0.658
Valid N/Total Mean and Std.Deviation	295	5.92	0.245

Table 8 shows that all questions had a mean between 5.9-6, with the highest mean of 5.93; this can explain why the art Practice Workshop's art course offers creative art courses. Art practice workshop art courses usually look for new techniques, crafts, and ideas. Therefore, the art Practice Workshop's art course provides rich learning resources for art study.

**Table 9***Descriptive analysis of service quality*

Questions of service quality	N	Mean	Std.Deviation
Q.1. The art practice workshop's art courses are designed for the course delivery.	295	5.90	0.452
Q.2 The teachers of art practice workshop art courses understand the needs of students.	295	5.90	0.391
Q.3 The art practice workshop's art courses offer appropriate training.	295	5.91	0.352
Q.4 The teachers of art practice workshops are trustworthy.	295	5.87	0.446
Q.5 The art practice workshop's courses offer courses designed to students' interests.	295	5.86	0.497
Valid N/Total Mean and Std.Deviation	295	5.89	0.325

Table 9 shows that all questions had a mean between 5.9-6, with the highest mean of 5.91 means the art practice workshop's art courses are designed for the course delivery. Therefore, the teachers of art practice workshops courses understand the needs of students with 5.90 means that art practice workshop courses have good service quality.

**Table 10***Descriptive Analysis of Value*

Questions of value	N	Mean	Std.Deviation
Q.1.The art Practice Workshop's art course are acceptable by students.	295	5.91	0.449
Q.2 The art Practice Workshop's art course would improve the way I am perceived	295	5.89	0.394
Q.3 I have a good impression of the art Practice Workshop's art course	295	5.88	0.394
Q.4 The art Practice Workshop's art course gives me a better sense of national confidence.	295	5.93	0.430
Valid N/Total Mean and Std.Deviation	295	5.90	0.313

Table 10 shows that all the number of value questions have a mean between 5.8-6; question No.4 had the highest mean, which is 5.93 means that people agree or strongly agree that the art Practice Workshop's art course gives me a better sense of national confidence.

**Table 11***Descriptive Analysis of Satisfaction*

Questions of satisfaction	N	Mean	Std.Deviation
Q.1.I am very pleased that the school has decided to use the art Practice Workshop's art course to teach the art course.	295	5.93	0.361
Q.2 I consider my choice of the art Practice Workshop's art course is a wise decision.	295	5.95	0.304
Q.3 My school experience of the art Practice Workshop's art course was satisfying.	295	5.93	0.435
Q.4 I am pleased with the results of the art Practice Workshop's art course.	295	5.91	0.458
Valid N/Total Mean and Std.Deviation	295	5.93	0.318

Table 11 shows that the satisfaction question has a mean of 5.9-6. The highest mean is 5.95, and SD 0.304 represents that people agree or strongly agree that My school experience of the art Practice Workshop's art course was satisfying.

**Table 12***Descriptive Analysis of Loyalty*

Questions of loyalty	N	Mean	Std.Deviation
Q.1 I think I am a loyal fan of the art Practice Workshop's art course	295	5.93	0.381
Q.2 My next study is likely to include the art Practice Workshop's art course.	295	5.95	0.294
Q.3 I will have more experience in the art Practice Workshop's art course in the future	295	5.94	0.416

Questions of loyalty	N	Mean	Std.Deviation
Q.4I recommend the art Practice Workshop's art course to those who seek my advice	295	5.92	0.452
Q.5 I tell people positive things about the art Practice Workshop's art course	295	5.90	0.455
Valid N/Total Mean and Std.Deviation	295	5.93	0.306

Table 12 shows that loyalty has a mean average between 5.9-6. Overall, the people agree or strongly agree on loyalty. Q.2 has the highest mean, which is 5.95, and Std. Deviation at 0.294 means that the people's next study will likely include the art Practice Workshop's art course.

## Inferential Analysis of the Variable in the Study

### *Multiple Linear Regression*

The researcher used multiple linear regression to test the level of the significant influencing of the three independent variables on satisfaction.

**Table 13**

*R Square on Satisfaction*

Model	R	R Square	Adjusted R Square
1	0.886	0.785	0.783

Table 13 shows that independent variables, service innovation, service quality, and value, can explain 78.5% of the variability of the moderate variable, which is satisfaction. Other variables not included in this study can explain satisfaction by 21.5%.

**Table 14**

*Results of Linear Regression on Satisfaction*

Independent Variables	0.883	Stand. Estimate
1.service innovation	<.001	0.309
2.service quality	<.001	0.388
3.value	<.001	0.467

A p-value of less than 0.05 is valid.

- Service innovation has a significant influence on satisfaction which P-value is 0.001 and is less than p value<.05.
- Service quality has a significant influence on satisfaction which the P value is 0.001 and is less than the p value<.05.
- Value has a significant influence on satisfaction which a P value is 0.001 and is less than a p-value of <.05.

The results of the hypothesis testing will be explained in the table below

**Table 15***Summary of Hypothesis Testing*

NO	Hypothesis	P value	Results
H1	There is significant influence of service innovation on satisfaction	<.001	supported
H2	There is significant influence of service quality on satisfaction	<.001	supported
H3	There is significant influence of value on satisfaction	<.001	supported

*Remark:* based on level of p value < 0.05.

Table 15 shows that service innovation, service quality, and value significantly influence satisfaction. Therefore, H1, H2, and H3 are supported.

**Table 16***R Square on Loyalty*

Model	R	R Square	Adjusted R Square
1	0.913	0.833	0.833

Table 16 shows that the independent variable, satisfaction, can explain 83.3% of the variability of the dependent variable, which is loyalty. Other variables not included in this study can explain loyalty by 16.7%.

**Table 17***Results of Linear Regression on Loyalty*

Independent Variables	P-value	Stand. Estimate
1.Satisfaction	<.001	0.913

A P-value of less than 0.05 is significant

Satisfaction significantly influences loyalty with a P value = 0.001 less than .05.

**Table 18***Summary of Hypothesis Testing*

NO	Hypothesis	P-value	Results
H4	There is a significant influence of satisfaction on the loyalty of lecturers.	<.001	supported

*Remark.* based on the level of p-value < 0.05

Table 18 above shows that satisfaction has a significant influence on loyalty. Therefore, H4 is supported.

**Table 19***The rank of Influence Intensity of Variables on Satisfaction*

Independent Variables	p-value	Stand. Estimate	Strength of Influence (based on Stand Estimate)
1. service innovation	<.001	0.309	3 <sup>rd</sup> rank of influence
2. service quality	<.001	0.388	2 <sup>nd</sup> rank of influence
3. value	<.001	0.467	1 <sup>st</sup> Rank of influence

**Strength of influence of variables toward satisfaction**

Table 19 shows the values of value, service quality, and innovation, and  $< 0.05$ , so the hypothesis is valid. The value is the 1st rank of influence on student satisfaction; Service quality is the 2nd rank, and service innovation has the 3rd rank of the strength of influence.

Students believe that with the development of art workshops, students' satisfaction will be improved. Workshops need innovative services to improve students' satisfaction. Service quality is another effect of student satisfaction on loyalty. Students believe that good service quality can improve students satisfaction. Students need workshops to develop innovative, quality, and practical art teaching activities to enhance their satisfaction and loyalty.

**Strategies as Recommendations Based on the Research Findings and Conclusions**

Based on the quantitative results, four major areas should be focused on :

1. Value
2. Service quality
3. Service innovation
4. Satisfaction

**Table 20***Recommendations Based on Findings*

Hypotheses that are supported	Item with the highest mean
Service innovation has a significant influence on satisfaction	The art Practice Workshop's art course offers creative art courses.
Service quality has a significant influence on satisfaction	The art practice workshop's art courses offer appropriate training.
Value has a significant influence on satisfaction	The art Practice Workshop's art course gives me a better sense of national confidence.
Satisfaction has a significant influence on loyalty	I consider my choice of the art Practice Workshop's art course is a wise decision.

*Value.* The value of art practice workshops is composed of many aspects.

It is suggested that the school excavate the rich local resources in Tianfu New Area, which provides powerful conditions for creating art workshops and forms a multi-art workshop system to increase national confidence. This can be done by giving attention to folk art and

traditional culture inheritance, enriching the teaching environment and opening students' thinking, using local cultural resources, and creating art workshops.

*Service Quality.* Service quality is ranked 2nd in terms of strength of influence, and the highest mean is "The art practice workshop's art courses offer appropriate training." The recommendations are :

(1) The art courses in the art practice studio provide appropriate training to give students more space for artistic imagination. With the integration of different forms of art courses and the development of school-based courses, students can better understand the Beauty and deep thoughts displayed by art and improve their artistic accomplishments. Let students have a deeper feeling of Beauty can improve their appreciation ability, better understanding, and artistic expression performance, expanding students' imagination space. (2) The art courses of the art practice studio provide appropriate training to enhance students' artistic innovation ability.

(3) The art courses of the art practice studio provide appropriate training to promote the inheritance of local culture. The art workshop focuses on the excellent traditional Chinese culture, and the local culture has been introduced for 5000 years of its Chinese cultural history and characteristics, especially local cultural characteristics. Therefore, students can enjoy combining local art with traditional art education and form school-based art education. Also, they can embrace local characteristics while promoting art education and upgrading to local culture education and local characteristic art education. These lay a foundation for the revival of traditional art in China.

*Service Innovation.* Service innovation is ranked 3rd in terms of strength of influencing, and the highest mean is "The art Practice Workshop's art course offers creative art courses." Recommendations include (1) providing excellent examples of creative workshop courses for workshop teachers to learn a variety of techniques and creative thinking activities; and (2) providing teachers with the workshop to develop a creative workshop curriculum actively;

### **Recommendations for Further Research**

Based on a multiple linear regression analysis of 295 graduate art Practice workshop students in the region, four variables (service innovation, service quality, value, and satisfaction) accounted for 78.5% of students' loyalty, and the remaining 21.5% could be used for future research. Further research may include factors that improve student satisfaction and loyalty through interviews and data surveys , and include areas such as the future development mode of art practice workshops, the difficulties encountered in the development, and the corresponding strategies.

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