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Determinants Influencing Middel School Students' Loyalty to Intangible Cultural Heritage in Mianyang, China

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Abstract

Purpose: Student satisfaction and loyalty have been debated to elevate the education service and its sustainability. This paper aims to evaluate the essential determinants that significantly impact students' loyalty to intangible cultural heritage art practice courses in three secondary schools in Mianyang, China. Trust, commitment, service innovation, service quality, value, and satisfaction were all investigated to determine the effect on secondary school students' loyalty of to the intangible cultural heritage art practice courses. **Research design, data, and methodology:** The researcher applied a quantitative exploration approach to distribute the quantitative questionnaire to 500 students in the three target middle schools. 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 Model (SEM) were utilized to determine the relationships between the variables under study. **Results:** Most hypotheses were approved. Trust, service innovation, service quality, and value significantly influence satisfaction, but commitment has no significant impact on satisfaction. In addition, satisfaction significantly influences trust. **Conclusions:** Educators need to focus at establishing quality curriculum and continue to update it for future advancement to enhance student satisfaction and loyalty.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

In 2008, the primary measure of the intangible cultural heritage conservation and sustainable development is to let the intangible cultural heritage into the classroom, into the teaching materials, into the campus. ICH is an intangible cultural heritage. Additionally, it provides a case study of how well intangible cultural heritage is protected in other nations. Young people's appreciation of national arts is being sown with the seeds of knowledge about intangible cultural

assets. The inheritance and development of China's Excellent Traditional culture will benefit from changing the aesthetic taste of folk art. At the same time, it will be good for youngsters' national spirit and artistic quality (Zhang, 2013).

Intangible cultural heritage, as defined by the UNESCO Regulations on the Protection of Intangible Cultural Heritage, is the possession by individuals or groups of special expertise, skills, knowledge, or production tools, objects, handicrafts, and cultural sites that change over time. Due to shifts in

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social preferences, technology can no longer be passed down. In the future, we should focus on service innovation, follow recent trends, and introduce new ideas to conserve intangible cultural assets. (He, 2010).

Du (2017) indicated that a major element of educating children on intangible cultural resources is to include art courses. It has been acknowledged since studying the arts is important for understanding non-genetic inheritance. For instance, it was clearly stated in the Art Curriculum Standards that children should be guided to grasp the outstanding national art and folk art of the motherland and deepen their awareness of the excellent national culture. Education is only complete with non-material cultural heritage elements. Junior high schools are crucial for young people's education. However, many junior high school pupils need to be made aware of or uninterested in their country's intangible cultural heritage items. If the current trend continues, there will be a challenge with intangible cultural heritage.

Taking advantage of the growing interest in curricular resources, research on "non-material cultural legacy" as curriculum resources has increasingly gained popularity across various fields, including that art education. This article selects "non-material cultural heritage" as a prospective art curriculum resource. It examines the procedure for its integration into the system of art curriculum resources since the research area of this topic not only extensively incorporates folk art. The research scope of intangible art forms such as traditional crafts, folk literature, music, and dance is also included in the material. More crucially, the cultural significance and value attached to non-material cultural legacy are at the heart of paying attention to it. The addition of intangible cultural heritage (ICH) as a prospective art curriculum resource can increase the system's capacity and, for the more open art curriculum, perform the potential art curriculum resources in a more vivid, three-dimensional, richer in connotation, and diversified. It was easier to consistently supply new resources and knowledge for the art curricular resource system. The more people were enthusiastic about ICH, the more intense the research, and so on. With the addition of ICH to the system of resources for the art curriculum, not only can the ICH of these potential resources for the art curriculum serve the art curriculum better, but also, through the art curriculum, the endangered culture can be given a higher quality of inheritance, continuation, and development. (Zhang, 2013).

Based on prior research, this study focuses on explaining the causes and effects of non-material cultural heritage entering the curriculum resources and student loyalty system of the fine arts curriculum. It also examines concepts such as trust, commitment, service innovation, quality of service, value, and satisfaction to help explain the various outcomes that individual differences can produce.

2. Literature Review

2.1 Trust

Trust is defined by Wilson and Eckel (2011) as an individual's willingness to entrust his happiness to another person. According to the literature on organizational Trust, Trust operates in two different ways-kindness and honesty (Kumar et al., 1995; Larzelere & Huston, 1980; Schoorman et al., 2007). Trust is necessary for social contact (Gambetta, 1988) and an essential component of regular social contact (Blau, 1964). As a social construct, it is the foundation of social relations and contracts, influencing the behavior of both parties (Blau, 1964; Deutsch, 1958). Likewise, Trust is emphasized in buyer-seller research (Jones et al., 2010). When buyers trust their suppliers, they may believe that cooperative behavior will result in better long-term outcomes. During an exchange, Trust minimizes complexity, encourages cooperation, and fosters a goodwill disposition that helps maintain the relationship (Chen et al., 2011).

In social construction, Trust is at the core of the social relationship or contract and affects the behavior of both parties (Deutsch, 1958). In social construction, Trust is fundamental to the social relationship or contract, and it influences the behavior of both sides. Trust occurs when the customer observes the professional competence and responsiveness of the employee and then evaluates this Trust separately in other dimensions of service quality (Chen et al., 2011). When a consumer watches an employee's professional competence and responsiveness and then analyzes this Trust separately from other dimensions of service excellence, Trust is established. Several scholars have deeply discussed the relationship between Trust and commitment in marketing campaigns through empirical methods (De Ruyter et al., 2001). Many researchers have proved the relationship between Trust and commitment in marketing operations in depth from empirical evidence. Due to the Trust of consumers, brand loyalty is formed, and brand value is promoted. Due to consumer trust, brand loyalty is developed, and brand value is enhanced. (Chang & Kukar-Kinney, 2011).

H1: Trust has a significant impact on satisfaction.

2.2 Commitment

The key factor in maintaining a long-term relationship is commitment (Gundlach et al., 1995). According to Anderson and Weitz (1992), Promise is "the ongoing desire to maintain a worthwhile relationship" According to Gundlach et al. (1995), "commitment is considered to be closely related to mutuality, loyalty, and abandonment of alternatives, factors that are central to the rationalist definition." Commitment and customer loyalty are thought to be interrelated (Pritchard

et al., 1999). Moreover, customer satisfaction and loyalty can be evaluated by this method: customer commitment and the positive correlation between customer commitment and commodity purchase (Bowen & Shoemaker, 2003). Furthermore, dedication is related to satisfaction because Commitment can bring satisfaction. (Bateman & Strasser, 1984; Ben-Bakr et al., 1994).

Commitment was a factor in maintaining a relationship with the institution commitment was the need to maintain a relationship with the organization. Satisfied customers add value and benefit to the service provider and ensure business continuity, so commitment is key to any long-term successful relationship (Zeithaml et al., 2001). Commitment was a factor in maintaining a relationship with the institution; Commitment was a requirement for maintaining a relationship with the organization. Loyal customers increase the value and benefits of service providers and ensure business continuity, so Commitment is the most important aspect of any long-lasting, successful relationship. Customer commitment further indicates that customers want to stay in constant contact with the organization. Customer satisfaction reflects the customer's desire to retain an ongoing relationship with the business (Tajvidi et al., 2017). The commitment of top management to TOTAL quality management needs to be measured on multiple levels. On various levels, the commitment of top management to total quality management must be measured.

H2: Commitment has a significant impact on satisfaction.

2.3 Service Innovation

Adoption of service innovation depends on user needs, which can predict user satisfaction and is critical for the digital library. Acceptance of a service Innovation depends on customer requirements, which can predict user happiness and are essential for digital library development. (Liu & Luo, 2011). Several authors (Coombs & Myers, 2000; Witell et al., 2016) emphasized the importance of service innovation in the development of the service industry, and service innovation is an important way for every service-oriented enterprise to produce and develop. The importance of service innovation in developing the service industry was emphasized, and service innovation was an important means of production and growth for all service-oriented enterprises (Schumpeter, 1934). Customer service innovation refers to the participation of customers to improve the service process and substance and put forward new, valuable suggestions and ideas. Innovation in customer service refers to the participation of consumers in the improving vice's method and substance, as well as the submitting valuable suggestions and ideas. Service innovation was defined as something new and appropriate that emerges from an individual, group, or society. Service innovation is introducing something new

and appropriate by an individual, group, or society (Sawyer., 2012). Service innovation can be defined as the process of turning ideas into products that customers are willing to buy, thereby improving the financial performance of a business. Service innovation is developing ideas into products consumers are willing to buy to improve a business's financial performance (Naveed et al., 2012).

Service innovation requires new knowledge, which is challenging in the pure service industry. One example is the introduction of ATMs in the banking industry. In a pure service economy, innovation requires new information, which is complex. One example is the introduction of ATMs in the banking sector (Berry et al., 2006). The ability of customers to innovate comes from their ability to think and seek solutions to problems in service innovation. Service personnel's service concept innovation ability is transformed into new ideas and behaviors created by service personnel in service activities. The creative ability of service personnel in service concepts is translated into creating new ideas and behaviors in service operations (Wang & Netemeyer., 2004).

H3: Service quality has a significant impact on satisfaction.

2.4 Service quality

From a management and marketing perspective, service quality refers to the level at which customers perceive and exceed their expectations (Zeithaml & Parasuraman, 1990). From a management and marketing perspective, service quality is the customer's perception that the service exceeds their expectations. Quality of service is "whatever the customer thinks it is." Then the quality-of-service perspective gradually translates into clarity and responsiveness to customer needs inside and outside the organization (Dauda & Lee, 2016). Quality of service is "whatever the customer thinks." The service quality perspective then clarifies customer needs and responsiveness to internal and external customer needs.

Consumer happiness depended on service quality, so the organization was viewed as the primary predictor of its success or failure in a competitive environment. Improving the service quality can improve the brand reputation and affect the perceived value of customer experience; thus, It can effectively attract consumers to repeat purchases. (Chen, 2016). Improving service quality can enhance a brand's reputation and influence the perceived value of the customer experience, thereby attracting repeat purchases. It was emphasized that service quality is the difference between customer expectations and perceptions of the services provided. (Parasuraman et al., 1988). It was emphasized that the quality of service is the difference between the customer's expectations and impressions of the service provided. The literature on service quality and perceived customer satisfaction suggests a causal relationship between

service quality and perceived customer satisfaction. This means that perceived quality of service is a condition for perceived customer satisfaction (Izogo & Ogba, 2015). According to the literature on service quality and perceived customer well-being, there is a causal relationship between service quality and perceived customer satisfaction. This means that perceived quality of service is a requirement for perceived customer satisfaction. The literature on service quality and perceived customer satisfaction reveals a causal relationship. This indicates that perceived quality of service is a prerequisite for perceived customer satisfaction.

H4: Service quality has a significant impact on satisfaction.

2.5 Value

Understanding client consumption and consuming behavior were predicated on value. Value is a multidimensional concept consisting of various interrelated information or dimensions, reflecting customers' multidimensional cognition of value (Sweeney & Soutar, 2001). Value is a multidimensional concept consisting of various interrelated information or dimensions, reflecting customers' multidimensional perception of value (Sweeney & Soutar, 2001). Value is a multidimensional concept consisting of many interrelated information or dimensions, reflecting customers' multidimensional understanding of value. The value created by customers and related companies is "value in use." In other words, customers are seen as resources that can take action and create value (Chandler & Vargo, 2011). Value refers to the value created by customers and the company. In other words, customers are seen as valuable resources that can create value. The definition of value is an object created by multiple stakeholders (De Groot & Steg, 2008; Rokeach, 1973). It is the value created by customers and enterprises. We can also say that customers are regarded as resources that can create value. Multiple stakeholders form the definition of value.

Redefine the concept of value as something that multiple stakeholders created. Researchers consider cognitive worth a more intricate concept than a simple trade-off between efficacy and value (Sweeney & Soutar, 2001). Reconceptualize value as something that various stakeholders produce. (Grönroos & Ojasalo, 2004; Moeller, 2008). Values can be seen as a system of guidance that a person USES when making choices; in other words, values define almost all human behavior (Guth & Tagiuri, 1965; Rokeach, 1973). A person's values serve as a system of guidance when making decisions. Consequently, values define nearly all human behavior.

H5: Value has a significant impact on satisfaction.

2.6 Satisfaction

Student satisfaction is an index to evaluate students' feelings about educational services (Elliott & Healy, 2001). Evaluating students' experience in educational services can produce students' satisfaction. Different definitions in the literature about customer satisfaction revolve around concepts such as experience or service quality, expectations, perceived value, and subsequent service evaluation (Ali & Amin, 2014). For example, satisfaction is the state a person feels after experiencing performance or achieving his or her desired results (Arif & Ilyas, 2013; Kotler & Clarke, 1987). Similarly, the satisfaction degree is defined by Hunt (1977): Comprehensive evaluation of consumers' overall service experience after purchase. It's a state of emotional reaction in which the consumer's needs, desires, and expectations during the service experience are met or exceeded. Other scholars put forward another concept: satisfaction is the judgment of a specific service contact (Bolton & Drew, 1991; Cronin & Taylor, 1992).

Furthermore, it can be measured by the overall feeling or satisfaction of the transaction elements. (Fornell, 1992). Students are the main customers in the context of higher education. (Sultan & Yin Wong, 2013). There is nothing new about treating students as customers of higher education service providers. Various researchers believe that students are higher education departments' main customers and partners because they consciously choose and buy services (Kuh & Hu, 2001).

Empirical data means a change in the understanding of satisfaction, which requires a more emotional evaluation of this variable—new emotional value Gradual integration (Hosany & Gilbert, 2010). Empirical evidence needs to be reinterpreted for satisfaction, and a more emotional assessment of this metric is needed. New psychological values are gradually integrated. Satisfaction is often considered an important determinant of loyalty and future behavior (Chi & Qu, 2008). In general, satisfaction is an important indicator of customer loyalty and future behavior.

Furthermore, the findings of Jin et al. (2015), Wu and Li (2017), and Wu et al. (2018) show that satisfaction can elicit loyalty among tourists. Food, because tourists should enjoy a sense of participation, especially food, to stimulate consumers' emotional response and achieve emotional satisfaction. However, it was pointed out that satisfaction plays an intermediary role in the formation of loyalty (Caceres & Paparoidamis, 2007). The results indicate that tourist loyalty can be influenced by satisfaction. Food because tourists should feel a sense of engagement, particularly regarding food, to elicit an emotional reaction from consumers and attain emotional fulfillment. It was

noted. However, that satisfaction plays a mediating role in the building of loyalty.

H6: Satisfaction has a significant impact on loyalty.

2.7 Loyalty

Student loyalty is students' attachment to a company's products or services: purchase intent, support for intent, and customer satisfaction. Student loyalty can easily define student attachment to a school's products or services: purchase intention, intention support, and customer satisfaction. Therefore, customer loyalty was considered the key driving force of corporate profitability (Hallowell, 1996). Student loyalty is students' commitment to a school's products or services. Purchase intent, support for intent, and customer satisfaction Thus, client loyalty was regarded as the primary driver of company profitability. Oliver (1993) defines loyalty as "the obligation to repurchase or fund the preferred product. "Products and services are consistent in the future. Loyalty It was regarded as the standard to measure the success of marketing strategy. According to the literature, student loyalty is strongly influenced by several value dimensions. The obligation to repurchase or fund the chosen product is defined as loyalty. Future products/services are consistent. Loyalty It is considered a benchmark for measuring the effectiveness of marketing strategies. According to the literature, several value factors directly and powerfully influence student loyalty. (Dick & Basu, 1994; Yao et al. (2019) mention two aspects of loyalty: behavioral loyalty and attitude loyalty. Two elements of loyalty are discussed: behavioral loyalty and attitude loyalty.

In addition, due to the importance of consumer loyalty in maintaining a competitive edge and improving financial performance, marketing experts still need to address a fundamental question-consumer honesty. Webb and Jagun (1997) refer to loyalty to higher education, where a student goes from returning to university to do more research or to provide positive feedback to a researcher who has taken a leave of absence to enroll at the university attended. Return to the university to do more research or submit positive feedback to furloughed fellows to register at the university attended. Olorunniwo et al. (2006) mentioned that loyal customers positively impact an agent's success. In terms of student loyalty, these trends show that if students think they have experienced high-quality service, they will be loyal to their university. Customer loyalty is beneficial to businesses. As far as student loyalty is concerned, these trends mean that students will be loyal to their universities if they think they have received high-quality service (Lovelock & Wirtz, 2007).

3. Research Methods and Materials

3.1 Reserch Framework

The conceptual framework was developed after a review of current scientific research methodologies—additionally, the TAM and UTAUT from six theoretical frameworks served as its foundation. Chen (2017) created the initial research framework. It offered trust research. The second framework for research was carried out by Dehghan et al. (2014). It provides the study of commitment. The third research framework was conducted by Easa and Bazzi (2020). It provides a study of service innovation. The fourth previous research framework was conducted by Sembiring (2013). It provided a study on service quality. The fifth previous research framework was conducted by Murphy (2018), which provided a study on service quality. Finally, the sixth framework was conducted by Ali et al. (2016), which provided a study on satisfaction. The conceptual framework was constructed based on these constructs, as shown in Figure 1.

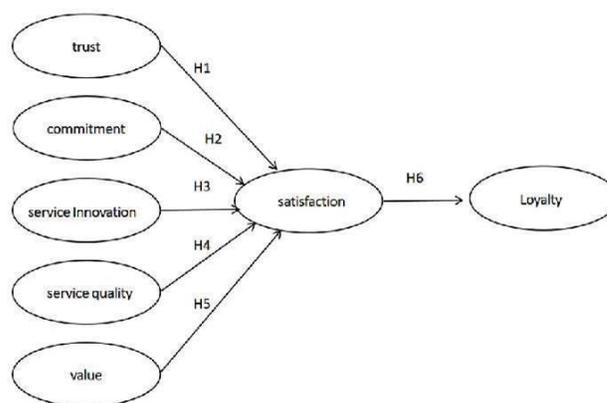


Figure 1: Conceptual Framework

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 study aims to ascertain if middle school students in Mianyang Tongjiang junior middle school, Mianyang Dongchen International School, and foreign language experimental junior middle school are faithful to the intangible cultural heritage art course. This study uses a

quantitative survey approach since it is the best way to get information on student loyalty and gauge their psychological reaction. Therefore, the researchers ensured that the samples were suitable for subsequent interviews according to the two items of screening questions. In addition, demographic surveys are used to collect the background characteristics of respondents, including school, gender, year of study, and relevant household registration information (Lodico et al., 2006; Mertens, 2015). The researchers used gender, grade, and household registration to determine the students' demographic information. In addition, 31 scale items were used to evaluate potential variables, including 3 items of trust, 4 items of commitment, 8 items of service innovation, 5 items of service quality, 3 items of value, 5 items of satisfaction, and 3 items of loyalty. Five-point Likert scale was used to estimate the full-scale items, with 5 indicating strong approval of optimistic items and 1 indicating strong disapproval of negative items (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 study's intended audience is middle school students in Mianyang, China, who have taken classes on intangible cultural treasures. They are Mianyang Dongchen International School, Mianyang Tongjiang Junior Middle School, and Mianyang Junior Middle School for Foreign Language Experiment. The minimal sample size for demanding methodological techniques in structural equation models, according to Hair et al. (2010), is 200–500 respondents. So, from a total of 3351 participants, 500 were chosen as the final sample size following screening and quota selection.

3.4 Sampling Technique

The sampling methods are judgmental, quota and convenience sampling. The judgmental sampling was taken from 3351 middle school students in Mianyang, China, who participated in a two-month course on intangible cultural heritage art during the first grade. The sample was then chosen using quota sampling from 500 respondents, as shown in Table 1. Convenience sampling was to distribute

questionnaire to the target participants via school managers. Five hundred valid data were obtained after the screening.

Table 1: Sample Units and Sample Size

Target middle school	Grade	Judgmental Size	Sample Size
Mianyang Dongchen International School	First year graduate students	556	83
	Second year graduate student	537	80
	Third year graduate students	562	84
Mianyang, foreign language experimental junior middle school	First year graduate students	327	49
	Second year graduate student	355	50
	Third year graduate students	260	39
Mianyang, Tongjiang junior middle school	First year graduate students	271	40
	Second year graduate student	218	33
	Third year graduate students	265	42
Total		3351	500

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Survey data were collected from students of three secondary schools in Mianyang. In Table 2, the demographic details of the 500 secondary school respondents included 31.8% females and 68.2% males. Of these, 49.4% were from Mianyang Dongchen International School, 27.6% were from Mianyang, a foreign language experimental junior middle school, and 23% were from Mianyang Tongjiang junior middle school. Regarding academic year organization, 13.2% of respondents were in the first academic year, 37.8% in the second academic year, and 49% in the third academic year. In addition, 60.2% of students were in farming households and 39.8% in urban households.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
School	Mianyang Dongchen International School	247	49.4
	Mianyang, foreign language experimental junior middle school	138	27.6
	Mianyang, Tongjiang junior middle school	115	23
Gender	Male	341	68.2
	Female	159	31.8
Year of Study	First year graduate students	172	34.4
	Second year graduate student	163	32.6

Demographic and General Data (N=500)		Frequency	Percentage
	Third year graduate students	165	33
Census register types	permanent urban residence certificate	301	60.2
	Rural registered permanent residence	199	39.8

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was used to determine whether the scale items' constituent and loading counts matched expectations based on theories or presumptions. The outcome of the factor loading and acceptable values for each observed variable illustrated the goodness of fit of the research matrix (Hair et al., 2010).

Additionally, the researchers used confirmatory factor analysis (CFA) to evaluate the discriminant validity, average variance extracted (AVE), composite reliability (CR), factor loading, and t-value. The results of the hypotheses and the direct, indirect, and overall impacts of the correlations between the latent variables were then explored using the structural equation model (SEM). Consequently, Cronbach alpha coefficient reliability test showed that all items have strong internal consistency equal to or above 0.7 (Sarmiento & Costa, 2016), the absolute values of the average extracted variance (AVE) were greater than 0.50, the composite reliability (CR) was beyond 0.70, and the factor loading values were all over 0.50 (Bagozzi & Yi, 1988; Hulland, 1999), as shown in Table 3.

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 & Rahim Esfidani, 2014)	3	0.872	0.726-0.823	0.828	0.617
Commitment (C)	(Dehghan et al., 2014)	4	0.975	0.867-0.881	0.929	0.766
Service innovation (SI)	(Easa & Bazzi, 2020)	8	0.970	0.748-0.907	0.951	0.711
Service quality (SQ)	(Sembiring, 2013)	5	0.890	0.701-0.884	0.913	0.679
Value (V)	(Aşan et al., 2020)	3	0.938	0.808-0.883	0.889	0.728
Satisfaction (S)	(Ali et al., (2016)	5	0.850	0.790-0.831	0.910	0.668
Loyalty (L)	(Sembiring & Rahayu, 2019)	3	0.896	0.820-0.872	0.877	0.704

Additionally, as presented in Table 4, all of the applicable 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)	1.813
GFI	≥0.85 (Bagozzi & Yi, 1988)	0.912
AGFI	>0.80 (Sica & Ghisi, 2007)	0.894
RMSEA	<0.08 (Grönroos et al., 2016))	0.040
CFI	≥0.80 (Bentler, 1990)	0.951
NFI	≥0.80 (Bentler & Bonett, 1980)	0.971
TLI	≥0.80 (Bentler & Bonett, 1980)	0.967
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

The consequences of the investigation into and presentation of the discriminant validity are demonstrated in Table 5. The diagonally designated quantity is the AVE square root of the AVE, and neither of the correlations crossing any two latent variables was larger than 0.80 (Liu et al., 2020; Schmitt & Stults, 1986). Therefore, employing

these quantitative measurements, discriminant validity was established.

Table 5: Discriminant Validity

	T	C	SI	SQ	V	S	L
T	0.785						
C	0.036	0.875					
SI	0.046	0.699	0.843				
SQ	0.015	0.271	0.362	0.824			
V	0.033	0.296	0.419	0.295	0.853		
S	0.155	0.329	0.496	0.283	0.340	0.817	
L	0.189	0.111	0.101	0.087	0.073	0.191	0.839

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

4.3 Structural Equation Model (SEM)

The structural equation model (SEM) verification was conducted in this research after the CFA evaluation. In order to establish whether or not the hypothesized causality explanation fits, a particular combination of linear coefficients is evaluated using the SEM methodology. The combined values of CMIN/DF, GFI, AGFI, CFI, NFI, TLI, and RMSEA were all above acceptable limitations. As the outcome reveals, the goodness of fit of the SEM was established, as demonstrated in Table 6.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	<5.00 (Hair et al., 2010)	1.831
GFI	≥0.85 (Bagozzi & Yi, 1988)	0.910
AGFI	>0.80 (Sica & Ghisi, 2007)	0.893
RMSEA	<0.08 (Grönroos et al., 2016))	0.041
CFI	≥0.80 (Bentler, 1990)	0.970
NFI	≥0.80 (Bentler & Bonett, 1980)	0.936
TLI	≥0.80 (Bentler & Bonett, 1980)	0.967
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 of the research hypothesis test of Mianyang students are shown in Table 7. The study matrix is calculated as the significance of each variable based on the standardized path coefficient and t-value.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: T → S	0.149	3.395***	Supported
H2: C → S	0.067	1.024	Not Supported
H3: SI → S	0.458	6.286***	Supported
H4: SQ → S	0.102	2.226*	Supported
H5: V → S	0.159	3.238**	Supported
H6: S → L	0.215	4.341***	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05

Source: Created by the author

The results for **H1** support the hypothesis that trust has a significant effect on satisfaction, with a standardized path coefficient of 0.149. Research shows that trust is the primary motivation for acceptance measures of end-user satisfaction (Agarwal & Narayana, 2020), and H1 is supported.

H2 has confirmed that commitment is not a significant factor of satisfaction, with a standardized path coefficient of 0.067, so H2 is not supported. The results contradict with previous studies that Satisfied students could be built upon their trust level (Tajvidi et al., 2017; Zeithaml et al., 2001).

This study also showed that service innovation had the greatest impact on satisfaction, with a standardized path coefficient of 0.458, and that optimistic approaches to embracing technology actively manipulated user satisfaction (Khan & Ullah, 2014). Therefore, **H3** is supported.

The hypothesis that service quality has a significant effect on satisfaction is supported by the relevant statistical results for **H4**, with a standardized path coefficient of 0.102.

According to (Schneider & Bowen, 1985), H4 was supported.

Furthermore, for **H5**, the results showed that value influenced satisfaction, with a standardized path coefficient of 0.159. Several empirical studies demonstrate that experience is beneficial through perceived value fulfillment (Lin et al., 2009). Therefore, H5 was supported.

Finally, in condition **H6**, the findings support that satisfaction significantly affects loyalty with a standardized path coefficient of 0.215. Investigators agree that customer satisfaction is the main determinant of loyalty (Alves & Raposo, 2010), and H6 is supported.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study aims to identify the variables that significantly affect middle school students' adherence to the intangible cultural heritage art curriculum in Mianyang, China. The conceptual framework suggests six hypotheses to investigate the connections between loyalty, commitment, value, satisfaction, and trust. 500 secondary school students who have taken courses on intangible cultural heritage art engaged in a questionnaire survey to find out how these variables interacted. To ascertain if the results are consistent with a specified theoretically developed measurement model, confirmatory factor analysis (CFA) is utilized. Similarly, structural equation models (SEM) are employed in hypothesis testing to evaluate the link between observed and hypothesized variables influencing loyalty. Most hypotheses were approved. Trust, service innovation, service quality, and value significantly influence satisfaction, but commitment has no significant impact on satisfaction. In addition, satisfaction significantly influences trust.

Statistical results supported five of the six hypotheses submitted. The direct interaction between service innovation and satisfaction is the most significant. Satisfaction has the greatest influence on loyalty. In addition, trust, service quality, and value significantly impact satisfaction. Trust is established and predict satisfaction (De Ruyter et al., 2001). However, student satisfaction cannot be evaluated by commitment, and is opposed to many scholars on this view (Bateman & Strasser, 1984; Ben-Bakr et al., 1994; Bowen & Shoemaker, 2003). Service innovation and quality can be perceived as ICH is a product that student tend to evaluate their satisfaction ((Dauda & Lee, 2016; Naveed et al., 2012). In addition, students view the ICH value in order to establish satisfaction and loyalty (De Groot & Steg, 2008). In conclusion, educators need to focus at establishing quality curriculum and continue to update it for future advancement to enhance student satisfaction and loyalty.

5.2 Recommendation

China attaches increasing importance to excellent traditional culture, and ICH culture is the embodiment of excellent traditional culture; incorporating excellent ICH culture into the secondary school curriculum is of utmost importance; ICH art practice workshop course emphasizes experiential; each lesson requires students to feel their own hands, to make the craft of ICH; and more and more ICH art practice courses are being developed. Increasing numbers of courses in the art practice of intangible cultural assets are being established, and there is a robust demand for this curriculum. Even if some educators need to be more skilled at establishing this curriculum, they will continue to update it for future advancement. Based on the findings of the quantitative study, the following recommendations are given for the secondary school art practice workshop curriculum in Mianyang, China.

First, this study stresses that service innovation is the most significant direct element affecting Mianyang secondary school students' satisfaction with the workshop curriculum. Therefore, it is proposed that the affiliated faculty meet Mianyang secondary school students' learning demands and interests, provide novel services, and have an innovative curriculum that better matches their learning patterns. Therefore, it is advised that the successful design of the curriculum be widely compatible with the expectations of secondary school students in Mianyang and suited to their current learning practices, experiences, and preferred learning styles. All of these activities could assist students in utilizing the course more efficiently, hence enhancing their satisfaction. In addition, the course should be taught in a manner that values students as cognitive subjects, produces new course content properly for individual learners, and increases the quality of the course in a tiered fashion to satisfy the specific needs of Mianyang middle school pupils.

The second factor influencing the satisfaction of secondary school pupils in Mianyang is value. Administrators should avoid duplication of teaching methods, time, and schedule with general art courses based on the characteristics of ICH art practice workshop courses and the actual needs of students, so that students can make greater use of ICH art practice workshop courses to increase their professional knowledge and, ultimately, their loyalty. In addition, it is advised that instructors incorporate learners' past and present experiences into the development of course material. Teaching and learning are only effective when students' experiences are tied to the topic, even though it may seem impossible to know every student's background. The ICH arts practice workshop program will appear more valuable if its curriculum is tailored to the specific needs of the pupils. The third and fourth characteristics are reliability

and service quality. In ICH arts practice workshop programs, the emphasis must be on promoting trustworthiness and service quality. This indicates that learners are more likely to take ICH art practice workshop courses when they believe them to be credible, of high service quality, and suited to their learning needs.

The findings showed that satisfaction had the strongest relationship with achievement, suggesting that administrators and teachers should pay more attention to the relevant factors influencing student satisfaction, as students who were satisfied with the ICH Art Practice Workshop curriculum were more likely to focus on success in class. Therefore, teachers should make full use of students' beliefs so that they have sufficient confidence in the skills they use in the ICH Art Practice Workshop curriculum, be satisfied with the new learning process, and be more persistent and active in the learning process, which is more conducive to their good learning outcomes. Before setting up a non-material cultural heritage art practice workshop, it is suggested that relevant secondary schools should require teachers to conduct curriculum skills training for students, explain the operation process and precautions of various tools and materials to students, and help students become familiar with the learning environment, use of resources, and interactive communication methods of the curriculum. This can significantly increase student satisfaction.

5.3 Limitation and Further Study

The limitation is that this study only examined middle school students in Mianyang, China; however, if data were collected from other areas, it may provide more comparable results and a deeper knowledge of students' opinions. In the future, teacher performance may be evaluated similarly. In addition, there may be some difficulties in terms of school support, such as funding issues, which may lead to less-than-ideal performance, and within the context of the study, additional possible factors, such as actual usage, perceived ease of use, perceived interaction, and motivation to learn, might be investigated further. Future research should consider the ideas presented above.

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