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Influencing Factors of Fine Arts Student Satisfaction of Educational Internship in Sichuan, China

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Abstract

Purpose: The purpose of this study is to exploring the influencing factors of student satisfaction, including student expectation, service quality, supervisor support, task clarity and perceived value among the group of fine arts students in Sichuan province, China who had attended educational internship. **Research design, data and methodology:** This study adopted quantitative research method. The researchers firstly obtained data by distributing online questionnaires to the target students. Secondly, Item Objective Congruence (IOC) and pilot test were carried out. Afterwards, confirmatory factor analysis (CFA) and structural equation model (SEM) were used to analyze the data and to test the significant relationships among variables. **Results:** Service quality had a significant impact on student satisfaction. Furthermore, supervisor support, task clarity and perceived value significantly impacted student satisfaction on educational internship. Nevertheless, there was no causal relationship between student expectation and student satisfaction. **Conclusions:** For colleges and internship organizers, it was recommended to improve the service quality and the standard of internship programs. For students majoring in fine arts who participate in educational internship, they should realize the importance of internship program and actively communicate with the supervisor to get the valued feedback for the best student satisfaction and educational internship experience.

Keywords: Service quality, Perceived value, Student satisfaction, Internship, China

JEL Classification Code E44, F31, F37, G15

1. Introduction

In China, the fine arts major curriculum aims to train students to become the future teachers in the field. All students enrolled in this major are required to undertake a period of educational internship program. However, there was no unified understanding of the concept of educational internship in the existing literatures. Sides and Mrvica (2017) pointed out that educational internship is a systematic course that instructs teachers in colleges and internship sites before college students enter the labor market, so that students can apply the skills and knowledge they learn to real life. Educational internship is helpful for interns to understand the professional situation, develop interpersonal relationship, cultivate professional skills and so on (Maertz et al., 2014). China has attached the great importance of internships since ancient times as a tradition that can be traced back to the ideas of the famous educator "Confucius". Up to now, higher education institutions in China have nurtured the internship system, personnel allocation, funding and other aspects. At the same time, the phenomenon and problems of educational internship had

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also aroused more discussions among scholars, and many more literatures on this specific topic had been produced.

In terms of the research results of art educational internship, there were mainly three aspects. Firstly, scholars had discussed the existing problems and construction points of internship site management (Li, 1994). Secondly, scholars discussed the quality of guidance and improvement strategies for educational internship supervisors (Xie, 2000). Thirdly, scholars discussed the tasks, contents and procedures of educational internship for fine arts students (Tu, 2017).

This study is developed from the gap of previous literatures. Firstly, few scholars used quantitative research to the testify the factors impacting student satisfaction in the group of students majoring in fine arts on educational internship; Secondly, several researchers had discussed the satisfaction level among fine arts students on their educational internship program in China. Thirdly, limited research had investigated student expectation, service quality, supervisor support, task clarity and perceived value on student satisfaction on their educational internship.

Based on above evidences, this study adopted quantitative research method to explore the significance of student satisfaction and its influencing factors among the group of fine arts major students on their educational internship in Sichuan Province, China. Due to Chinese educational system, higher education institutions can be divided into undergraduates and junior colleges. There are differences between them in regarding to years of study, lessons plan and curriculum management. The researchers constructed the satisfaction model to study in the context of educational internship of fine arts major students in Junior colleges. Consequently, the findings could contribute to the supervision of educational internship, improve the quality of educational internship, and promote the professional development of pre-service fine arts teachers.

2. Literature Review

2.1 Supervisor Support

Supervisor support is defined as "the extent to which an individual supervisor provides care, information feedback, and task assistance" (Iverson et al., 1998). Supervisor support can be regarded as the perception of the interns' contribution to themselves and whether their own welfare is valued and cared by their intern supervisors (Dixon et al., 2005). Because supervisors are agents of the organization, it is one of their responsibilities to guide and evaluate the performance of their subordinates, and students perceive how much supervisors value their contributions and care about their well-being (Rhoades & Eisenberger, 2002). McHugh (2016) discussed the impact of compensation, supervision and work design on internship efficacy. The report indicated that supervisor support and guidance were significant predictors of internship effectiveness.

Odio et al. (2014) found that good guidance during the internship would reduce participants' ambiguity, that is, participants knew what to do, but did not always know how to complete the task, so participants needed the support of supervisor. Beenan (2007) found that interns derive maximum clarity of tasks and have a significant impact on internship outcomes. Laschinger et al. (2004) recognized that nurse satisfaction positively correlated with work environment that could provide information, support and learning opportunities over time. Narayanan et al. (2010) pointed that the role of teacher consultant had a strong and significant impact on internship satisfaction. Therefore, assigning interns jobs of interest, clarifying the tasks they need to accomplish, and providing high quality guidance such as appropriate supervision, feedback and other support are related to student satisfaction (Beenan, 2007; D'Abate et al., 2009; Jackson et al., 2019; Wen, 2010). Therefore:

H1: Supervisor support has a significant influence on task clarity of educational internship.

H2: Supervisor support has a significant influence on student satisfaction of educational internship.

2.2 Task Clarity

Task clarity can be regarded as interns' understanding of responsibilities, schedules, procedure, and expectations (To & Lung, 2020). McHugh (2016) stated that Task Goal Clarity refers to interns' understanding and grasp of work outcomes and evaluation work pairs of criteria. Hora et al. (2019) mentioned task clarity as one of the factors that contribute to the potential impact of internship outcomes. Hora et al. (2019) confirmed that task clarity significantly predicted internship satisfaction. Feldman and Weitz (1990) pointed out that interns would be more satisfied with their internship if tasks were made more formal and structured, that is, tasks were clarified. Sawyer (1992) indicated that the clearer the task, the higher the job satisfaction of interns, that is, task clarity is positively correlated with employee satisfaction. Thus, a hypothesis is developed:

H3: Task clarity has a significant influence on student satisfaction of educational internship.

2.3 Service Quality

Service quality can be seen as the gap between the service provided and the customer's expectations (Yılmaz, 2008). Service quality refers to the general attitude of the service provided in the minds of customers (Cronin & Taylor, 1992; Parasuraman et al., 1985). Parasuraman et al. (1991)

noted that due to the multi-dimensional characteristics of service quality, customers would have different understandings of the same service based on their subjective reasons. Yunus et al. (2010) acknowledged that students were the key customers of higher education institutions, and their needs are to obtain meaningful academic knowledge and quality services. It was the responsibility of every higher education institution to provide high quality degree programs or specific curriculum per students' needs.

The relationship between perceived quality and perceived value is a worthy research area that needs to be carefully investigated. Customer's judgment on service quality is based on the gap between their own expectations and actual experience (Parasuraman et al., 1988). In some studies, scholars attested that service quality is the main determinant of perceived value and plays a certain role (Andreassen & Lindestad, 1998; Brady et al., 2002; Cronin et al., 2000; Hellier et al., 2003). Teeroovengadum et al. (2019) discussed the structural models of image, perceived value, satisfaction and service quality to predict student loyalty. The results indicated that service quality, image and perceived value are important predictors. Overall, this shows that students are satisfied if the quality of service meet their expectation.

Reibstein (2002) claimed that among the factors affecting customer satisfaction, the customer's service after purchase is one of the key factors. Service quality is a prerequisite for customer satisfaction, which had been confirmed in a large number of marketing literatures (Carrillat et al., 2007). Norizan and Abdullah (2010) affirmed that there was a significant correlation between customers' perception of service quality and satisfaction, which would affect customers' further purchase intention. It is a well-established fact that students' perceptions of the quality of service in higher education institutions have a significant impact on their satisfaction (Alves & Raposo, 2010). Consequently: followed hypotheses are proposed

H4: Service quality has a significant influence on perceived value of educational internship.

H5: Service quality has a significant influence on student satisfaction of educational internship.

2.4 Perceived Value

Perceived value is considered as a consumer's rational judgment on the net value of a product after comparing the overall benefit gained with the perceived cost paid (Quintal & Polczynski, 2010). Perceived value refers to the comparison and consideration between perceived benefits and perceived sacrifices (Monroe, 1991). In the current context, researchers focused on perceived values because the internship experience of students in higher education institutions is closely related to them. When customers realize that the cost of service is much less than the quality of service, they will think that the perceived value of service is higher (Tam, 2004).

Perceived quality is a key factor influencing satisfaction (Cronin et al., 2000; Fornell et al., 1996). Murphy (2018) studied the relationship between perceived value and internship satisfaction, and found that perceived value had a strong and significant impact on internship satisfaction. In the telecommunications industry, value had also been found to be a major predictor of satisfaction (Lai et al., 2009). Tam (2004) also posted that perceived value was a determinant of satisfaction. Many scholars had found that customer value assessment had a positive impact on satisfaction (Cronin et al., 2000; Fornell et al., 1996; Kuo et al., 2009). Hence a hypothesis is set:

H6: Perceived value has a significant influence on student satisfaction of educational internship.

2.5 Student Expectation

Oliver (1980) articulated that expectation is the level of service attributes that the customer anticipates in their mind. Based on service quality model by Parasuraman et al. (1988), expectation can be regarded as the service that customers should receive (Devlin et al., 2002). Expectation can be the customer's needs, desires, and preconceived ideas of a product or service (Camillo et al., 2011). Expectation is the result of customers' experience on the company's products, and it also includes the information before the integration and analysis of resources such as the advertisement, word of mouth and reputation of the product or service providers (Anderson & Fornell, 2000).

The root cause of consumer satisfaction is their positive doubt about their expectation of service level (Oliver, 1980). The difficulty of evaluating quality and initial expectations also influence perceived quality and satisfaction (Anderson & Sullicvan, 1993). The research on satisfaction mainly comes from the comparison of customers' perceived performance with one or more items (such as expectations), so as to form the cognitive activities of customer satisfaction (Parasuraman et al., 1988). One of the situations in which students feel satisfied is when the actual situation is consistent with the student's expectations (Kim & Park, 2013; Ruhanen et al., 2013; Siu et al., 2012). As a result, a hypothesis is confirmed.

H7: Student expectation has a significant influence on student satisfaction of educational internship.

2.6 Student Satisfaction

Satisfaction is how people feel about their work or how they like it or don't like it (Spector, 1997). Internship satisfaction refers to students' overall satisfaction with their

internship program (Li & Pibulcharoensit, 2022; To & Lung, 2020). Satisfaction refers to a state of being satisfied with one's expectations (Arif & Ilyas, 2013; Kotler & Clarke, 1987). User satisfaction can be described as the extent to which users find the system useful and continue to use it (Song, 2022; Xinli, 2015). User satisfaction refers to the extent to which online learning users are satisfied with their decision to use the system and how the online learning system meets their expectations (Wang & Liao, 2008).

In the field of information systems, user satisfaction is widely used as a measurement index, and is also the main index to evaluate the adoption effect of new systems (DeLone & McLean, 2016; Montesdioca & Maçada, 2015). The research on satisfaction mainly comes from a cognitive activity in which customers compare perceived performance with one or more items (such as expectations), resulting in the formation of satisfaction (Parasuraman et al., 1988).

3. Research Methods and Materials

3.1 Research Framework

Based on previous literatures, the researchers selected variables and hypotheses of three existing achievements to construct the framework of this study. The three research are adopted in this study. Firstly, influencing factors of internship satisfaction of Chinese students were explored by To and Lung (2020). Secondly, educational internship satisfaction model of pre-school education major students in universities based on structural equation was examined by Dan et al. (2018). Lastly, understanding the experience of Chinese college students was investigated by Clemes et al. (2013).

According to Figure 1, in the conceptual framework constructed in this study is to explore seven relationships between these variables. There were six variables in this research framework, which are Service Quality (SQ), Supervisor Support (SS), Task Clarity (TC), Perceived Value (PV), Student Expectation (SE) and Student Satisfaction (SSAT). Seven hypotheses were formed between these six variables, respectively.

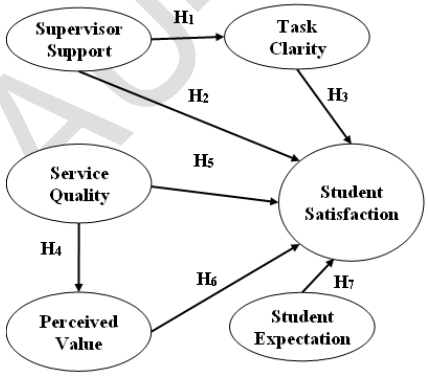

Figure 1: Conceptual Framework

Seven hypotheses were formed in this study;

H1: Supervisor support has a significant influence on task clarity of educational internship.

H2: Supervisor support has a significant influence on student satisfaction of educational internship.

H3: Task clarity has a significant influence on student satisfaction of educational internship.

H4: Service quality has a significant influence on perceived value of educational internship.

H5: Service quality has a significant influence on student satisfaction of educational internship.

H6: Perceived value has a significant influence on student satisfaction of educational internship.

H7: Student expectation has a significant influence on student satisfaction of educational internship.

3.2 Research Methodology

This study applied online questionnaires through an online program named 'Wenjuanxing', and analyzed the collected data through a SPSS AMOS statistical program. Respondents can respond via computers, tablet computers and mobile phones. The set of questions are divided into 3 parts. Two screening questions aim to identifying the right group of participants who are art major students, three demographic questions collect demographic characteristics of participants, and 21 five-point Likert scale questions are accounted to collect data based on 27 scale items in this study. Likert scale consists of 5 scales which are 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is strongly agree, and 5 is strongly agree.

3.3 Population and Sample Size

The target population of this study is college students majoring in fine art in five colleges, including Sichuan Vocational & Technical College, Sichuan Preschool Educators College, South Sichuan Preschool Education College, North Sichuan College of Preschool Teacher Education, and Dazhou Vocational & Technical College. In China, "college" generally refers to junior college schools and a student who studies in these schools is called "junior college student" where he/she only studies for three years before graduates, which is different from the undergraduate students in universities who need to study for four years before they get a bachelor's degree. Schumacker and Lomax (2004) found that 250-500 samples were accepted as a minimum sample size in most research. In this study, 586 respondents were initially surveyed. The researchers sifted through the data and eventually used 500 valid responses.

3.4 Sampling Technique

The sampling techniques used in this study were purposive sampling, stratified random sampling and convening sampling. Purposive sampling by researcher's judgment was to examine the group of college students majoring in fine art in in five colleges, including Sichuan Vocational & Technical College, Sichuan Preschool Educators College, South Sichuan Preschool Education College, North Sichuan College of Preschool Teacher Education, and Dazhou Vocational & Technical College. Secondly, stratified random sampling is to divide strata of total students from each individual program and college. Lastly, convenience sampling is to distributing online questionnaire via school management and administration offices.

3.5 Validity and Reliability Test

Before the large-scale distribution of questionnaires, Item Objective Congruence (IOC) index or rating of three experts was conducted, resulting all items reserved at the score above 0.5 (Turner & Carlson, 2003). Then, 30 respondents were selected for a pilot test in this study. Six variables were pre-tested by Cronbach's alpha validity test as shown in Table 1. The acceptable value of internal consistency coefficient has been mostly agreed at the value equal or higher than 0.70 (Dikko, 2016).

The Cronbach's Alpha coefficients of service quality, supervisor support, task clarity, student expectation and perceived value are greater than 0.8, which means that the variable items had a very good interval consistency. Cronbach's Alpha coefficient of student satisfaction was greater than 0.9, which also mean that the variable items had excellent interval consistency (Salkind, 2015). Therefore, the preset results confirm the validity and reliability of the research questionnaire.

Table 1: Consistency of the Scale Test (n=30)

Demographic Factors (n=500)		Frequency	Percentage
Gender	Male	98	19.6%
	Female	402	80.4%
Internship site	Middle school	156	31.2%
	Elementary school	322	64.4%
	Kindergarten	22	4.4%
Internship weeks	Less than 5 weeks	16	3.2%
	Between 5-8 weeks	44	8.8%
	Between 8-12 weeks	168	33.6%
	More than 12 weeks	272	54.4%

Source: Constructed by author.

3.6 Data Analysis

After reliability test, the questionnaires were distributed to the target subjects, and 500 valid questionnaires were received. The researchers used SPSS and SPSS AMOS to analyze the collected data. Firstly, the researchers describe the frequency distribution and percentage of demographic characteristics. Secondly, confirmatory factor analysis (CFA) was used to test the reliability, convergence validity and discriminant validity of the model. Finally, structural equation modeling (SEM) was applied to test the proposed hypotheses.

4. Result and Discussion

4.1 Demographic Profile Summary

The target respondents are 500 college students majoring in fine arts from five colleges in Sichuan Province, China. All of them had experienced a certain period of educational internship. The description and summary are shown in Table 2. The results describe that most of students are female for 80.4% (402 respondents) and male for 19.6% (98 respondents). Among the respondents, 31.2 percent (156) participated in internships at middle schools, 64.4 percent (322) at elementary schools, and 4.4 percent (22) at kindergartens. In terms of internship duration, 54.4% (272) spent more than 12 weeks, 33.6% (168) spent 8-12 weeks, 8.8% (44) spent 5-8 weeks, and 3.2% (16) spent less than 5 weeks.

Table 2: Demographic Results

Variables	Number of Item	Cronbach's Alpha	Strength of Association
Supervisor Support (SS)	3	0.869	Very Good
Task Clarity (TC)	5	0.851	Very Good
Service Quality (SQ)	3	0.868	Very Good
Perceived Value (PV)	4	0.871	Very Good
Student Expectation (SE)	3	0.787	Good
Student Satisfaction (SSAT)	3	0.904	Excellent

Source: Constructed by author.

4.2 Confirmatory Factor Analysis (CFA)

Brown (2006) pointed out that CFA can be used to assess the correlation between measured variables and potential variables. The convergent validity and discriminant validity of dimensions can be verified by CFA. As a rule of thumb,

Cronbach's Alpha value must be greater than or equal to 0.70 (Dikko, 2016). The results in Table 3 show that Cronbach's Alpha of this study were all greater than 0.8. Therefore, the measured variables in this structure were representative and can be used to calculate the sum of scores and mean values. According to the rule of thumb, when t value >1.98 and P value <0.5, the factor load of the variable was also higher than 0.5 (Hair et al., 2010). The results in Table 3 showed that the factor loading in this study is all greater than 0.7, which indicates that the relationship between potential variables and measurement variables in this study is acceptable. Meanwhile, according to the empirical rule, the composite reliability (CR) of all dimensions is greater than 0.7, and the average variance extracted (AVE) is greater than 0.5 (Fornell & Larcker, 1981). The results in Table 3 show that both CR and AVE values meet the standards. In conclusion, the statistical estimation of this study is meaningful.

Table 3: Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results

Variables	Source of Questionnaire (Measurement Indicator)	No. of Items	Cronbach's Alpha	Factor Loading	CR	AVE
Supervisor Support (SS)	To and Lung (2020)	3	0.819	0.737-0.856	0.826	0.613
Task Clarity (TC)	To and Lung (2020)	5	0.881	0.716-0.848	0.881	0.599
Service Quality (SQ)	Chaudhary and Dey (2021)	3	0.891	0.840-0.894	0.905	0.760
Perceived Value (PV)	Lee and Phau (2018)	4	0.859	0.722-0.834	0.861	0.608
Student Expectation (SE)	Dan et al. 2018	3	0.813	0.719-0.845	0.817	0.599
Student Satisfaction (SSAT)	To and Lung (2020)	3	0.833	0.788-0.796	0.833	0.625

Source: Constructed by author

4.3 Discriminant Validity

Fornell and Larcker (1981) reported that the discriminant validity was to first calculate the square root of AVE of each variable, and then compare the square root of AVE with the correlation value of factors to judge whether the variable passed. According to the results shown in Table 4, in this study, the correlation between structures is small as the value of discriminant validity, so the discriminant validity of this study conformed to the empirical rule.

Table 4: Discriminant Validity

Variables	Factor Correlations					
	SQ	SS	TC	SE	PV	SSAT
SQ	0.872					
SS	0.222	0.783				
TC	0.243	0.447	0.774			
SE	-0.127	0.017	0.015	0.774		
PV	0.148	0.020	0.104	0.155	0.780	
SSAT	0.460	0.352	0.354	-0.033	0.336	0.791

Note: The diagonally listed value is the AVE square roots of the variables

4.4 Structural Equation Modeling (SEM)

Structural equation modeling is a statistical method to measure the correlation of structural equations (Byrne, 2010). SEM measurement mainly includes goodness of fit of model and test results of research hypothesis. The goodness of fit for structural model as of Table 5 shows the model fit in this study, including CMIN/df = 4.120, GFI = 0.884, AGFI = 0.853, NFI = 0.872, CFI = 0.899, TLI = 0.884, and RMSEA = 0.079. Accordingly, the convergent validity and discriminant validity were proven by the fit model.

Table 5: Goodness of Fit for Structural Model

Index	Criterion	Statistical values
χ^2/df (CMIN/df)	<5 Awang (2012), Al-Mamary and Shamsuddin (2015)	4.120
GFI	>0.85 Sica and Ghisi (2007)	0.884
AGFI	>0.80 Sica and Ghisi (2007)	0.853
NFI	>0.80 Wu and Wang (2006)	0.872
CFI	>0.80 Bentler (1990)	0.899
TLI	>0.80 Sharma et al. (2005)	0.884
RMSEA	<0.08 Pedroso et al. (2016)	0.079

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation.
Source: Constructed by author.

4.5 Research Hypothesis Testing Result

In the structural model, regression weights and R^2 variance are used to measure the significance of the relationship between variables. According to the results in Table 6, H1, H2, H3, H4, H5 and H6 of the seven hypotheses mentioned in this study had passed the verification and the hypotheses are valid. On the other hand, H7 fails to pass the test, so the hypothesis is not valid.

Table 6: Hypotheses Testing Result of the Structural Model

Hypothesis		Standardized path coefficient (β)	t-value	Testing result
H1	SS→TC	0.530	9.547 *	Supported
H2	SS→SSAT	0.219	3.897 *	Supported
H3	TC→SSAT	0.186	3.420 *	Supported
H4	SQ→PV	0.178	3.521 *	Supported
H5	SQ→SSAT	0.395	8.489 *	Supported
H6	PV→SSAT	0.326	6.847 *	Supported
H7	SE→SSAT	-0.039	-0.386	Not Supported

Note: *=p-value<0.5
Source: Constructed by author.

The results of regression path can be summarized from Figure 2 and Table 6 as follows:

H1: Supervisor support had a significant influence on task clarity, with a standardized path coefficient of 0.530 and t value of 9.547. Some existing empirical research also support these results (Beenan, 2007; Gerstner & Day, 1997; Hora et al., 2019; Odio et al., 2014). The supervisor of the internship sites assigns students work tasks to improve their skills, and gives beneficial feedback and constructive suggestions on students' performance, so interns will have a clarity about the internship tasks.

H2: The standardized path coefficient between supervisor support and student satisfaction was 0.219 and t-value at 3.897. This finding is confirmed by previous studies (Gerstner & Day, 1997; Hora et al., 2019; Laschinger et al., 2004; Maelah et al., 2014). During the educational internship period, students will practice under the supervision of the instructor in the practice place. Therefore, the more supportive the supervisor is in assigning tasks to interns, giving feedback on interns' work performance and improving interns' working ability, the higher students' satisfaction will be.

H3: Supervisor support had a significant influence on task clarity, with a standardized path coefficient of 0.186 and t value of 3.420. Studies that support this hypothesis have been consistently reflected in previous literatures (Feldman & Weitz, 1990; Hora et al., 2019; Sawyer, 1992). Students will be more satisfied if instructors help interns understand assignments more clearly.

H4: The standardized path coefficient between service quality and perceived value was 0.178 and t-value at 3.521. Therefore, H4 was supported that service quality significantly influenced perceived value. In some studies, scholars pointed out that service quality was the main determinant of perceived value and plays a certain role (Andreassen & Lindestad, 1998; Brady et al., 2002; Cronin et al., 2000; Hellier et al., 2003). Because of the service quality of colleges and internship sites, students' expectation will be higher than their perceived cost, that is, students' perceived value will be higher.

H5: Service quality significantly influenced student satisfaction, which supporting with the standardized path coefficient of 0.395 and t-value at 8.489. Service quality is a major factor of student satisfaction, which has been confirmed in a large number of marketing literatures (Carrillat et al., 2007; Norizan & Abdullah, 2010; Parasuraman et al., 1991; Reibstein, 2002; Sarrico & Rosa, 2014). The better the students' experience of teaching and management services in the internship site, the higher the student satisfaction with the internship.

H6: The standardized path coefficient between perceived value and student satisfaction was 0.326 and t-value at 6.847. It is an accepted fact that perceived value has a significant impact on satisfaction (Alves & Raposo, 2010; Kuo et al., 2009; Lai et al., 2009; Tam, 2004). As colleges and internship sites attach great importance to the cultivation of interns, students' perceived value is high. Subsequently, they have a high degree of satisfaction with educational internship.

H7: The standardized path coefficient between student expectation and student satisfaction was -0.039 at t-value at -0.386. Therefore, the results show that student expectations had no significant influence on student satisfaction. This is different from previous studies whereby some scholars believed that higher expectations of students would lead to higher self-requirements and efforts of students and higher satisfaction (Dan et al., 2018). Some scholars noted that students' expectations have no or only a weak influence on satisfaction (Anderson et al., 1994; Johnson & Fornell, 1991), Some researchers highlighted student expectation to exert influence through other mediating variables (Churchill & Surprenant, 1982; Oliver & Desarbo, 1988; Sun et al., 2016).

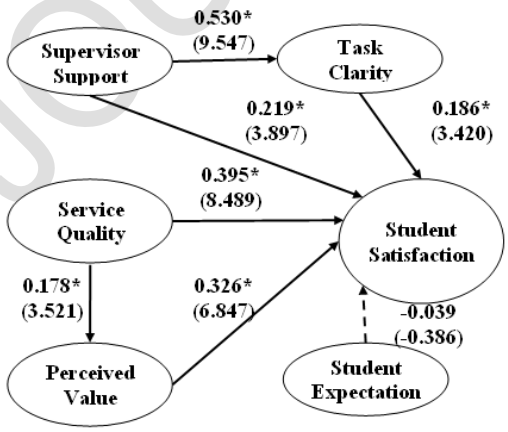

Figure 2: Revised Research Framework
Note: * P <0.05, t-value in parentheses; Solid line report is significant; The dashed line reports no significance, that is, H1-H6 is significant, while H7 is not significant.

5. Discussions & Conclusions

5.1 Conclusions

The purpose of this quantitative study is to explore the factors affecting the satisfaction of fine arts students of their educational internship. The sample units of this study are students of five Junior colleges in Sichuan Province, China, who had experienced a period of educational internship. The five colleges selected were Sichuan Vocational & Technical College, Sichuan Preschool Educators College, South Sichuan Preschool Education College, North Sichuan College of Preschool Teacher Education, and Dazhou

Vocational & Technical College. Six variables and seven hypotheses were used to explore the effects of supervisor support, task clarity, service quality, perceived value and student expectation on student satisfaction. The results show that service quality, perceived value and supervision support are the key factors influencing the satisfaction of fine arts students at the junior college in Sichuan Province, China. In contrary, the result showed that student expectations had no significant influence on student satisfaction.

According to the research results, service quality is the strongest predictor of student satisfaction. Carrillat et al. (2007) confirmed that one of the prerequisites for customer satisfaction is service quality. The American Customer Satisfaction Model (ACSI) also shows that quality perception had a positive impact on satisfaction. The second most important factor affecting student satisfaction is perceived value. Murphy (2018) studied the relationship between perceived value and internship satisfaction, and found that perceived value is the key factor of perceived satisfaction.

Supervisor support is another important factor affecting student satisfaction. Appropriate supervision, assignment of internship tasks, quality guidance and feedback from internship tutors are associated with student satisfaction (Beenen, 2007; D 'Abate et al., 2009; Jackson et al., 2019). In this study, student expectation had no significant influence on satisfaction, which may be due to the fact that students do not have similar experience before the education internship, and it is not clear which aspects of their own needs can be satisfied by the educational internship experience.

Several literatures analyzed that student expectation had a direct impact on student satisfaction (Liu, 2014; Zhang & Lin, 2014). In this study, student expectation had no significant influence on satisfaction, which may be due to the fact that students do not have similar experience before the education internship, and it is not clear which aspects of their own needs can be satisfied by the educational internship experience.

5.2 Recommendations

Service quality largely determines the effect on student satisfaction of art educational internship in Sichuan Province, China. Therefore, colleges should clarify their responsibilities in educational internship, and better serve interns in terms of establishing internship management system, providing financial security and arranging internship management personnel. At the same time, practice sites should provide convenient conditions for students, equip material and spiritual support as complete as possible, allow students to participate in teaching research, enhance the quality of practice guidance and improve the assessment methods to guarantee achievement.

Teachers in colleges and internship cites should make fine arts students realize that educational internship is a bridge between theory and practice, which is of great value to teachers' positions and professional development. When interns are aware of this benefit, they are more prepared and more motivated. Therefore, compared with the cost paid, interns' educational internship benefits are greater, that is, students' perceived value of educational internship is higher, and their learning satisfaction is higher.

During the internship, students spend most of their time in the internship site. Therefore, the more students perceive the supervisor's support, the higher their satisfaction will be. Therefore, in the selection of educational internship teachers, internship sites should arrange to have rich guidance experience of primary and secondary school teachers. In addition, the college should also train instructors for the purpose, content, tasks and other items of educational internship. Secondly, the instructor should have formal or informal educational internship discussions with art students to discuss relevant problems in the process of educational internship, understand the problems students encounter in study, work and life, and give care and help.

This study revealed that student expectation had no significant influence on satisfaction. Therefore, future scholars could extend this result into qualitative study to find the insight of why these variables are not related. Based on findings, this study assumed that each student probably comes from the different background and have different goals of their educational internship. Furthermore, the educational internship is a must for the completion of courses, so students' expectation may not relevant to their satisfaction. However, satisfaction survey could be a tool to access the expectation of students on their educational internship in order to improve the service quality and perceived value in some extent.

5.3 Limitations and Future Research

This study explored the influencing factors of student satisfaction of educational internship among students majoring in fine arts in Sichuan, China. Therefore, there are some limitations needed to be addressed. Although five influencing factors were selected from the literature, there are many more factors affecting the student satisfaction of educational internship which can be extended. Additionally, the researchers screened students with similar educational internships in Sichuan Province, China. The sample was fairly homogeneous, which could represent the views of students in the region. But the results may not be generalizable to other Chinese provinces, especially the developed eastern regions. Meanwhile, changes in China's economic, social and cultural policies and the development of higher education in recent years will lead to changes in student satisfaction, so it is possible to track and evaluate student satisfaction regularly.

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