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Determinants of Behavioral Intention to Learn Arts Education of Postgraduate Students in Chengdu, China

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Abstract

Purpose: This research delves into the factors that impact the behavioral intention of university students to engage in arts education. The conceptual framework encompasses social sphere, academic sphere, educational satisfaction, attitude, social influence, self-efficacy, effort expectancy, and behavioral intention. **Research design, data, and methodology:** The target population and sample size are 500 postgraduate students who have experienced arts education at top three universities in Chengdu, China. A quantitative research approach was adopted, using a questionnaire. The sampling techniques employed in this study include judgmental, quota, convenience, and snowball sampling. Both the item-objective congruence (IOC) index and Cronbach's alpha were used for validity and reliability testing, respectively. The collected data were analyzed through confirmatory factor analysis (CFA) and structural equation modeling (SEM), which served as the main statistical techniques for this research. **Results:** Social sphere and academic sphere significantly impact education satisfaction. Furthermore, education satisfaction, self-efficacy and effort expectancy significantly impact behavioral intention. Nevertheless, the relationship between attitude, social influence and behavioral intention is not supported. **Conclusions:** Understanding these determinants can inform the development of strategies and interventions to promote arts education and enhance students' engagement and intention to pursue arts-related fields.

Keywords : Social Sphere, Academic Sphere, Education Satisfaction, Attitude, Social Influence, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Learning arts in schools has gained recognition as a valuable component of education, providing students with a holistic learning experience that fosters creativity, critical thinking, and cultural awareness. Arts education is crucial in nurturing students' cognitive, emotional, and social development. According to the National Endowment for the Arts, arts education helps improve academic performance, enhances problem-solving skills, and promotes cultural understanding (National Endowment for the Arts, 2012). Research also suggests that arts integration in schools improves student engagement, motivation, and overall school climate (Catterall et al., 2012). Arts education encompasses various artistic disciplines, including music, visual arts, drama, dance, and more. These disciplines offer diverse avenues for students to explore and express their creativity. According to a survey conducted on School Education Gateway, the most offered disciplines in schools are music (74%), drawing and painting (70%), and drama and theatre (50%) (School Education Gateway, 2018).

Learning through the arts provides numerous benefits for students. It encourages experiential and sensory learning, making educational experiences more memorable and engaging. Arts integration promotes higher-order skills such as collaboration, critical thinking, imagination, and problem-

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solving (Burton et al., 2000). Artistry allows students to develop self-expression, discover their interests, and pursue innovative solutions to problems (Eisner, 2002). Arts education plays a vital role in fostering cultural awareness and expression. It supports the development of ideas, experiences, and emotions across various media (Ludlow, 1991). Students gain a deeper understanding of diverse cultures, traditions, and perspectives by engaging with different art forms, promoting tolerance and empathy (Deasy, 2002).

While arts education offers numerous benefits, there are challenges to its implementation in schools. Limited resources, curriculum constraints, and standardized testing pressures can hinder arts integration (Burton et al., 2000). However, schools can overcome these challenges by partnering with local art organizations and integrating arts across different subjects (School Education Gateway, 2018). In conclusion, arts education in schools provides students with a well-rounded education, fostering creativity, critical thinking, and cultural awareness. Arts education enhances students' cognitive and emotional development by offering various artistic disciplines. It equips them with valuable skills for success in the 21st century. However, addressing challenges and seizing opportunities is essential for effectively integrating arts education in schools. Therefore, the objective of this study is to delve into the factors that impact the behavioral intention of university students to engage in arts education, examining social sphere, academic sphere, educational satisfaction, attitude, social influence, self-efficacy, effort expectancy, and behavioral intention.

2. Literature Review

2.1 Social Sphere

The social sphere also refers to the level at which social justice, inclusivity, and equity are provided within the education system (Power & Taylor, 2013). In this realm, students are given equal opportunity to pursue any course of their liking or engage in classes without prejudice. According to (Golova et al., 2020), the social sphere is the level at which the entire education system interacts with communities. Such interaction supports positive behaviors among students. This research explored the broader social sphere to understand its effect on students' behavioral intentions.

She et al. (2021) found that students who actively participated in social activities and clubs within their educational institution exhibited higher satisfaction levels with their educational experience. Kim and Song (2021) noted the significant relationship between the social sphere and education satisfaction with arts learning. Thus, this study confirms the hypothesis below:

H1: Social sphere has a significant impact on education satisfaction.

2.2 Academic Sphere

The academic sphere also refers to the level at which students can pursue academic excellence and enhance their knowledge in a given field (Divaris et al., 2008). According to (Ferrer-Balas et al., 2010), the academic sphere also refers to the level at which the education system can foster academic intellectual and motivate students and educators to engage in debates around a given topic. The academic sphere is also described as the engagement of formal curriculum, the development of instructional materials, and the use of adequate teaching methods to foster student knowledge acquisition (Birch & Burnett, 2009).

Gruber et al. (2010) observed that students who felt the curriculum was relevant, well-structured, and aligned with their interests demonstrated greater satisfaction with their academic pursuits. Academic performance is closely related to education satisfaction. Kim and Lee (2021) observed that students who achieved higher grades and academic success expressed greater satisfaction with their educational experience. Thus, this research concludes that:

H2: Academic sphere has a significant impact on education satisfaction.

2.3 Education Satisfaction

Education satisfaction is also seen within the context in which teachers and students interact. Hsu (2015), when defining education satisfaction in the context of classroom interaction, indicated that education satisfaction is pivotal when there is adequate interaction between teachers and students. In this case, students become engaged, and participation in the course is enhanced. Group activities and class discussions become pivotal in improving students' active engagement with a course. Students can express and exchange ideas through group activities and class discussions, contribute to the learning process, and ask questions. According to Llorent García et al. (2022), classroom interactions enhance students' emotional and social development. According to Llorent, classroom interaction enables students to learn skills they did not have, as they also receive support from their teachers and peers. In this case, they can develop self-awareness, express themselves clearly, and understand various viewpoints. These concepts define how classroom interaction enhances education satisfaction among students. With such satisfaction, students develop positive behavioral intentions toward arts education.

Deng et al. (2023) found that students who were satisfied with their education tended to have a more positive outlook on their academic journey and future goals. Based on an investigation by Kim and Song (2021) prove that education satisfaction shows direct effects on behavioral intention, as shown in the hypothesis follow:
H3: Education satisfaction has a significant impact on behavioral intention.

2.4 Attitude

Attitude can also be seen in students' preferences for learning. There exist Different learning approaches, including visual aids, auditory as well as kinesthetic approaches (Zhong et al., 2022). It is important to note that students' attitude differs across these learning preferences. One may have a positive attitude towards auditory learning preference, not a kinesthetic approach. On the other hand, a student may prefer a visual and kinesthetic approach to learning than an auditory. Arts education largely involves experiential learning. Besides, Shen et al. (2017) indicated that experiential learning is more effective in enhancing learning outcomes for courses such as arts education Rohrbach (2011). in this case, enhancing attitudes toward arts education should consider learning approaches such as kinesthetic and visual methods. From this stance, attitude towards arts education can be defined in the realm of attitude towards learning approaches. Studies such as Deasy (2002); McClure et al. (2017) further discussed using visual and kinesthetic learning as the main stimulus for improving learning in arts education.

In education, attitudes about students' behavioral intention to pursue academic goals have been studied. A study by Ryan et al. (2020) showed that students' positive attitudes toward learning and academic tasks positively impacted their motivation and intention to persist in their studies. Hence, this study can put forward a hypothesis:
H4: Attitude has a significant impact on behavioral intention.

2.5 Social Influence

In a study by Castro et al. (2015), students' educational achievement can result from a societal commitment to support students through their education cycle. Castro et al. (2015) indicated that societal influence on students' behavioral intention toward a course is at the level of collaboration with students throughout education, including choice of subjects and learning preferences. According to a study by Kim and Song (2021), an individual's behavior can be influenced by how other people expect them to behave or act. In this case, actions from the community and the immediate family members may influence how students behave around arts education. According to Wilder (2014), societal influence is the level at which societal members engage in all spheres of a child's emotional, social, and academic development. It involves wider dimensions such as societal expectations and the academic future of children within society.

Of social influence on students' e-learning usage, specifically exploring how peer and instructor influence affects their adoption of e-learning platforms (Min et al., 2022). Social influence plays a significant role in shaping individuals' behaviors, and people may be swayed by the beliefs of others, leading them to engage in actions even if they have no personal desire to do so. As a result, social influence has been identified as a key factor directly predicting behavioral intention (Bardakcı, 2019).
H5: Social influence has a significant impact on behavioral intention.

2.6 Self-Efficacy

From this understanding, a study by Blotnicky et al. (2018) realized that students with high self-efficacy are more likely to have positive intentions toward arts education and thus engage in the course. The introduction of self-efficacy was a plan to enable every person to assess themselves and their ability to undertake tasks aligned towards achieving their objectives. Self-efficacy has also been defined under some technological aspects associated with knowledge and the ability to use information to attain certain goals (Tsang et al., 2012). In this case, self-efficacy significantly contributed to behavior and intention toward subjects.

Similarly, self-efficacy has been shown to impact intentions related to adherence to medication regimens (Gellad et al., 2017) and healthier eating habits (Luszczynska et al., 2005). Additionally, self-efficacy has been shown to predict students' intention to participate in classroom discussions (Cai et al., 2022). In addition, Min et al. (2022) confirmed the relationship between self-efficacy and behavioral intention. Accordingly, a hypothesis is derived:
H6: Self-efficacy has a significant impact on behavioral intention.

2.7 Effort Expectancy

In the present study, effort expectancy is seen as the amount of effort that students need to exert to complete arts education. If the course requires more effort, it can discourage students and attract negative intentions. However, when the course is enjoyable, and students do not need to put much effort into accomplishing it, it can attract a positive reaction and behavior from students. In this case, the ease of pursuing arts education defines the behavioral intention it imposes on students. According to Hosizah et al. (2016), the

degree to which consumers are more inclined to employ a technology that can inspire them to communicate a behavioral purpose is conceptualized as effort expectation. This can be reflected in arts education in that the degree to which students can use arts equipment can inspire them and communicate the level at which they communicate their effort expectancy.

In the educational context, effort expectancy has been explored to students' intention to use educational technologies and e-learning platforms. Studies have shown that students' perceived ease of use of e-learning tools significantly impacts their behavioral intention to adopt and utilize these technologies in their academic pursuits (Al-Gahtani, 2016; Khan et al., 2023). Therefore, a hypothesis is developed:

H7: Effort expectancy has a significant impact on behavioral intention.

2.8 Behavioral Intention

According to Bashir and Madhavaiah (2015), behavioral intention is the degree to which a person deliberately plans to engage in or refrain from engaging in a particular behavior. Additionally, behavioral intention can be described as a person's willingness to engage in certain activities or behaviors, as Cheung and Vogel (2013) illustrated. *Behavioral intention* can also be defined as an individual's inclination toward certain behaviors (Vululleh, 2018). A person also desires to undertake certain actions according to their feelings (Cigdem & Ozturk, 2016).

3. Research Methods and Materials

3.1 Research Framework

The study's conceptual framework was developed by incorporating nine variables, encompassing factors from the social sphere, academic sphere, education satisfaction, attitude, social influence, self-efficacy, effort expectancy, and behavioral intention. These variables were integrated to form the research framework for this study. For instance, Kim and Song (2021) examined the effectiveness of online arts education by comparing satisfaction levels between educators and students in online and offline settings, considering factors such as arts education, social interaction, satisfaction, and behavior. Similarly, Min et al. (2022) empirically demonstrated the significant influence of perceived ease of use, usefulness, social influence, effort expectancy, and self-efficacy on behavioral intentions, emphasizing their relevance in enhancing student engagement in online learning. Shroff et al. (2011) also analyzed students' behavioral intention to use an electronic portfolio system within a course context. Figure 1 presents this study's conceptual framework, illustrating the variables' interrelationships.

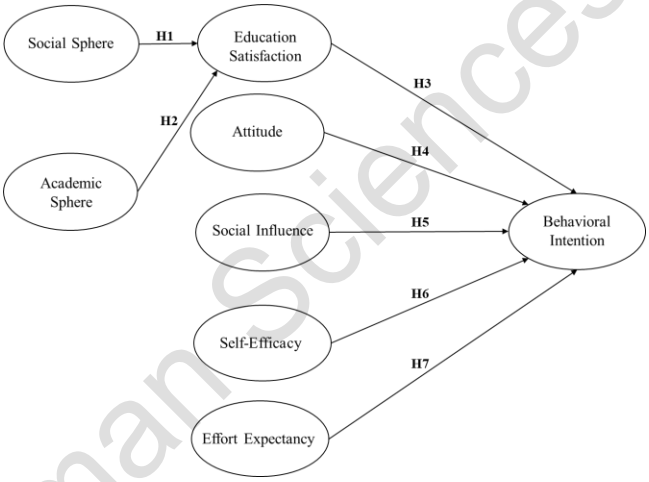

Figure 1: Conceptual Framework

H1: Social sphere has a significant impact on education satisfaction.
H2: Academic sphere has a significant impact on education satisfaction.
H3: Education satisfaction has a significant impact on behavioral intention.
H4: Attitude has a significant impact on behavioral intention.
H5: Social influence has a significant impact on behavioral intention.
H6: Self-efficacy has a significant impact on behavioral intention.
H7: Effort expectancy has a significant impact on behavioral intention.

3.2 Research Methodology

This study utilized a quantitative research approach, employing a questionnaire as the primary research instrument to collect data. The questionnaire was designed to gather information about the factors influencing university students' behavioral intention to engage in arts education. In this research, the questionnaire consists of three parts. The first part includes screening questions to ensure the participants meet the criteria for the study. The second part comprises five-point Likert scale items, allowing participants to indicate their agreement or disagreement with specific statements. Finally, the third part collects demographic information, providing valuable context about the participants.

To establish the validity and reliability of the questionnaire, a pilot test was conducted with 50 participants. The pilot test allowed researchers to assess the clarity and

relevance of the questionnaire items. Validity was assessed using the item-objective congruence (IOC) index, while reliability was evaluated using Cronbach's alpha. These statistical measures helped determine the consistency and accuracy of the questionnaire in measuring the intended constructs. The results of the IOC evaluation were scrutinized against a predetermined pass score of 0.6 and above. Typically, a Cronbach's Alpha value above 0.70 is deemed acceptable, though disciplinary variations may warrant distinct criteria (Nunnally & Bernstein, 1994).

In sum, this research sheds light on the factors that impact university students' behavioral intention toward arts education. By adopting a quantitative research approach and utilizing techniques such as confirmatory factor analysis (CFA) and structural equation modeling (SEM), this study aims to contribute to the existing knowledge in arts education. The findings of this research can provide valuable insights to educators and policymakers, enabling them to develop strategies that enhance students' interest and engagement in this field.

3.3 Population and Sample Size

The target population is fundamental in research design and data analysis. In this research, the target population includes students participating in arts education programs at three universities in Chengdu, China, namely Sichuan University, Southwest Jiaotong University, and Chengdu University. According to Soper's (2023) calculation, the minimum sample size required for the study is 444. Nevertheless, to ensure efficient data analysis for structural equation modeling (SEM), the researcher has opted to collect a larger sample of 500 postgraduate students.

3.4 Sampling Technique

The study employed judgmental, quota, convenience, and snowball sampling methods to ensure a diverse sample. These techniques were chosen to include students from different universities and programs who have experienced arts education. Therefore, the researcher used judgmental sampling selects students who have experienced arts education at three universities in Chengdu, China, including Sichuan University, Southwest Jiaotong University, and Chengdu University. Quota Sampling is employed to proportionate the sample size of postgraduate per Table 1. Online questionnaire was used as a convenience sampling to reach the target group within the limited accessibility and time frame. Moreover, the researcher applied snowball sampling to request participants to share with their qualified peers.

Table 1: Sample Units and Sample Size

Universities	Postgraduate Population Size	Proportional Sample Size
Sichuan University	25,000	282
Southwest Jiaotong University	11,356	128
Chengdu University	8,000	90
Total	**44,356**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The study involved 500 participants, as indicated in Table 2. The demographic information collected from the participants included their gender, student program, and year of experience in arts education. The questionnaire was distributed among postgraduate students, comprising most of the sample. Out of the 500 respondents, 155 were females, representing 31% of the total sample, while 345 were males, accounting for 69%. In terms of student program, 82.4% were enrolled in a master's program, and 17.6% were pursuing a doctorate. Regarding the experience of arts education, 53.8% of students reported having one year or less of art education. Additionally, 30.8% reported having 2-4 years of art education, while 15.4% reported having five years or more. These demographic details provide a comprehensive overview of the participants involved in the study, enabling a better understanding of the sample characteristics and their potential influence on the research findings.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	345	69%
	Female	155	31%
Student Program	Master's Program	412	82.4%
	Doctorate Program	88	17.6%
Arts Education	1 Year or Below	269	53.8%
	2-4 Years	154	30.8%
	5 Years or Above	77	15.4%

4.2 Confirmatory Factor Analysis (CFA)

Before analyzing the measurement model using structural equation modeling (SEM), confirmatory factor analysis (CFA) was conducted. The CFA results indicated that a Cronbach's Alpha value above 0.70 is deemed acceptable. Furthermore, all items within each variable were significant and exhibited factor loadings that demonstrated discriminant validity. Stevens (1992) suggested that item loadings greater than 0.50, with a p-value lower than 0.05, are considered satisfactory for confirmatory factor analysis. Moreover, in accordance with the suggestion by Fornell and Larcker (1981), if the Average

Variance Extracted (AVE) falls below 0.5 while the Composite Reliability (CR) exceeds 0.6, the construct's convergent validity remains satisfactory. This is evident 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
Social Sphere (SS)	Sudhana et al. (2020)	5	0.828	0.671-0.729	0.828	0.492
Academic Sphere (AS)	Kim and Song (2021)	4	0.948	0.886-0.917	0.948	0.821
Education Satisfaction (ES)	Kim and Song (2021)	5	0.799	0.630-0.703	0.802	0.448
Attitude (ATT)	Shroff et al. (2011)	4	0.804	0.685-0.742	0.805	0.508
Social Influence (SI)	Liu et al. (2019)	4	0.881	0.749-0.861	0.884	0.656
Self-Efficacy (SE)	Sudhana et al. (2020)	4	0.810	0.651-0.786	0.812	0.520
Effort Expectancy (EE)	Venkatesh et al. (2003)	3	0.881	0.824-0.856	0.881	0.712
Behavioral Intention (BI)	Sudhana et al. (2020)	4	0.802	0.670-0.734	0.803	0.505

The goodness-of-fit indices presented in Table 3 were used to assess the adequacy of the research model's fit. These indices were compared against predetermined acceptance criteria to determine if the model fits the data well. The calculated values for the indices were as follows: CMIN/DF = 1.459, GFI = 0.925, AGFI = 0.910, NFI = 0.923, CFI = 0.974, TLI = 0.971, and RMSEA = 0.030. Based on these results, it can be concluded that all of the data met acceptable standards. Therefore, the proposed conceptual framework demonstrated compatibility with the confirmatory factor analysis (CFA).

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	681.303/467 = 1.459
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.925
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.910
NFI	≥ 0.80 (Wu & Wang, 2006)	0.923
CFI	≥ 0.80 (Bentler, 1990)	0.974
TLI	≥ 0.80 (Sharma et al., 2005)	0.971
RMSEA	≤ 0.08 (Pedroso et al., 2016)	0.030
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, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

To evaluate discriminant validity, the square root of the Average Variance Extracted (AVEs) was calculated, as recommended by Fornell and Larcker (1981). The results of this study demonstrate that the discriminant validity surpasses the inter-construct/factor correlations, as presented in Table 5. This significant finding provides strong evidence supporting discriminant validity in the study.

Table 5: Discriminant Validity

	SE	SS	ES	ATT	SI	EE	BI	AS
SE	**0.721**							
SS	0.595	**0.701**						
ES	0.659	0.655	**0.669**					
ATT	0.388	0.528	0.313	**0.712**				
SI	0.239	0.276	0.233	0.196	**0.810**			
EE	0.448	0.642	0.623	0.381	0.250	**0.844**		
BI	0.535	0.515	0.652	0.214	0.211	0.538	**0.711**	
AS	0.038	-0.083	-0.042	-0.093	-0.028	-0.052	-0.016	**0.906**

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

Source: Created by the author.

4.3 Structural Equation Model (SEM)

To examine the causal relationships between the social sphere, academic sphere, education satisfaction, attitude, social influence, self-efficacy, effort expectancy, and behavioral intention, structural equation modeling (SEM) was employed for statistical analysis. The hypotheses presented in Table 6 elucidate the connections among these variables. SEM offered a comprehensive approach to investigating the intricate interplay between the variables and served as a robust statistical framework to derive meaningful conclusions.

The SEM analysis, following modifications, yielded satisfactory results, as evidenced by the following fit indices: CMIN/DF = 2.647, GFI = 0.858, AGFI = 0.837, NFI = 0.854, CFI = 0.903, TLI = 0.895, and RMSEA = 0.057. Therefore, based on Table 6, the structural model met the desired fit criteria.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	1291.844/488 = 2.647
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.858
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.837
NFI	≥ 0.80 (Wu & Wang, 2006)	0.854
CFI	≥ 0.80 (Bentler, 1990)	0.903
TLI	≥ 0.80 (Sharma et al., 2005)	0.895
RMSEA	≤ 0.08 (Pedroso et al., 2016)	0.057
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, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

4.4 Research Hypothesis Testing Result

To determine the significance of each variable, the standardized path coefficient (β) and t-value were examined, as presented in Table 7. The results of this study confirmed the significant impact at $p<0.05$ of H1, H2, H3, H6, and H7, whereas H4 and H5 are not significant.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: SS→ES	0.680	9.814*	Supported
H2: AS→ES	0.006	0.135	Supported
H3: ES→BI	0.466	7.626*	Supported
H4: ATT →BI	-0.079	-1.569	Not Supported
H5: SI →BI	0.043	0.904	Not Supported
H6: SE →PU	0.235	4.538*	Supported
H7: EE→ BI	0.270	5.388*	Supported

Note: * $p<0.05$
Source: Created by the author

The findings presented in Table 7 can be refined as follows:

H1: The results support that the social sphere positively affects education satisfaction, with a standardized path coefficient of 0.680. Therefore, H1 is supported.

H2: The results indicate that the academic sphere significantly influences education satisfaction, with a standardized coefficient value of 0.006. Thus, H2 is accepted.

H3: The findings confirm that education satisfaction significantly impacts behavioral intention, with a standardized coefficient of 0.466.

H4: The hypothesis assumes that attitude significantly impacts behavioral intention, but the results show a standard value of -0.079. However, no significant influence is found between attitude and behavioral intention. Therefore, H4 is not supported.

H5: The results do not support the notion that social influence significantly impacts behavioral intention. The standardized coefficient is 0.043, indicating that social influence does not significantly impact behavioral intention. Therefore, H5 is not accepted.

H6: The analysis demonstrates that self-efficacy significantly impacts behavioral intention, with a standardized coefficient value of 0.235.

H7: The results support the positive influence of effort expectancy on behavioral intention, with a standardized coefficient value of 0.270.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The study investigated the determinants of behavioral intention to learn arts education among postgraduate students in Chengdu, China, focusing on the variables of the social sphere, academic sphere, education satisfaction, attitude, and social influence. The findings shed light on the factors influencing postgraduate students' intentions to engage in arts education and have important implications for promoting arts education in this context.

Regarding the social sphere, the study found that a supportive and inclusive social environment positively influenced students' behavioral intention to learn arts education. Peer collaboration, networking opportunities, and community engagement were key factors that fostered motivation and engagement among postgraduate students. This highlights the importance of creating a sense of belonging and community within arts education programs to enhance students' behavioral intentions.

In the academic sphere, the study revealed that curriculum design and teaching methods significantly influenced students' behavioral intention to learn arts education. Practical and relevant learning experiences, hands-on activities, and interdisciplinary projects were identified as effective approaches to enhance students' motivation and engagement. Providing adequate academic resources was also highlighted as crucial in supporting students' learning and research endeavors.

Education satisfaction emerged as a strong determinant of behavioral intention to learn arts education. Students who reported higher levels of satisfaction with their arts education experience were likelier to have a positive behavioral intention. This emphasizes the importance of continuously evaluating and improving the quality of arts education programs to enhance students' satisfaction and overall experience.

Attitude towards arts education was a significant predictor of behavioral intention. Students with a positive attitude towards arts education were more likely to have a higher intention to engage in arts education. This underscores the need for awareness campaigns and initiatives to promote the value and importance of arts education among postgraduate students, highlighting the potential career opportunities, personal growth, and cultural enrichment that can be gained through arts education.

Social influence was also identified as a determinant of behavioral intention. The study found that the influence of peers, faculty members, and the wider community shaped students' intentions to engage in arts education.

Collaborations with professionals and practitioners and platforms for students to share their experiences and success stories were identified as effective strategies to enhance social influence and promote behavioral intention.

In conclusion, the determinants of behavioral intention to learn arts education among postgraduate students in Chengdu, China, are influenced by various factors in the social sphere, academic sphere, education satisfaction, attitude, and social influence. Understanding these determinants can inform the development of strategies and interventions to promote arts education and enhance students' engagement and intention to pursue arts-related fields. By creating a supportive and inclusive environment, designing relevant and engaging curricula, ensuring education satisfaction, promoting positive attitudes, and leveraging social influence, arts education programs can effectively attract and retain postgraduate students in Chengdu, China.

5.2 Recommendation

The study on the determinants of behavioral intention to learn arts education among postgraduate students in Chengdu, China, has provided valuable insights into the factors influencing students' decision to engage in arts education. The discussion and analysis of the variables, including the social sphere, academic sphere, education satisfaction, attitude, and social influence, have shed light on the complex dynamics that shape students' behavioral intentions.

In terms of the social sphere, the study found that social interactions, networks, and relationships significantly influence students' motivation and willingness to learn arts education. The presence of a supportive and inclusive social environment, collaboration opportunities, and cultural events were identified as important factors that contribute to students' behavioral intentions.

The academic sphere was also found to be a crucial determinant. The quality of curriculum design, teaching methods, and academic resources were identified as key factors in shaping students' intention to learn arts education. The study highlighted the importance of practical and relevant learning experiences, interdisciplinary projects, and access to adequate academic resources in fostering students' engagement in arts education.

Education satisfaction emerged as a significant determinant of behavioral intention. Students' satisfaction with the learning environment, teaching quality, and overall educational experience were found to impact their intention to continue learning arts education directly. The study emphasized the need for continuous evaluation, feedback mechanisms, and a nurturing relationship between students and faculty members to enhance education satisfaction.

Attitude towards arts education was identified as a critical factor influencing behavioral intention. Positive attitudes towards the subject and its perceived value were found to impact students' intention to learn arts education significantly. The study emphasized the importance of awareness campaigns, industry engagement, and opportunities for students to gain real-world insights.

5.3 Limitation and Further Study

The small sample size of postgraduate students in Chengdu, China, limited the study. This may affect the generalizability of the findings to a larger population and employ a cross-sectional design, which means that causality cannot be determined. Longitudinal studies could provide more robust evidence of the determinants of behavioral intention to learn arts education.

The study was conducted in Chengdu, China, with its unique cultural context. The findings may not directly apply to other regions or countries with different cultural backgrounds. Future research could compare the determinants of behavioral intention to learn arts education among postgraduate students in Chengdu, China, with other cities or regions within China or internationally. This would provide a broader understanding of the factors influencing arts education intentions across different contexts. Utilizing qualitative research methods, such as interviews or focus groups, could provide a deeper understanding of the experiences, motivations, and barriers postgraduate students face in their decision to pursue art education.

By addressing these limitations and conducting further studies, researchers can gain a more nuanced understanding of the determinants of behavioral intention to learn arts education among postgraduate students in Chengdu, China. This knowledge can contribute to developing effective strategies and policies to promote arts education and support the aspirations of postgraduate students in pursuing arts-related fields.

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