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Exploring The Determinants of Postgraduate Students' Satisfaction and Loyalty Toward Art Museums in Chengdu, China

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Abstract

Purpose: This study the determinants of university students' satisfaction and loyalty toward art museums in Chengdu, China. These factors include student expectation, perceived value, perceived quality, student satisfaction, trust, image, and loyalty. **Research design, data, and Methodology:** The target population is postgraduate students (n=450) who have visited the art museums of their respective schools within seven chosen universities in Chengdu, China. Employing a quantitative approach, a questionnaire was distributed for data collection. To assure the content validity of the research instrument, three experts were enlisted to evaluate all questionnaire items, employing the index of item-objective congruence. A pilot test involving 50 participants was conducted to assess the reliability of the questionnaire using the Cronbach's Alpha test. Subsequent data analysis utilized confirmatory factor analysis and structural equation modeling techniques. **Results:** The results show that student expectation, perceived value, and perceived quality significantly impact student satisfaction. Perceived quality has a significant impact on perceived value. Furthermore, student satisfaction significantly impacts image. Student satisfaction and image have a significant impact on loyalty. However, trust has no significant impact on image. **Conclusions:** Art museums in Chengdu can enhance the satisfaction and loyalty of postgraduate students, ensuring a positive and enriching experience that encourages continued engagement with the museums and their offerings.

Keywords : Student expectation, Student Satisfaction, Perceived value, Perceived quality, Art Museum

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The university art museum is an important organization for accumulating cultural wealth and displaying excellent culture, and it is an important part of the development of cultural university undertakings. University art museums play an increasingly important role in local cultural services and the development of local culture. The construction of art museums as an important indicator of university cultural development planning and improving the management of university art museums is also on the agenda. With the rapid development of Chinese universities, the construction of university art museums has entered an unprecedented period

of vigorous development (Arnold & Griffiths, 2007). However, amid this boom in the construction of university art museums, there are problems, such as inadequate museum functions and general lagging of internal management. However, amid this boom, some problems must be addressed, such as the unsound functions of art museums, lagging in internal management, and the lack of professional talents. Therefore, studying university students' satisfaction and loyalty to university art museums will promote their development, improve their management level, and thus provide more knowledge and value for university students (Zheng, 2005).

China's art museum program must catch up with the

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United States. While the art museum business in Europe matured in the 17th and 18th centuries, China did not have its first art museum until 1930, the Tianjin Municipal Museum of Fine Arts, which the government organized then and is now incorporated into the Tianjin Museum of History. Due to the political turmoil during the Republican period, the art museum business also came to a standstill. After the establishment of New China, the first art museum in China was the Xu Beihong Memorial Hall in 1954. However, the real sense of the national art museum - the National Art Museum of China in 1962, the budding of China's collegiate art museums also began at this time; 1955, the China Artists Association in the Central Academy of Fine Arts in the south side of the Beijing Wangfujing Handsome Garden built an art gallery, in 1962, after the China Association of Fine Arts to move to the National Art Museum of China, the museum was assigned to the Central Academy of Fine Arts, but only for display purposes. It was only used for display purposes. During the development of art education in the past half-century, the exhibition hall has played a heavy role in collection, teaching, research, exhibition, and art exchange. With the great development of art activities at home and abroad, the function of the exhibition hall is constantly expanding, and a variety of art exchange activities are also increasing (Ser, 2019).

Despite the cultural richness and educational potential of art museums, there is a gap in our understanding of the factors that influence university students' satisfaction and loyalty towards these institutions in Chengdu, China. While the significance of student engagement with art and cultural experiences is widely recognized, a comprehensive investigation into the specific determinants affecting satisfaction and loyalty remains lacking. This knowledge gap hinders the development of targeted strategies for art museums in Chengdu to enhance the overall student experience and build sustained loyalty.

2. Literature Review

2.1 Student Expectation

Student expectations serve as a mental framework through which people anticipate and evaluate their experiences (Karagiannopoulou & Christodoulides, 2005). Student expectations can influence perceptions, behaviors, and emotional responses, and they play a vital role in how individuals navigate and make sense of the world around them. Student expectations are particularly relevant in consumer research and marketing (Zhang et al., 2008). Consumer student expectations refer to individuals' anticipations and beliefs regarding a product, service, or brand. These student expectations are formed based on

various factors, including personal experiences, word-of-mouth, advertising, reviews, and brand reputation (Fornell et al., 1996).

In an ideal scenario, student satisfaction should align with student expectations. When students' expectations are met or exceeded, they are likely to be more satisfied with their educational experience. Conversely, when expectations are not met, student satisfaction may decline. Therefore, institutions and educators must strive to understand and meet student expectations to enhance student satisfaction. It is important to note that student expectations can vary among individuals, as each student comes with unique backgrounds, goals, and aspirations (Karagiannopoulou & Christodoulides, 2005). Thus, this study indicates a hypothesis:

H1: Student expectation has a significant impact on student satisfaction.

2.2 Perceived Value

Perceived value can be described as the evaluation or assessment that individuals make regarding the desirability or usefulness of a product, service, or brand. It represents how customers perceive the worth or benefits of a particular offering. Perceived value is not solely determined by a product or service's objective features or attributes; rather, it is shaped by customers' perceptions, beliefs, and interpretations. It encompasses various factors, including functional, emotional, social, and symbolic elements (Tam, 2004). These can include features, performance, durability, convenience, status, aesthetic appeal, social recognition, and the overall experience of the offering. The perceived value is formed through a cognitive process wherein customers compare the perceived benefits they expect from the offering with the perceived costs or sacrifices they anticipate (Cronin et al., 2000; Fornell et al., 1996).

A positive perception of value is closely linked to student satisfaction (Zhao et al., 2022). When students feel they are getting a good return on their educational investment, they are more likely to be satisfied with their overall experience. They recognize and appreciate the benefits they gain from their education and feel their needs and expectations are being met. Students may feel dissatisfied if they perceive a low value in their education. This can occur when they believe that the costs, whether financial or personal, are not justified by the benefits they receive (Cronin et al., 2000; Fornell et al., 1996). Thus, this study indicates a hypothesis:

H2: Perceived value has a significant impact on student satisfaction.

2.3 Perceived Quality

Perceived quality includes the emotional connection customers have with the offering. It relates to the feelings, trust, and confidence they associate with the brand or product, which can enhance their perception of quality. Perceived quality can evolve and change over time (Yunus et al., 2010). Customer experiences, word-of-mouth recommendations, reviews, and feedback can shape and modify customers' perceptions of quality. It is important to note that perceived quality is subjective and can vary among individuals. It is shaped by objective attributes, personal experiences, student expectations, and the social and cultural context in which customers evaluate the offering (Zhao et al., 2022).

On the other hand, perceived value refers to the assessment made by students regarding the worth or benefits they believe they receive from their education about the costs or sacrifices they make. It involves the perception of the benefits gained, including academic knowledge, skills development, personal growth, networking opportunities, and career prospects, and how these benefits compare to the investments made in terms of time, money, and effort (Parasuraman et al., 1988).

On the other hand, student satisfaction refers to students' overall contentment, fulfillment, and positive feelings towards their educational experience. It reflects their happiness, engagement, and the extent to which their expectations and needs are met (Zhao et al., 2022). Perceived quality strongly influences student satisfaction. When students perceive a high quality in their educational experience, it positively impacts their satisfaction. They believe they are receiving a high level of education that meets or exceeds their expectations. The quality of teaching, the relevance of the curriculum, the availability of resources, and the overall educational environment all contribute to their satisfaction (Teeroovengadam et al., 2019). Thus, this study indicates below hypotheses:

H3: Perceived quality has a significant impact on perceived value.

H4: Perceived quality has a significant impact on student satisfaction.

2.4 Trust

Trust can be seen as an emotional reliance on someone or something, where individuals feel safe, secure, and comfortable believing that their interests and well-being will be respected and protected (Shi & Chow, 2015). Trust involves having faith and confidence in the trusted entity's intentions, motivations, and character. It encompasses the belief that the entity has positive intentions and will act by those intentions (Chaudhuri & Holbrook, 2001). Trust can be considered a reliance on the predictability and consistency of

behavior. It includes the student's expectation that the trusted entity will behave reasonably and as expected in various situations or circumstances (Zhong et al., 2022).

Trust and image in the context of student satisfaction create a feedback loop that influences each other. Positive experiences and interactions based on trust, such as faculty support, responsive administration, effective communication channels, and a positive learning environment, enhance the institution's image (Delgado-Ballester & Luis Munuera-Alemán, 2001). A positive image, in turn, reinforces trust and contributes to students' satisfaction levels. Similarly, negative experiences or breaches in trust can damage the institution's image, decreasing trust and lowering student satisfaction (Zhong et al., 2022). Thus, this study indicates a hypothesis:

H5: Trust has a significant impact on image.

2.5 Student Satisfaction

Student satisfaction heavily relies on the quality of education and the academic experience. It involves factors such as the relevance and effectiveness of the curriculum, the expertise and accessibility of faculty members, the availability of resources and learning materials, and the opportunities for intellectual growth and development (To & Lung, 2020).

The image of an institution also influences students' perceptions and expectations. Students who choose to enroll in an institution with a positive image often come in with high expectations. When these expectations are met, it enhances their satisfaction. Conversely, students who enroll in an institution with a negative image may have lower initial expectations and may require additional efforts from the institution to address their concerns and improve their satisfaction levels (Song, 2022).

It is essential to note that the relationship between student satisfaction and loyalty is reciprocal. While satisfaction leads to loyalty, loyalty also reinforces satisfaction. When students feel loyal to an institution, they are more likely to overlook minor shortcomings, focus on the positives, and maintain a positive outlook. This positive mindset further enhances their satisfaction levels, creating a continuous cycle of loyalty and satisfaction (Xinli, 2015). Thus, this study indicates below hypotheses:

H6: Student satisfaction has a significant impact on image.

H7: Student satisfaction has a significant impact on loyalty.

2.6 Image

Sultan and Yin Wong (2012) defined *image* as the psychological personality characteristics of the organization constructed by individuals. According to Keller (2003), image is the individual cognition reflected by the brand

association in consumers' memory. At the same time, Cai et al. (2005) proposed that brand image is a kind of emotional perception of consumers on social recognition. Image is shaped by consumers' perceptions, associations, and beliefs about a brand or company. These perceptions may be based on product quality, price, design, customer service, advertising, word-of-mouth, and past experiences (Alves & Raposo, 2010).

An institution with a positive image is often seen as trustworthy, reliable, and reputable. This perception fosters a sense of confidence and satisfaction among students, as they believe they have made the right choice in selecting that particular institution. As a result, they are more likely to remain loyal and dedicated to their studies despite challenges or opportunities to switch institutions (Shahsavari & Sudzina, 2017). Thus, this study indicates a hypothesis:

H8: Image has a significant impact on loyalty.

2.7 Loyalty

Loyalty is often associated with repeat purchases. Loyal customers consistently choose and repurchase products or services from a specific brand rather than switching to competitors. This behavior is driven by the customer's satisfaction, trust, and preference for the brand (Teeroovengadum et al., 2019). Loyalty can stem from an emotional connection between the customer and the brand. Customers develop a sense of attachment, satisfaction, and trust towards a brand, leading them to choose the brand repeatedly (Feng, 2023). Emotional factors such as brand affinity, positive experiences, and familiarity play a significant role in fostering loyalty. Loyal customers often become brand advocates, actively recommending and promoting the brand to others (Tweephoncharoen & Vongurai, 2020).

3. Research Methods and Materials

3.1 Research Framework

In this study, a framework was developed based on the findings based on the three previous studies (Sultan & Yin Wong, 2012; Teeroovengadum et al., 2019; Zhang et al., 2008), as shown in Figure 1. The objective of the study was to explore the relationship between various variables and student satisfaction and loyalty. The aim was to enable university art museums to adjust their business strategies according to the preferences of university students, and enhance the appeal of art museums to this demographic.

Taking into account the specific circumstances of five universities with art museums in Chengdu City, and drawing on numerous research papers and scientific theories, the

study identified six independent variables: student expectation, perceived value, perceived quality, trust, satisfaction, image, and loyalty. These variables were chosen to provide a comprehensive understanding of the factors that influence student satisfaction and loyalty towards art museums.

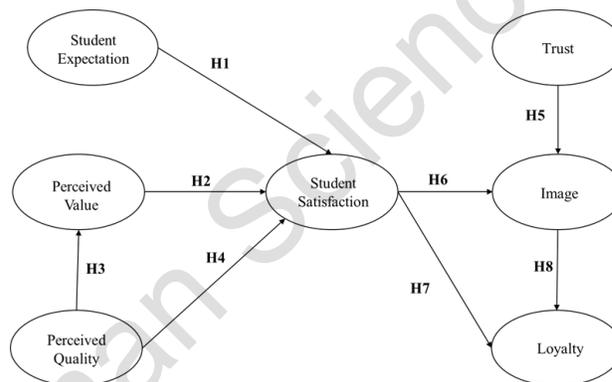


Figure 1: Conceptual Framework

H1: Student expectation has a significant impact on student satisfaction.

H2: Perceived value has a significant impact on student satisfaction.

H3: Perceived quality has a significant impact on perceived value.

H4: Perceived quality has a significant impact on student satisfaction.

H5: Trust has a significant impact on image.

H6: Student satisfaction has a significant impact on image.

H7: Student satisfaction has a significant impact on loyalty.

H8: Image has a significant impact on loyalty.

3.2 Research Methodology

This study was quantitative, and the data was collected through a questionnaire. Participants filled out a questionnaire individually. All participants were surveyed and submitted the questionnaire through a web-based questionnaire (Irvine et al., 2013). The data collected was also saved in Excel format and finally imported and converted into SPSS data, presented as the response rate of the participants and the percentage of all the survey components. The survey contained many questions about university students' satisfaction and loyalty to the school's art museums (Masood et al., 2014). As a research tool, the design and implementation methods of questionnaire research were very strict. It is necessary to refer to the research literature of the questionnaire.

To ascertain the content validity of the research instrument, three experts were enlisted to evaluate all

questionnaire items using the index of item-objective congruence (IOC). An IOC exceeding 0.6, or the midpoint, was considered indicative of content validity. Initial testing involved distributing the questionnaire to 50 participants who shared characteristics with the target population, though they did not constitute the final sample. The reliability of the questionnaire was assessed through the Cronbach's Alpha test variable, where an alpha value of 0.7 or higher signified greater item reliability, while a lower value indicated less reliability (Van Zyl et al., 2000).

Data analysis was executed utilizing validated factor analysis (CFA), and Structural Equation Modeling (SEM) is a statistical technique used for hypothesis testing. Previous research has shown that if the data obey a normal distribution, Structural Equation Modeling (SEM) is a statistical technique used for modeling. In other words, SEM needs data normality before it can be applied to modeling statistics (Hair et al., 2019).

3.3 Population and Sample Size

The sample size of SEM should be considered in terms of accuracy and statistics. A larger sample size is beneficial to data analysis. Israel (2003) pointed out that analysis of covariance, multiple regression, and log-linear analysis require large samples like 200-500. Meanwhile, considering the effect of the sampling response rate, the researcher planned to collect 450 postgraduate samples from seven universities with art museums in Sichuan to obtain better statistical results.

3.4 Sampling Technique

In research investigations, judgment sampling is commonly employed as a non-probabilistic sampling strategy. For this study, the survey sample consisted of college students who had visited their school's art museum. This approach was chosen to examine the variables influencing college students' satisfaction and loyalty toward their school's art museum.

On the other hand, quota sampling is another non-probability sampling strategy frequently used in statistical surveys. It involves selecting individuals based on predetermined quotas to ensure that the sample accurately represents specific demographic characteristics or subgroups. In quota sampling, the population is stratified based on relevant variables such as age, gender, employment status, or geographic region (Acharya et al., 2013).

Table 1: Sample Units and Sample Size

Name of University	Population Size	Proportional Sample Size
Sichuan University	29551	237
Southwest Minzu University	10080	80

Name of University	Population Size	Proportional Sample Size
Chengdu University	3180	26
Sichuan Normal University	3328	27
Sichuan Conservatory of Music	2041	16
Sichuan University of Media and Communications	2341	19
Tianfu College of SWUFE	5566	45
Total	56087	450

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

In Table 2, this demographic and general data analysis is based on a sample of students who have visited their school's art museum in seven selected universities in Chengdu, China. The present study delves into the demographic and general characteristics of a diverse cohort of 450 postgraduates. This essay provides a detailed analysis of the gender and student program distribution within these categories.

The postgraduate cohort exhibits a slightly higher proportion of male participants, constituting 56.7% (255 individuals), with females comprising 43.3% (195 individuals). This balanced gender distribution within both academic categories is noteworthy and ensures a comprehensive exploration of perspectives in the ensuing research.

In the postgraduate category, the focus shifts to degree levels, with 71.3% (321 individuals) pursuing a Master's Degree and 28.7% (129 individuals) engaged in a Doctorate Degree. This distribution highlights the diverse academic pursuits within the postgraduate segment, showcasing the study's relevance across different levels of educational attainment.

Table 2: Demographic Profile

Demographic and General Data (N=450)		Frequency	Percentage
Gender	Male	255	56.7%
	Female	195	43.3%
Student Program	Master's Degree	321	71.3%
	Doctorate Degree	129	28.7%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is employed to scrutinize a measurement model within the Structural Equation Modeling (SEM) framework. This method elucidates the application of specific criteria and statistical tests to evaluate the model's validity and reliability.

CFA, a statistical technique frequently utilized in SEM,

allows for assessing relationships between latent (unobservable) constructs and their observed indicators. The outcomes of the CFA indicate that all items associated with each variable are statistically significant, signifying their meaningful contribution to the respective latent constructs.

Factor loadings are a metric for gauging the strength of

relationships between items and their underlying constructs. Following Stevens' (1992) guidelines, a satisfactory factor loading is generally considered above 0.40 with a p-value below 0.05, indicating a reasonable alignment between items and their respective constructs.

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
Student Expectation (SE)	Zhang et al. (2008)	3	0.893	0.840-0.875	0.893	0.735
Perceived Value (PV)	Teeroovengadum et al. (2019)	4	0.794	0.670-0.731	0.795	0.493
Perceived Quality (PQ)	Sultan and Yin Wong (2012)	5	0.829	0.691-0.726	0.829	0.492
Student Satisfaction (SS)	Zhang et al. (2008)	6	0.851	0.671-0.744	0.852	0.490
Trust (TR)	Sultan and Yin Wong (2012)	6	0.885	0.567-0.846	0.886	0.570
Image (IM)	Teeroovengadum et al. (2019)	5	0.811	0.641-0.706	0.812	0.464
Loyalty (LO)	Zhang et al. (2008)	4	0.785	0.617-0.771	0.790	0.487

Statistical software was utilized to evaluate the adequacy of the measurement model, and the findings are presented in Table 4. The outcomes reveal that the measurement model for the main campus group exhibits a satisfactory fit, necessitating no additional modifications. This assertion is substantiated by consistently favorable values of the goodness-of-fit measures, consistently meeting widely accepted standards. These results validate the appropriateness of the confirmatory factor analysis model established in this study.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	663.723/474 = 1.400
GFI	≥ 0.85 (Kline, 2011)	0.918
AGFI	≥ 0.85 (Kline, 2011)	0.903
NFI	≥ 0.85 (Kline, 2011)	0.907
CFI	≥ 0.85 (Kline, 2011)	0.971
TLI	≥ 0.85 (Kline, 2011)	0.968
IFI	≥ 0.85 (Kline, 2011)	0.971
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.030
Model Summary		Acceptable Model Fit

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, IFI = Incremental Fit Index and RMSEA = Root mean square error of approximation

Following the approach outlined by Fornell and Larcker (1981), the assessment of discriminant validity involved calculating the square root of each Average Variance Extracted (AVE). In line with the findings of this study, the computed discriminant validity value surpasses all inter-construct/factor correlations. Hence, the results affirm the presence of discriminant validity. With convergent and discriminant validity established, the accumulated evidence is deemed satisfactory for establishing construct validity.

Table 5: Discriminant Validity

	TR	SE	SS	IM	LO	PV	PQ
TR	0.755						
SE	0.270	0.857					
SS	0.326	0.637	0.700				
IM	0.205	0.541	0.616	0.681			
LO	0.276	0.525	0.656	0.680	0.698		
PV	0.248	0.414	0.610	0.411	0.497	0.702	
PQ	0.273	0.538	0.547	0.611	0.579	0.287	0.702

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

4.3 Structural Equation Model (SEM)

Structural Equation Modeling (SEM) is a potent and adaptable statistical approach applied across diverse fields such as psychology, social sciences, economics, and epidemiology. This technique empowers researchers to scrutinize and enhance intricate theoretical models encompassing multiple variables and their interrelationships. SEM uniquely integrates components from factor analysis and regression analysis, enabling the simultaneous exploration of both the measurement aspect, involving latent variable modeling, and the structural aspect, encompassing path modeling within a single analytical framework (Hair et al., 2019).

In addition, the statistical outcomes also reveal a satisfactory fit, with the following indices indicating adequacy: 1.893, GFI = 0.888, AGFI = 0.871, NFI = 0.871, CFI = 0.934, TLI = 0.929, IFI = 0.934, and RMSEA = 0.045. These numerical values collectively affirm the model's acceptable goodness of fit.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	921.682/487 = 1.893
GFI	≥ 0.85 (Kline, 2011)	0.888
AGFI	≥ 0.85 (Kline, 2011)	0.871
NFI	≥ 0.85 (Kline, 2011)	0.871
CFI	≥ 0.85 (Kline, 2011)	0.934
TLI	≥ 0.85 (Kline, 2011)	0.929
IFI	≥ 0.85 (Kline, 2011)	0.934
RMSEA	≤ 0.08 (Hooper et al., 2008)	0.045
Model Summary		Acceptable Model Fit

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, IFI = Incremental Fit Index and RMSEA = Root mean square error of approximation

4.4 Research Hypothesis Testing Result

Within the present study, we explored the connections outlined in the research hypotheses between the independent and dependent variables. This exploration involved assessing standardized path coefficients and their associated t-values. The detailed results of this analysis are presented in Table 7, where statistical significance is determined by p-values below the conventional threshold of 0.05. As a result, all hypotheses formulated in this study garnered support, with the research findings offering robust and statistically significant evidence in favor of each.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: SE→SS	0.433	8.556*	Supported
H2: PV→SS	0.437	7.536*	Supported
H3: PQ→PV	0.286	4.808*	Supported
H4: PQ→SS	0.335	6.335*	Supported
H5: TR→IM	0.009	0.179	Not Supported
H6: SS→IM	0.622	8.861*	Supported
H7: SS→LO	0.423	5.608*	Supported
H8: IM→LO	0.385	5.179*	Supported

Note: * p<0.05

Source: Created by the author

H1: The impact of student expectation on student satisfaction was supported, with β values of 0.433 and t-values of 8.556*, respectively. University students often enter art museums with diverse expectations shaped by their academic pursuits, personal interests, and cultural backgrounds. The alignment between these expectations and the museum experience significantly influences satisfaction and subsequent loyalty (Zhang et al., 2008).

H2: The hypothesis asserting the impact of perceived value on student satisfaction received robust support in both UG and PG groups, with β values of 0.437 and t-values of 7.536*. The perceived value of the museum experience, encompassing factors such as the quality of exhibits, educational programs, and accessibility, plays a crucial role. A high perceived value contributes to positive satisfaction outcomes and fosters a sense of loyalty among students (Teeroovengadum et al., 2019).

H3: This group supported the hypothesis that perceived quality impacts perceived value, with β values of 0.286 and t-values of 4.808*. The quality of exhibitions, curation, and overall presentation within art museums directly impacts students' perceptions (Sultan & Yin Wong, 2012).

H4: This group exhibited a significant impact of perceived quality on student satisfaction, with a β value of 0.335 and a t-value of 6.335*. A well-curated and aesthetically pleasing environment enhances satisfaction, influencing students' likelihood to revisit and recommend the museum to peers. (Cronin & Taylor, 1992).

H5: Trust was not supported to impact image significantly in this group, with a β value of 0.009 and a t-value of 0.179, whereas this relationship was not supported in this group. Trust in the credibility and authenticity of the art museum as a cultural institution is paramount. Students are likelier to engage with and support museums they perceive as trustworthy, influencing their loyalty and advocacy (Sultan & Yin Wong, 2012).

H6: The impact of student satisfaction on the image was strongly supported in this group, with β values of 0.622 and t-values of 8.861*. Satisfaction and image are reciprocal (Zhang et al., 2008).

H7: This group supported the hypothesis that student satisfaction impacts loyalty, with β values of 0.423 and t-values of 5.608*. A positive, satisfying experience in an art museum fosters loyalty, making students more inclined to revisit, participate in museum events, and advocate for the institution within their social circles (To & Lung, 2020).

H8: The impact of image on loyalty was substantiated in this group, with β values of 0.385 and t-values of 5.179*. The image of an art museum is intricately tied to the quality of its curation. A reputation for curatorial excellence, innovative exhibitions, and a commitment to diverse artistic expressions contribute positively to the image, fostering a sense of trust and admiration among students (Teeroovengadum et al., 2019).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This study has delved into the intricate dynamics shaping university students' satisfaction and loyalty toward art museums in Chengdu, China. Through a quantitative methodology and a questionnaire-based research design, the investigation identified key factors influencing student experiences, including student expectation, perceived value, perceived quality, trust, satisfaction, image, and loyalty. The study targeted postgraduate students, providing a nuanced understanding of the distinct influence patterns within these groups.

The findings underscored the significance of aligning museum programs with student expectations, emphasizing the importance of perceived value and quality in shaping satisfaction and highlighting the influential role of trust in building a positive museum image. Moreover, the study shed light on the interconnectedness of satisfaction and image with loyalty, emphasizing these factors' pivotal role in fostering enduring connections with art museums.

While the study contributes valuable insights to the field, it is crucial to acknowledge its limitations, including the specific geographic focus on Chengdu, the potential for response bias in self-reported data, and the study's cross-sectional nature. These limitations present opportunities for future research to expand and refine our understanding of the complex relationships between students and art museums.

The practical implications drawn from the study suggest actionable strategies for museum administrators, educators, and practitioners to enhance the overall museum experience, from tailoring programs to diverse student populations to building trust and leveraging technology for immersive exhibits.

This study is a foundation for continued exploration and refinement of theories and practices related to student engagement with art museums. By addressing the identified limitations and building upon these findings, future research can further enrich our understanding of the factors influencing satisfaction and loyalty, contributing to enhancing educational and cultural experiences within art museums.

5.2 Recommendation

Based on the study's findings on the determinants of postgraduate students' satisfaction and loyalty toward art museums in Chengdu, China, several recommendations can be made to enhance their experience and promote their continued engagement. The factors identified as influential in this study include student expectation, perceived value, perceived quality, student satisfaction, trust, image, and

loyalty.

Enhancing student expectations of art museums should focus on creating awareness and generating excitement among postgraduate students about the offerings and experiences they can expect at the museum. This can be achieved through targeted marketing campaigns, collaborations with academic institutions, and showcasing unique exhibitions and events catering to postgraduate students' interests.

To improve the perceived value of the art museums, they should strive to provide a high perceived value to postgraduate students by offering affordable admission fees, student discounts, and value-added services such as guided tours, workshops, and access to exclusive collections. This will ensure that students feel they are getting a worthwhile experience for their time and money.

Maintaining the high perceived quality of the art museums should continuously strive to maintain and improve the quality of their exhibits, displays, and facilities. This includes ensuring proper maintenance and preservation of artworks, providing informative and engaging exhibit descriptions, and offering visitors a comfortable and inviting environment.

To foster student satisfaction, art museums should prioritize the satisfaction of postgraduate students by offering personalized experiences and addressing their specific needs and preferences. This can be achieved through tailored educational programs, interactive exhibits, and opportunities for students to engage with artists, curators, and other museum staff.

Overall, by focusing on these recommendations, art museums in Chengdu can enhance the satisfaction and loyalty of postgraduate students, ensuring a positive and enriching experience that encourages continued engagement with the museums and their offerings.

5.3 Limitation and Further Study

The study focused specifically on postgraduate students in Chengdu, China. As such, the findings may not be generalizable to other populations or geographic locations. Further research could include a more diverse sample, encompassing undergraduate students, professionals, and individuals from different cultural backgrounds.

The study relied on self-reported data, which may be subject to response bias. Participants may have provided socially desirable responses or need to recall their experiences accurately. Future research could employ additional methods like observation or interviews to complement self-reported data and provide a more comprehensive understanding of students' satisfaction and loyalty.

The study employed a cross-sectional design, capturing

data at a specific point in time. This limits the ability to establish causal relationships between the identified factors and satisfaction and loyalty. Longitudinal studies could examine changes in perceptions and behaviors over time, providing a more robust understanding of the determinants of satisfaction and loyalty.

While the study focused on important factors such as student expectation, perceived value, perceived quality, student satisfaction, trust, image, and loyalty, other variables may influence postgraduate students' satisfaction and loyalty toward art museums. Future research could explore additional factors, such as convenience, accessibility, and social interaction, to provide a more comprehensive analysis.

In conclusion, while the study provides valuable insights into the determinants of postgraduate students' satisfaction and loyalty toward art museums in Chengdu, China, it is important to acknowledge its limitations. Future research should address these limitations and explore further avenues to deepen our understanding of the factors influencing satisfaction and loyalty in different contexts and populations.

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