Factors Impacting Students' Loyalty to Intangible Cultural Heritage Art Education: A Case of Chengdu Secondary School, China

Weixi Ji[*]

Abstract

Purpose: This study aims to assess the key variables that significantly impact students' loyalty to intangible cultural heritage art courses at three secondary schools in Chengdu, China. Key variables are trust, commitment, service innovation, service quality, value, satisfaction, and loyalty. **Research design, data, and methodology:** The researcher used a quantitative technique to investigate 500 students in the three target middle schools with a questionnaire. The sampling methods are judgmental, quota and convenience sampling. The index of item-objective congruence (IOC) and pilot test (n=50) were conducted before the data collection. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) was used to determine the relationships between the research variables. **Results:** The results confirm that trust, commitment, service innovation and value significantly impact satisfaction. Furthermore, satisfaction has a significant impact on loyalty. Nevertheless, service quality has no significant impact on satisfaction. **Conclusions:** Middle school administrators and teaching staff should pay sufficient attention to the factors that have significantly influenced students' loyalty to acknowledge and recognize the effectiveness of the "Intangible Cultural Heritage" in the fine arts curriculum. They should also consider the correlated teaching adjustments or reform in the future according to the findings of this research.

Keywords : Trust, Service Innovation, Service Quality, Satisfaction, Loyalty

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The spirit of the country's culture may be found in its intangible cultural legacy, which captures the essence of China's superb traditional culture. It reflects the light of the national spirit and China's five thousand years of history, civilization, and deep cultural accumulation. However, many intangible cultural heritages are in danger of extinction due to the effects of economic globalization and diversity. Young

people are the inheritors of national culture but also the creators of future culture, so the protection and inheritance of intangible cultural heritage need to start with children (Yan, 2016); into the intangible cultural heritage in the middle school fine arts education of knowledge, is sowing the seeds of national love art in teenagers, flipping the folk-art aesthetic temperament and interest, will be conducive to China's great traditional culture inheritance and carry forward, at the same time is beneficial to the development of

1 *Weixi Ji, Sichuan Tianfu New Area Luxelakes School, China. Email: 382160480@qq.com

the national youth spirit and the improvement of artistic quality (Wang, 2013).

Taking the opportunity of the rise of curriculum resources research, the research on "non-material cultural heritage" as curriculum resources has gradually become a hot topic. It has become a hot topic in various disciplines, including art education research. The reason why this paper chooses "non-material cultural heritage" as a potential art curriculum resource and discusses the process of its entry into the art curriculum resource system is that the research scope of "non-material cultural heritage" not only absorbs the folk art to a large extent The content also includes the research scope of intangible forms such as traditional crafts, folk literature, folk music, and folk dance. More importantly, the core of paying attention to "non-material cultural heritage" is the cultural connotation and value behind it. The introduction of intangible cultural heritage (ICH) as a potential art curriculum resource into the art curriculum can not only expand the capacity of the art curriculum resource system but also for the increasingly open art curriculum, ICH was a more vivid, more three-dimensional, richer connotation, the more diverse performance of the potential art curriculum resources. The higher people's enthusiasm for ICH, the greater the intensity of research, and the more conducive it was to provide a steady stream of new materials and new understanding for the art curriculum resource system. For the art curriculum, introducing ICH into the art curriculum resource system is more conducive to restoring and creating a complete and three-dimensional cultural situation. Not only can the ICH of this potential art curriculum resources better serve the art curriculum, but also, through the art curriculum, make the endangered culture a higher quality of inheritance, continuation, and development. (Li, 2020).

Based on a previous investigation, this research explores mainly to explain the reasons and consequences of non-material cultural heritage entering the curriculum resources and student loyalty system of the fine arts curriculum, including trust, commitment, service innovation, quality of service, value, and satisfaction, to explain the different results that individual differences can perform.

2. Literature Review

2.1 Trust

Trust is the conviction that the trustee would perform as intended if given a chance, according to Deutcsh (1975). According to Zand (1972), trust is the capacity to expose one another's illogical side. According to Dwyer et al. (1987), trust is the belief that the other party will go in the direction that the individual expects, as well as the belief that the other party will keep their word and make an effort to improve the

relationship. A person's conviction in the other party's planned course, that they will keep their word, and that they will contribute to the relationship are the three characteristics that researchers used to define trust. Another definition of trust is believing that the other part''s actions will satisfy all of one's future requirements (Anderson & Weitz, 1989). Social networks that can improve social connections shared ideals, and cultural ethics have led to this.

There have been several studies on trust that have been extensively studied in a variety of fields, including sociology (Conviser, 1973; Deutsch, 1958; Lewis & Weigert, 1985; Seligman, 1998; Strub & Priest, 1976), social psychology (Deutsch, 1960; Lewis & Weigert, 1985; McAllister et al., 2006), economics (Anderson & Weitz, 1989; Anheier & Kendall, 2000; Dasgupta, 1988; Dwyer et al., 1987; Tonkiss & Passey, 1999). The connection in the supply chain depends on trust, and reliance will be more pronounced there. The relationship in the supply chain requires a high level of confidence, and reliance will grow. in 2014 (Talib et al., 2014). Hence, the first hypothesis is set:

H1: Trust has a significant impact on satisfaction.

2.2 Commitment

Another factor that mediates the link between technological pressures and creators and their outcomes is commitment. (Rapp et al., 2012). Job dedication is another characteristic that mediates the relationship between technology forces and producers and their effects. Blau (1985). Conceptually, an occupational commitment is a motivation to work in a chosen occupation. In the relevant marketing literature, many researchers often regard commitment as one of the main factors of investigation. Occupational commitment is, conceptually, the motivation to work in a given occupation. In the related marketing literature, commitment is frequently cited as one of the most investigated factors (Hsieh & Li, 2008). Customer commitment is a form of psychological attachment. This psychological attachment exists in customers and businesses. Customer commitment was illustrated by the degree of emotional identification and correlation of customers to the business. Customer commitment is a psychological connection that exists in both customers and businesses. Customer commitment is exemplified by the degree of emotional identification and linkage between customers and the firm (Chiu et al., 2015). Commitment at the highest levels of management was one of the key determinants of the successful implementation of the determining factors for the effective implementation of TQM was top-level management's dedication (Ebrahimpour, 1985).

An important aspect of organizational systemic factors is work commitment from an organizational perspective, and lack of commitment to work undermines organizational

functions and should be mitigated. An important aspect of the systemic factor of the organization is work dedication. From an organizational perspective, a lack of dedication to work affects organizational functions and should be minimized. Professional commitment is a person's emotional attachment to their job and a strong desire to keep participating in activities linked to their current line of work (Colatella & Bishop, 1990). Career commitment, in essence, was a person's emotional attachment to their job and unwavering resolve to keep partaking in a series of activities pertinent to their current line of work. Therefore, a hypothesis is set:

H2: Commitment has a significant impact on satisfaction.

2.3 Service Innovation

The process of transforming ideas into products that customers want to buy is service innovation, which can improve the financial performance of enterprises (Naveed et al., 2012). To put it another way, service innovation must satisfy consumer demands (Nemati et al., 2010). Customers' happiness will increase if businesses continuously innovate to satisfy their evolving wants in 2010 (Nemati et al., 2010). Financial institutions have a competitive edge in service innovation that is efficient and effective since it increases client satisfaction (Boxer & Rekettye, 2011). Similarly, a company with greater innovation potential can get better consumers' love (Verma & Mercado, 2013).

Additionally, Owano et al. (2014) highlighted that innovative start-up businesses might increase consumer satisfaction and profits. Similar to this, other research reveals a strong positive relationship between service innovation and client pleasure (Diaw & Asare, 2018; Kanwal & Yousaf, 2019; Weng et al., 2012). Based on a survey of the literature, the following assumptions are made. The most important leadership quality cited by academics was service innovation, demonstrating that leaders were thinking forwards, optimistic, and actively pursuing improvement. Scholars ranked service innovation as an essential leadership quality, demonstrating that leaders are forward-thinking, hopeful, and continually seeking improvement. (Asaari, 2012).

Service innovation requires new knowledge in the pure service industry, which is not easy, the adoption of ATMs in the banking sector is one such. In a pure service economy, innovation requires new information, which is complex. The advent of ATMs in the banking industry is one such (Berry et al., 2006). The ability of customers to innovate comes from their ability to think and seek solutions to problems in service innovation (Payne et al., 2008). Thus, a proposed hypothesis is indicated:

H3: Service innovation has a significant impact on satisfaction.

2.4 Service quality

In Grönroos and Ojasalo (2004) model, service quality determines consumer satisfaction, as in most service studies. In most service studies, consumer happiness depends on the quality of service. (Taylor & Baker, 1994). Quality of service is integral to developing and sustaining connections with clients and is defined as the perception of the customer experience, including empathy, for all services the group offers. The importance of excellent service is discussed in establishing and maintaining client connections (Park et al., 2006). service quality is the key cause and driver of organizational success. Service quality is the driving force behind the organizational success (Frost & Kumar, 2001).

The educational sector also advantages from the good consequences of service quality on performance evaluation. The employees define the end degree of service quality, and the more invested they are in delivering high-quality service, the more satisfied they are with their jobs. These steps raise the possibility of a favorable response from clients. (Yee et al., 2008). The testing of the education sector is improved by service quality. The personnel establish the greatest level of service, and the happier they are at work, the more actively they participate in achieving great service. These actions increased the possibility of getting a positive reaction from the consumer. The organization was believed to be the primary factor in determining a group's success or failure in a competitive setting since service quality was vital to customer satisfaction (Lin et al., 2009). Subsequently, a hypothesis is proposed:

H4: Service quality has a significant impact on satisfaction.

2.5 Value

Value is defined as a person's judgment of the mismatch between a situation's advantages and disadvantages (Kim & Park., 2013; Lee & Back, 2008; Yang et al., 2011). The client's evaluation of the value and utility received is what "value" means (Zeithamal, 1988). Value was profit as a person's interpretation of the distinction between benefit and sacrifice. Based on a person's perception of the line between sacrifice and gain, profit was seen to be valued (Zeithamal, 1988). Understanding client consumption and consumption behavior were based on value (Bishop, 1984).

The value that the client believes the cost he or she spent and the outcomes were worth. The consumer's assessment of the cost and the usefulness of what they receive is known as perceived value (Akhoondnejad, 2016). When a purchase is made for less money, value is created economy. However, from the perspective of quality, the value was the disparity between the price paid and the quality of a good. (Bishop, 1984). From an economic viewpoint, value is produced when purchasing behavior costs less. However, from a quality

standpoint, the value was the difference between the price paid for a good and its quality. Researchers argue that cognitive value is a more complex structure than just a trade-off between validity and value (Sweeney & Soutar, 2001). Therefore, this study develops a hypothesis:

H5: Value has a significant impact on satisfaction.

2.6 Satisfaction

According to researchers, customer contentment is the key factor in determining your loyalty. (Alves & Raposo, 2010). According to experts, client loyalty is mostly linked to customer happiness. An essential outcome of marketing efforts is satisfaction, which helps to connect the process that eventually results in consumption and purchase with post-purchase events (such as attitude change, repeat purchase, and brand loyalty) (Churchill & Surprenant, 1982). It ties post-purchase phenomena, such as attitude shift, recurrent purchases, and brand loyalty, to the procedure resulting in consumption and purchase. According to Kao et al. (2008), experience satisfaction is an extension of service satisfaction and an overall evaluation of consumer experience after consumption. Experiential satisfaction is an extension of service satisfaction and a comprehensive evaluation of consumer experience after consumption. (Parasuraman et al., 1991).

A literature study also found a strong link between loyalty and consumer satisfaction. Additionally, a study of the pertinent literature revealed a strong positive relationship between customer satisfaction and loyalty. However, achieving customer satisfaction alone is enough to generate this profitability. So, the company is committed to being loyal to its customers, what is the result of satisfaction is another step to achieving this goal. Customer satisfaction with mobile services is necessary for retaining customers and their participation in information exchange. However, consumer contentment is not a sufficient marketing objective to generate this profitability. Hence the corporation is dedicated to client loyalty. What satisfies is another step towards achieving this objective. Mobile service satisfaction is a prerequisite for customer retention—customers and their information exchange participation (Jahan et al., 2019). Accordingly, a below hypothesis is stated:

H6: Satisfaction has a significant impact on loyalty.

2.7 Loyalty

The framework for defining "client loyalty" in the literature relates to items like exhibitors, businesses, products, brands, and organizations. (Day, 1984; Helgesen & Nesset, 2011). For example, Oliver (1997) defined loyalty as a concrete commitment to keep using it or purchasing well-liked goods or services in the future, even when marketing

strategies and environmental impacts may spark conversion behavior. Customer loyalty is described as "a consumer's commitment to continue doing business with a firm for a lengthy period" by Lovelock and Wirtz (2007). Student commitment to a company's goods or services is a straightforward definition of customer loyalty. Purchase intent, support for purchase intent, and customer satisfaction (Kang & Hustvedt, 2013).

In order to provide diverse definitions of consumer loyalty, the term loyalty is related to a variety of entities in the literature, including suppliers, shops, goods, brands, and organizations (Day, 1984; Helgesen & Nesset, 2011). For example, Oliver (1997) believes loyalty is a firm commitment. Despite potential environmental factors and marketing efforts to lure consumers into changing their buying direction, consumers will continue to buy or reuse popular products or services. Lovelock and Wirtz (2007) describe loyalty as a customer's commitment to frequent a firm long term.

3. Research Methods and Materials

3.1 Research Framework

The theoretical model was developed after a review of current scientific research methods—additionally, the TAM and UTAUT from six theoretical frameworks served as its foundation, which are Chen (2017), Dehghan et al. (2014), Easa and Bazzi (2020), Sembiring (2013), Murphy (2018), and Ali et al. (2016). The conceptual framework was created based on these structures, as seen in Figure 1.
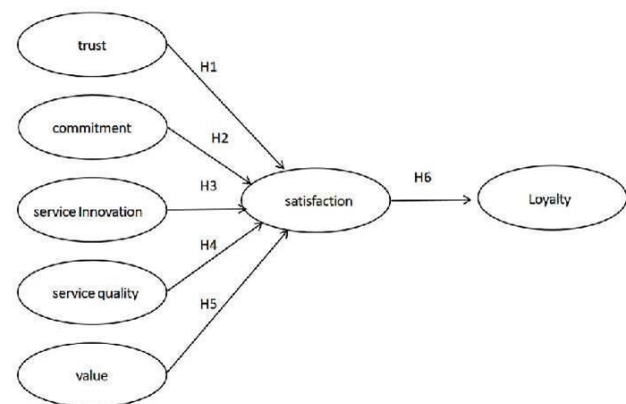

Figure 1: Conceptual Framework

H1: Trust has a significant impact on satisfaction.
H2: Commitment has a significant impact on satisfaction.
H3: Service innovation has a significant impact on satisfaction.
H4: Service quality has a significant impact on satisfaction.

H5: Value has a significant impact on satisfaction.
H6: Satisfaction has a significant impact on loyalty.

3.2 Research Methodology

This research determines to investigate the loyalty of middle school students in three schools; Chengdu Tianfu No. 7 High School, Huayang High School, and Yongxing High School, who participate the intangible cultural heritage art courses. A quantitative survey method is adopted in this study, which is the most effective research method to collect students' attitude data and determine their psychological responses. Observational data were combined and polled to evaluate the key aspects that significantly influenced participants' satisfaction with online education. Three components make up the questionnaire. First, people with particular traits were classified and surveyed using validated screening items (Alessandro et al., 1988). Demographic questions were then utilized to gather fundamental data about the respondents (Ndetei et al., 2022). Last but not least, measuring items were scored on a five-point Likert scale, with five denoting major agreement for affirmative items and one denoting severe disagreement for negative ones (Salkind, 2017).

For validity and reliability test, the index of item-objective congruence (IOC) and pilot test were conducted before the data collection. The index of item-objective congruence (IOC) showed all scale items passed at a score rating from three experts equal to or above 0.6. The examination of a pilot test (n=50) by the Cronbach alpha coefficient reliability test showed that all items have strong internal consistency equal to or above 0.7 (Sarmento & Costa, 2016). After the data collection, Confirmatory factor analysis (CFA) and structural equation modeling (SEM) was used to determine the relationships between the research variables.

3.3 Population and Sample Size

The target population is middle school students in Chengdu, China, who have experience in intangible cultural heritage art courses. Three selected schools are Chengdu Tianfu No 7 Middle School, Huayang Middle School, and Yongxing Middle School. Israel (1992) suggests that 200-500 respondents are the minimum sample size for challenging methodological approaches in structural equation models. Therefore, after screening and quota selection, 500 participants were chosen from a total of 4047 persons as the final sample size.

3.4 Sampling Technique

The sampling methods are judgmental, quota and convenience sampling. The judgmental sampling was to

select middle school students in Chengdu, China, who took a two-month course on intangible cultural heritage art. For quota sampling, 500 respondents were selected, as shown in Table 1. Convenience sampling was to distribute questionnaire to the target participants via school managers.

Table 1: Sample Units and Sample Size

Target middle school	Grade	Total Number of Students	Sample Size
Chengdu Tianfu No. 7 junior middle school	First year students	459	57
	Second year student	447	53
	Third year students	450	53
Huayang junior middle school	First year students	519	64
	Second year student	531	66
	Third year students	488	60
Yongxing junior middle school	First year students	389	48
	Second year student	375	46
	Third year students	389	53
Total		**4047**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Three middle schools in Chengdu provided 500 questionnaires, and the 500 valid data are shown in Table 2. 64.6% of the 500 respondents from secondary schools were female, and 35.4% were male. According to demographic information, these comprised 30% from Yongxing Middle School, 38% from Huayang Middle School, and 32% from Chengdu Tianfu Seventh Middle School. Regarding to the year of study, 33.8% of respondents were in their first year, 33% were in their second year, and 33.2% were in their third year. Furthermore, 71.2% of students lived in urban homes, whereas 28.8% of pupils lived in rural ones.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
School	Chengdu Tianfu No. 7 junior middle school	163	32
	Huayang junior middle school	190	38
	Yongxing junior middle school	147	30
Gender	Male	177	35.4
	Female	323	64.6

Demographic and General Data (N=500)		Frequency	Percentage
Year of Study	First year students	169	33.8
	Second year student	165	33
	Third year students	166	33.2
Census register types	Permanent urban residence certificate	356	71.2
	Rural registered permanent residence	144	28.8

4.2 Confirmatory Factor Analysis (CFA)

The component and loading counts of the scale items were compared against predictions based on theories or hypotheses using confirmatory factor analysis (CFA). The factor loading results and appropriate values for each observed variable demonstrated the research matrix's goodness of fit. (Hair et al., 2010). The researchers used confirmatory factors analysis (CFA) to assess the discriminant validity, average variance extracted (AVE), composite reliability (CR), factor loading, and t-value. The results of the hypothesis and the direct, indirect, and overall implications of the correlations between the latent variables were then examined using the structural equation model (SEM). Table 3 shows that Cronbach's Alpha values were above 0.7, the composite reliability (CR) was higher than 0.70, and the average extracted variance (AVE) values were greater than 0.50. Moreover, the factor loading values were over 0.50 (Sarmento & Costa, 2016).

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

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Trust (T)	Shahin Sharifi and Rahim Esfidani (2014)	3	0.913	0.797 -0.895	0.897	0.743
Commitment (C)	Dehghan et al. (2014)	4	0.883	0.741-0.928	0.930	0.770
Service innovation (SI)	Easa and Bazzi (2020)	8	0.977	0.774-0.938	0.966	0.783
Service quality (SQ)	Sembiring (2013)	5	0.961	0.890-0.958	0.964	0.842
Value (V)	Aşan et al. (2020)	3	0.972	0.876-0.944	0.931	0.817
Satisfaction (S)	Ali et al. (2016)	5	0.980	0.833 -0.862	0.928	0.721
Loyalty (L)	Sembiring and Rahayu (2019)	3	0.990	0.850-0.925	0.912	0.776

Additionally, as presented in Table 4, all of the acceptable thresholds for the absolute fit indicators, such as CMIN/DF, GFI, AGFI, and RMSEA, as well as the incremental fit measurements as CFI, NFI, and TLI, match the requirements. Consequently, all of these measurements for the goodness of fits employed in the CFA examination were acceptable.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<5.00 (Hair et al., 2010)	2.911
GFI	≥0.85 (Bagozzi & Yi, 1988)	0.877
AGFI	>0.80 (Sica & Ghisi, 2007)	0.852
RMSEA	<0.08 (Grönroos et al., 2016)	0.062
CFI	>0.80 (Bentler, 1990)	0.951
NFI	>0.80 (Bentler & Bonett, 1980)	0.927
TLI	>0.80 (Bentler & Bonett, 1980)	0.944
Model Summary		In harmony with empirical data

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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index, and TLI = Tucker–Lewis index

Table 5 illustrates the results of the discriminant validity. None of the correlations crossing any two latent variables were more than 0.80, and the diagonally defined quantity is the AVE square root of the AVE. (Liu et al., 2020; Schmitt & Stults, 1986). Therefore, by employing these quantitative measurements, the validity of the discriminant was confirmed.

Table 5: Discriminant Validity

	T	C	SI	SQ	V	S	L
T	0.862						
C	0.035	0.877					
SI	0.014	0.348	0.885				
SQ	0.040	0.249	0.709	0.918			
V	0.026	0.278	0.410	0.302	0.904		
S	0.163	0.286	0.494	0.335	0.341	0.849	
L	0.211	0.072	0.105	0.114	0.111	0.191	0.881

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

This research followed the CFA evaluation by the structural equation model (SEM) verification. To determine if the proposed causation explanation fits, a particular combination of linear coefficients is evaluated using the SEM methodology. Moreover, SEM analyzes the causative association between variables in the specific matrix and includes evaluation inaccuracy or unfaithfulness in the coefficient (Jaruwanakul, 2021). The individual values for CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA exceeded permissible limits. The SEM's goodness of fit was established as a result in Table 6.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	<5.00 (Hair et al., 2010)	2.930
GFI	≥0.85 (Bagozzi & Yi, 1988)	0.875
AGFI	>0.80 (Sica & Ghisi, 2007)	0.852

Index	Acceptable	Statistical Values
RMSEA	<0.08 (Grönroos et al., 2016)	0.062
CFI	>0.80 (Bentler, 1990)	0.950
NFI	>0.80 (Bentler & Bonett, 1980)	0.926
TLI	>0.80 (Bentler & Bonett, 1980)	0.944
Model Summary		In harmony with empirical data

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, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, NFI = Normed fit index, and TLI = Tucker–Lewis index

4.4 Research Hypothesis Testing Result

The results were derived from the analysis of standardized coefficient value and t-value per demonstrated in Table 7. Subsequently, all hypotheses were supported, except H4.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: T → S	0.175	4.221***	Supported
H2: C → S	0.126	2.867**	Supported
H3: SI → S	0.437	6.690***	Supported
H4: SQ → S	0.057	0.965	Not Supported
H5: V → S	0.165	3.591***	Supported
H6: S → L	0.218	4.558***	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05
Source: Created by the author

The following extensions are viable in the light of the data in Table 7:

The results of **H1** supports the hypothesis of a significant impact of trust on satisfaction with a standardized coefficient value of 0.175. According to Chen (2017). trust is one of the key factors in contentment. Therefore, H1 was supported.

According to the standardized path coefficient value is 0.126, **H2** has been validated the relationship between commitment and satisfaction. Dehghan et al. (2014) is confident that commitment can lead to students' positive evaluations of the target learning system's satisfaction. Consequently, H2 was supported.

For **H3**, service innovation has a significant impact on satisfaction with a standard path coefficient of 0.437. According to Easa and Bazzi (2020), service innovation directly impacts consumer loyalty. H3 was therefore supported.

With the standardized path coefficient value of 0.057, **H4** has not demonstrated that service quality substantially impacts satisfaction. Therefore, support for H4 was not supported.

The standardized path coefficient value for **H5** is 0.165,

which supports the premise that value has a substantial effect on satisfaction. According to Murphy (2018), the significant impact of value is on satisfaction, Consequently, H5 was supported.

H6 concluded that satisfaction significantly influences loyalty with a standard path coefficient of 0.218. Ali et al. (2016) found that students who were more satisfied with a non-material cultural heritage arts practice course were more loyal to the application because it suited their learning goals. Consequently, H6 was supported.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study's objective is to define the factors that majorly impact middle students in Chengdu, China, following the intangible heritage art curriculum. The conceptual framework offers six hypotheses to investigate the connections between loyalty, commitment, value, satisfaction, and trust. Five hundred secondary school students who have taken courses on intangible cultural heritage art responded to a questionnaire survey to determine how these variables related. Confirmatory factor analysis (CFA) determines whether the findings are consistent with a certain theoretically created measurement model. Similar to this, structural equation models (SEM) are employed in hypothesis testing to investigate the relationship between the variables that affect loyalty that is seen and hypothesized.

Statistical results supported five of the six hypotheses submitted. The most significant relationship exists between service innovation and pleasure. Loyalty is most strongly influenced by satisfaction. In addition, trust, commitment, and value significantly impact satisfaction. Students' trusts can lead to their satisfaction on the learning course (Chen, 2017). Commitment as students' psychological attachment is investigated to drive satisfaction (Hsieh & Li, 2008). Service innovation in this study is viewed as how a school design intangible cultural heritage art education can greatly impact students' satisfaction (Berry et al., 2006). For service quality, the results implied that the intangible cultural heritage can be a learning advantages which is possible to gain a favorable response from students (Yee et al., 2008). However, this study found insignificant that needs to further explore in the future research. Value is determined to be a students' judgment on advantages and disadvantages of the learning course, which predict satisfaction (Kim & Park., 2013). In addition, many studies confirmed that satisfaction significantly impacts loyalty (Ali et al., 2016; Alves & Raposo, 2010; Churchill & Surprenant, 1982; Kao et al., 2008).

5.2 Recommendation

Trust, commitment, service innovation, service quality, and value were the key factors influencing student satisfaction and loyalty in the ICH arts practice workshop courses at three high schools in Chengdu, Sichuan. In order to attain more desirable student happiness and loyalty, it is advised that these characteristics be considered in advance when developing and reforming future ICH art practice workshop courses.

First, based on the results of hypotheses 1 and 2, administrators and instructors of the affected schools must stress dependability and dedication, especially trust, in the ICH arts practice workshop curriculum. Teaching units and teachers should increase the trustworthiness of the ICH arts practice workshop curriculum so that students trust the curriculum and the school so that secondary school students can easily operate the practical aspects of the ICH arts practice workshop curriculum, which they think is better for students and more successful. Additionally, student engagement is essential to success in order to raise knowledge of the benefits of the ICH art practice workshop course.

Furthermore, the associated professors should deliver online lessons following the special needs of the art courses. Currently, China emphasizes non-material cultural heritage curricula, especially local culture's non-material cultural heritage courses. In this manner, secondary school students' happiness and loyalty are psychologically affected by their confidence and commitment to the tangible cultural heritage art practice workshop curriculum.

In addition, based on the findings of Hypothesis 3 and Hypotheses 5 and 6, in future ICH art practice workshop course curriculum design, corresponding teachers should carefully consider the effective combination of subject characteristics and experiential aspects in ICH art practice workshop courses, match the corresponding students' experiences, requirements and interests within a reasonable range, and strive to make Learning in ICH art practice workshop courses Learning is more conducive to the completion of tasks or courses by learners. If they feel that the ICH hands-on workshop program fits their principles, needs, and lifestyles, they will develop a higher level of satisfaction.

Innovative curriculum design is more likely to increase student satisfaction and bring new and innovative ideas to secondary school students through the ICH arts practice curriculum. Students recognize the value of the curriculum and focus on the value of the curriculum when designing it. To increase the satisfaction and loyalty of secondary school students in Chengdu, each student's learning goals, needs, and learning styles should be considered while designing instruction, according to school officials. Additionally, the

non-material cultural heritage art practice workshop course instruction should conform to the positive education concept, with a focus on encouragement and praise, and reinforce students' sense of value through methods such as praising secondary school students for their efforts to learn to transform external motivation into their motivation to learn more deeply.

Finally, ICH Art Practice Workshop courses that are ineffective in the area or at this level are reflected in the findings based on hypothesis 4 by a correlation between service quality and students' satisfaction. From this, the need in this area has not yet been demonstrated. This is also a direction for future research.

5.3 Limitation and Further Study

According to the limitations of this study, the population and sample were limited to three secondary schools in Chengdu, China, and the conceptual framework included only seven potential variables. Therefore, the following research should extend the scope to other areas of China. In addition, to create conceptual frameworks, it is important to investigate different theories on technology adoption, such as The Theory of Reasoned Action (TRA), The Theory of Planned Behavior (TPB), and Information Systems Success Model (ISSM).

References

Akhoondnejad, A. (2016). Tourist loyalty to a local cultural event: the case of Turkmen handicrafts festival. *Tourism Management, 52,* 468-477.

Alessandro, R., Benassi, G., Lenzi, P. L., Gamberini, G., Sacquegna, T., De Carolis, P., & Lugraesi, E. (1988). Epidemiology of Headache in The Republic of San Marino. *J Neurol Neurosurg Psychiatry, 51*(1), 21-27. https://doi.org/10.1136/jnnp.51.1.21

Ali, F., Zhou, Y., Hussain, K., Nair, P. K., & Ragavan, N. A. (2016). Does higher education service quality effect student satisfaction, image and loyalty?: A study of international students in Malaysian public universities. *Quality Assurance in Education, 24*(1), 70-94. https://doi.org/10.1108/qae-02-2014-0008

Alves, H., & Raposo, M. (2010). The influence of university image on student behaviour. *International Journal of Educational Management, 24*(1), 73-85. https://doi.org/10.1108/09513541011013060

Anderson, E., & Weitz, B. (1989). Determinants of Continuity in Conventional Industrial Channel Dyads. *Marketing Science, 8*(4), 310-323. https://doi.org/10.1287/mksc.8.4.310

Anheier, H. K., & Kendall, J. (2000, May 16). *Trust and Voluntary Organizations.* Three Theoretical Approaches. http://www.lse.ac.uk/collections/CCS/publications/.

Asaari, M. H. A. H. (2012). Academic leadership and work-related attitude. *International Journal of Productivity and Performance Management, 68*(2), 1-24.

Aşan, K., Kaptangil, K., & Gargacı Kınay, A. (2020). Mediating role of perceived festival value in the relationship between experiences and satisfaction. *International Journal of Event and Festival Management, 11*(2), 255-271. https://doi.org/10.1108/ijefm-11-2019-0058

Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science, 16*(1), 74-94. https://doi.org/10.1007/bf02723327

Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*(2), 238-246. https://doi.org/10.1037/0033-2909.107.2.238

Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin, 88*(3), 588-606. https://doi.org/10.1037/0033-2909.88.3.588

Berry, J., Phinney, J., Sam, D., & Vedder, P. H. (2006). Immigrant youth: Acculturation, identity and adaptation. *Applied Psychology: An International Review, 55*(3), 303-332.

Bishop, W. R. J. (1984). Competitive intelligence. *Progressive Grocer, 63*(3), 19-20.

Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology, 58*(4), 277-288. https://doi.org/10.1111/j.2044-8325.1985.tb00201.x

Boxer, I., & Rekettye, G. (2011). The relation between perceived service innovation, service value, emotional intelligence, customer commitment and loyalty in b2b. *International Journal of Services and Operations Management, 8*(2), 222. https://doi.org/10.1504/ijsom.2011.038573

Chen, Y.-C. (2017). The relationships between brand association, trust, commitment, and satisfaction of higher education institutions. *International Journal of Educational Management, 31*(7), 973-985. https://doi.org/10.1108/ijem-10-2016-0212

Chiu, W., Kwag, M. S., & Bae, J. S. (2015). Customers as partial employees: the influences of satisfaction and commitment on customer citizenship behavior in finiteness centers. *Journal of Physical Education and Sport, 15*(4), 627-633.

Churchill, G. A., Jr., & Surprenant, C. (1982). An Investigation into the Determinants of Customer Satisfaction. *Journal of Marketing Research, 19*(4), 491-504. https://doi.org/10.1177/002224378201900410

Colatella, S. M., & Bishop, R. C. (1990). Career commitment: functions, correlates, and management. *Group and Organization Studies, 15*(2), 158-176. https://doi:10.1177/1 05960119001500203

Conviser, R. H. (1973). Toward a Theory of Interpersonal Trust. *The Pacific Sociological Review, 16*(3), 377-399. https://doi.org/10.2307/1388493

Dasgupta, P. (1988). *Trust as a Commodity. In Trust: Making and breaking co- operative relations* (1st ed.). Oxford University Press.

Day, R. (1984). Modelling choices among alternative responses to dissatisfaction. In T. C. Kinnear (Ed.), *NA - Advances in Consumer Research* (pp. 496-499). Association for Consumer Research Provo.

Dehghan, A., Dugger, J., Dobrzykowski, D., & Balazs, A. (2014). The antecedents of student loyalty in online programs. *International Journal of Educational Management*, *28*(1), 15-35. https://doi.org/10.1108/ijem-01-2013-0007

Deutcsh, M. (1975). *The resolution of conflict, New Haven CT* (1st ed.). Yale University Press.

Deutsch, M. (1958). Trust and suspicion. *Journal of Conflict Resolution*, *2*(4), 265-279.

Deutsch, M. (1960). The Effect of Motivational Orientation upon Trust and Suspicion. *Human Relations, 13*(2), 123-139. https://doi.org/10.1177/001872676001300202

Diaw, B., & Asare, G. (2018). Effect of innovation on customer satisfaction and customer retention in the telecommunication industry in Ghana: customers' perspectives. *European Journal of Research and Reflection in Management Sciences*, *6*(4), 15-26.

Dwyer, F. R., Schurr, P. H., & Oh, S. (1987). Developing Buyer-Seller Relationships. *Journal of Marketing, 51*(2), 11. https://doi.org/10.2307/1251126

Easa, N. F., & Bazzi, A. M. (2020). COVID-19 and lack of socialization: does service innovation become an imperative for universities?. *International Journal of Disruptive Innovation in Government*, *22*(7), 1-22. https://doi.org/10.1108/ijdig-11-2020-0006

Ebrahimpour, M. (1985). An examination of quality management in Japan: Implications for management in the United States. *Journal of Operations Management, 5*(4), 419-431. https://doi.org/10.1016/0272-6963(85)90023-3

Frost, F. A., & Kumar, M. (2001). Service quality between internal customers and internal suppliers in an international airline. *International Journal of Quality & Reliability Management, 18*(4), 371-386. https://doi.org/10.1108/02656710110386996

Grönroos, C., & Ojasalo, K. (2004). Service productivity: toward a conceptualization of the transformation of inputs into economic results in services. *Journal of Business Research*, *57*(4), 414-423.

Grönroos, S. A., Virpioja, S., & Kurimo, M. (2016). Hybrid Morphological Segmentation for Phrase-Based Machine Translation. *Proceedings of the First Conference on Machine Translation, 2*(1), 289-295.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis: A Global Perspective* (7th ed.). Pearson Education.

Helgesen, O., & Nesset, E. (2011). Does LibQUAL+^{TM} account for student loyalty to a university college library? *Quality Assurance in Education, 19*(4), 413-440. https://doi.org/10.1108/09684881111170104

Hsieh, A.-T., & Li, C.-K. (2008). The moderating effect of brand image on public relations perception and customer loyalty. *Marketing Intelligence & Planning, 26*(1), 26-42. https://doi.org/10.1108/02634500810847138

Israel, D. (1992). *Determining Sample Size. University of Florida Cooperative Extension Service. Institute of Food and Agriculture Sciences* (1st ed.). EDIS.

Jahan, N., Rahman, M. M., Hossain, M. A., & Saiful, H. (2019). An empirical study on customer satisfaction: mobile phone users in an emerging market. *Journal of Digital Convergence*, *17*(4), 75-85.

Jaruwanakul, T. (2021). Key Influencers of Innovative Work Behavior in Leading Thai Property Developers. *AU-GSB e-Journal*, *14*(1), 61-70.

Kang, J., & Hustvedt, G. (2013). Building Trust Between Consumers and Corporations: The Role of Consumer Perceptions of Transparency and Social Responsibility. *Journal of Business Ethics, 125*(2), 1-10.

Kanwal, R., & Yousaf, S. (2019). Impact of Service Innovation on Customer Satisfaction: An Evidence from Pakistani Banking Industry. *Emerging Economy Studies, 5*(2), 125-140. https://doi.org/10.1177/0976747919870876

Kao, Y.-F., Huang, L.-S., & Wu, C.-H. (2008). Effects of Theatrical Elements on Experiential Quality and Loyalty Intentions for Theme Parks. *Asia Pacific Journal of Tourism Research, 13*(2), 163-174. https://doi.org/10.1080/10941660802048480

Kim, H.-b., & Park, E. J. (2013). The role of social experience in undergraduates' career perceptions through internships. *Journal of Hospitality, Leisure, Sport & Tourism Education, 12*(1), 70-78. https://doi.org/10.1016/j.jhlste.2012.11.003

Lee, J.-S., & Back, K.-J. (2008). Attendee-based brand equity. *Tourism Management, 29*(2), 331-344. https://doi.org/10.1016/j.tourman.2007.03.002

Lewis, J. D., & Weigert, A. (1985). Trust as a Social Reality. *Social Forces, 63*(4), 967. https://doi.org/10.2307/2578601

Li, Y. X. (2020). Intangible cultural heritage. *Teaching Cultural Economics*, *1*(1), 262-267. https://doi.org/10.4337/9781788970747.00048

Lin, S.-P., Chan, Y.-H., & Tsai, M.-C. (2009). A transformation function corresponding to IPA and gap analysis. *Total Quality Management & Business Excellence, 20*(8), 829-846. https://doi.org/10.1080/14783360903128272

Liu, J., Li, Q., & Wang, J. (2020). Influencing Factors of Online Office APP Users' Intention Based on UTAUT. *Information Science*, *38*(9), 49-68.

Lovelock, C., & Wirtz, J. (2007). *Service Marketing- People, Technology, Strategy* (1st ed.). Pearson Prentice Hall.

McAllister, D. J., Lewicki, R. J., & Chaturvedi, S. (2006). Trust in Developing Relationships: From Theory to Measurement. Schlenker, B. R., Helm, B. & Tedeschi, J. T., 1973. The Effects of Personality and Situational Variables on Behavioral Trust. *Journal of Personality and Social Psychology*, *25*(3), 419-427. https://doi.org/10.5465/ambpp.2006.22897235

Murphy, K. (2018). The value of the Disney College Program internship and students' loyalty intentions. *Journal of Hospitality and Tourism Insights*, *1*(1), 86-102. https://doi.org/10.1108/jhti-11-2017-0017

Naveed, T., Akhtar, I., & Cheema, K. U. R. (2012). "The impact of innovation on customer satisfaction and brand loyalty: a study of the students of Faisalabad". *International Journal of Management and Organizational Studies*, *2*(2), 62-68.

Ndetei, D. M., Mutiso, V. N., Weisz, J. R., Okoth, C. A., Musyimi, C., Muia, E. N., Osborn, T. L., Sourander, A., Wasserman, D., & Mamah, D. (2022). Socio-demographic, economic and mental health problems were risk factors for suicidal ideation among Kenyan students aged 15 plus. *Journal of Affective Disorders, 302*, 74-82. https://doi.org/10.1016/j.jad.2022.01.055

Nemati, A. R., Khan, K., & Iftikhar, M. (2010). Impact of innovation on customer satisfaction and brand loyalty, a study of mobile phones users in Pakistan. *European Journal of Social Sciences*, *16*(2), 299-306.

Oliver, R. L. (1997). Satisfaction: *A Behavioral Perspective on the Consumer* (1st ed.). McGraw-Hill.

Owano, L. A., Alala, D. O., & Musiega, D. D. (2014). Relationship between Customer Service Innovation and Customer Satisfaction in the Banking Industry: A Case Study of Kenya Commercial Bank. *IOSR Journal of Business and Management, 16*(6), 22-31. https://doi.org/10.9790/487x-16612231

Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, *67*(4), 420-50

Park, J.-W., Robertson, R., & Wu, C.-L. (2006). Modelling the Impact of Airline Service Quality and Marketing Variables on Passengers' Future Behavioural Intentions. *Transportation Planning and Technology, 29*(5), 359-381. https://doi.org/10.1080/03081060600917686

Payne, A. F., Storbacka, K., & Frow, P. (2008). Managing the co-creation of value. *Journal of the Academy of Marketing Science, 36*(1), 83-96. https://doi.org/10.1007/s11747-007-0070-0

Rapp, A., Beitelspacher, L. S., Schillewaert, N., & Baker, T. L. (2012). The differing effects of technology on inside vs. outside sales forces to facilitate enhanced customer orientation and interventional coordination. *Journal of Business Research*, *65*(7), 929-936.

Salkind, J. (2017). *Exploring Research* (9th ed.). Pearson Press.

Sarmento, R., & Costa, V. (2016). *Comparative Approaches to Using R and Python for Statistical Data Analysis* (1st ed.). IGI Global Press.

Schmitt, N., & Stults, D. M. (1986). Methodology Review: Analysis of Multitrait-Multimethod Matrices. *Applied Psychological Measurement, 10*(1), 1-22. https://doi.org/10.1177/014662168601000101

Seligman, A. B. (1998). Trust and Sociability: On the Limits of Confidence and Role Expectations. *American Journal of Economics and Sociology*, *57*(4), 391-404.

Sembiring, M. G. (2013). Determinants of students' loyalty at Universitas Terbuka. *Asian Association of Open Universities Journal, 8*(1), 47-59. https://doi.org/10.1108/aaouj-08-01-2013-b005

Sembiring, M. G., & Rahayu, G. (2019). Verifying the moderating role of satisfaction on service quality and students' accomplishment in ODL perspective. *Asian Association of Open Universities Journal, 15*(1), 1-12. https://doi.org/10.1108/aaouj-08-2019-0035

Shahin Sharifi, S., & Rahim Esfidani, M. (2014). The impacts of relationship marketing on cognitive dissonance, satisfaction, and loyalty: The mediating role of trust and cognitive dissonance. *International Journal of Retail & Distribution Management, 42*(6), 553-575. https://doi.org/10.1108/ijrdm-05-2013-0109

Sica, C., & Ghisi, M. (2007). The Italian versions of the Beck Anxiety Inventory and the Beck Depression Inventory-II: Psychometric properties and discriminant power. In M.A. ange (Ed.), *Leading - Edge Psychological Tests and Testing Research* (pp. 27-50). Nova.

Strub, P. J., & Priest, T. B. (1976). Two Patterns of Establishing Trust: The Marijuana User. *Sociological Focus*, *9*(4), 399-411. https://doi.org/10.1080/00380237.1976.10570947

Sweeney, J. C., & Soutar, G. N. (2001). Consumer perceived value: The development of a multiple item scale. *Journal of Retailing, 77*(2), 203-220.
https://doi.org/10.1016/s0022-4359(01)00041-0

Talib, M. S., Hamid, A. B. A., Zulfakar, M. H., & Jeeva, A. S. (2014). Halal logistics PEST analysis: the Malaysia perspectives". *Asian Social Science, 10*(14), 119.

Taylor, S. A., & Baker, T. L. (1994). An assessment of the relationship between service quality and customer satisfaction in the formation of consumers' purchase intentions. *Journal of Retailing, 70*(2), 163-178.
https://doi.org/10.1016/0022-4359(94)90013-2

Tonkiss, F., & Passey, A. (1999). Trust, Confidence and Voluntary Organisations: Between Values and Institutions. *Sociology, 33*(2), 257-274. https://doi.org/10.1177/s0038038599000164

Verma, R., & Mercado, P. R. (2013). Impact of service co-creation on performance of fifirms: the mediating role of market-oriented strategies. *International Journal of Services and Operations Management*, *15*(4), 449-466.
https://doi.org/10.1504/ijsom.2013.054885

Wang, J. (2013). Citation time window choice for research impact evaluation. *Scientometrics, 94*(3), 1-10.

Weng, M., Ha, J. L., Wang, Y., & Tsai, C. L. (2012). A study of the relationship among service innovation, customer value and customer satisfaction: an empirical study of the hotel industry in Taiwan. *International Journal of Organizational Innovation*, *4*(3), 98-112.

Yan, H. Z. (2016). *A Study of Intangible Cultural Heritage in Secondary School Art Curriculum and Teaching* [Master's Thesis]. East China Normal University.

Yang, J., Gu, Y., & Cen, J. (2011). Festival tourists' emotion, perceived value, and behavioral intentions: a test of the moderating effect of festivals cape. *Journal of Convention and Event Tourism*, *12*(1), 25-44.

Yee, R., Yeung, A., & Cheng, T. C. (2008). The impact of employee satisfaction on quality and profitability in high-contact service industries. *Journal of Operation Management*, *26*(5), 651-668.

Zand, D. E. (1972). Trust and Managerial Problem Solving. *Administrative Science Quarterly, 17*(2), 229. https://doi.org/10.2307/2393957

Zeithamal, V. A. (1988). Consumer perceptions of price, quality and value: a means-end model and synthesis of evidence. *Journal of Marketing*, *52*(3), 2-22.