Determining Factors Influencing Satisfaction with 'Chinese Landscape Painting Appreciation' in Shaanxi, China

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Abstract

Purpose: This paper investigates the factors influencing the satisfaction of art students at Shangluo University regarding the course "Appreciation of Chinese Landscape Painting," taking art students at Shangluo University as the research subject. The conceptual framework posits that a causal relationship exists between social value, image, artistic creativity, and satisfaction. **Research Design, Data, and Methods:** The quantitative non-probabilistic sampling approach was employed to assess the satisfaction of 148 third-year fine arts students at Shangluo University with this course through questionnaires, encompassing the reliability test (IOC) of the questionnaire, IDI pretest, intervention activity, and IDI posttest. In the post-IDI phase, 30 students were again surveyed and t-tested to complete the post-test. Data analysis was carried out on all variables. **Results:** Demonstrate that the course "Appreciation of Chinese Landscape Painting" substantially impacts students' satisfaction regarding social value, image, and artistic creativity. **Conclusions:** The data analysis substantiates the three hypotheses proposed in this study. It also indicates that the objective of this study has been attained. Therefore, in course construction and teaching reform, particular attention should be paid to minimizing the influence of these aspects on students' satisfaction and providing higher-quality course materials to optimize the quality of the course reform.

Keywords: Chinese Landscape Painting Appreciation, Satisfaction, Economic Value, Emotional Value, Social Value

JEL Classification Code: I23, J28, L2

1. Introduction

To adapt to the development of the new era, Chinese colleges, and universities in the 21st century is actively exploring education. The Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Training, such as "Comprehensively enhance the quality of curriculum construction," "Advance the writing and utilization of high-level textbooks," and "deepen the reform of innovation and entrepreneurship education." Explore and enrich the innovation and entrepreneurship education resources of various courses and links, strengthen the collaborative education of innovation and entrepreneurship, and establish a favorable innovation and entrepreneurship demonstration university and a talent pool of 10,000 outstanding innovation and entrepreneurship tutors. Based on their characteristics and conditions, all colleges and universities consider curriculum construction, innovation, and research and development significant to realizing educational reform. Students' satisfaction with the curriculum is an important indicator of the success of curriculum construction.

Huang and Liaw (2018) define student satisfaction as the satisfaction students obtain from their learning experience, the spiritual encouragement and support they receive, and the material rewards they acquire through their learning achievements. Li et al. (2017) holds the belief that students' satisfaction is an evaluation index of their own learning experience and make judgments on their spiritual satisfaction following the learning experience. Wilkins and Huisman (2012) pointed out that many countries have regarded

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student satisfaction as an important index for measuring school rankings. Schools with high rankings are favored by high-quality students, which can benefit both students and teachers. It can also enable schools to access more external funding and charge higher tuition fees. Based on the feedback from students, schools can develop and improve the factors that affect students' low satisfaction (Douglas et al., 2006).

As a result of this finding, it can be perceived that there is a close connection between the quality of running an educational institution and students' satisfaction (Athiyaman, 1997). Sweeney and Soutar (2001) believe that social value is the self-expression representing the value of the actor in social activities or the outcome of the actor's behavior in the social environment (such as self-esteem, knowledge, skills, etc.), as stated by Raiden et al. (2019). Dae Hui Lee (2022) believes that the two most fundamental factors that can lead to the increase of social value are knowledge and experience. Therefore, to enhance students' satisfaction as consumers, these two aspects of service should be provided to students. (Revels et al., 2010) believe that innovation can improve people's status and image in society, which is an image that people can perceive.

Alves and Raposo (2006) identified the factors affecting students' satisfaction with higher education in a study of Portuguese State universities. The research found that variable images are the biggest factor in the satisfaction of students' many images. Arpan et al. (2003) believe that image and reputation are equally important, and in many cases, image and reputation are interchangeable. Zampetakis et al. (2011) concluded that among all the sampled groups, those who are creative and have more artistic creativity are more likely to set up their own business. Similarly, Zhao et al. (2018) found that in the interviewed population sample, the emphasis is on artistic creativity in planning new business creation. Sarasvathy (2001) States that what is important and meaningful for students to gain in their learning stage is that creative students can achieve their satisfaction and aspirations through their creativity as a means of implementation to gain influence in their artistic career.

The course "Chinese Landscape Painting Appreciation" is the scientific research result of researchers participating in the school-level curriculum reform project of Shangluo University. It aims to develop a professional course suitable for the characteristics of the university, which can be used as an independent course or as an expanded learning material for related courses. Strong professionalism, rich content, sound and picture coordination, keeping up with The Times, clear knowledge points, especially since each lesson is set at about 15 minutes, and easy to learn anytime and anywhere, are the advantages of this course.

2. Literature Review

2.1 Satisfaction

Li et al. (2017). For students, satisfaction is an evaluation index that evaluates students' learning effects and judges their satisfaction with the results of their learning experience. Huang and Liaw (2018) define student satisfaction as the satisfaction learners have with their learning experience, the spiritual encouragement and support they receive, and the material rewards they get for their learning success. Rust and Oliver (1994) defined satisfaction as the degree of pleasure and satisfaction aroused by a certain life experience. Elliott and Healy (2001) For students, satisfaction refers to a short-term assessment attitude towards education and related services provided by the school based on students' learning experience. Hellier et al. (2003) believe that satisfaction refers to the degree of pleasure or satisfaction that consumers (students) get from their expected wishes and expectations when receiving services.

2.2 Economic Value

Groth et al. (1996) interpreted economic value as saying that economic value represents the appreciation of the value that a person can measure in money. Leiashvily (1996) defines economic value as a special attitude towards scarce goods that participate in people's economic activities in the form of goods. According to its specific use and nature, it can be divided into resources or products. Poll (2003) and Sumsion et al. (2003) define economic value as the "perception of actual or potential benefit." For books, they regard the library as a link in the economic chain and believe that the embodiment of economic value is the acquisition of information by "author to reader." Krutilla (1967) believes that economic value includes two parts: use value and non-use value. The use value is considered related to the surrounding environment, including wear. Non-use values do not involve the relationship between the actor and the environment.

H1: Economic value has a significant impact on satisfaction.

2.3 Emotional Value

Mostafa (2015) believes that emotional value (EV) is a state of various emotions individuals generate through consumption. Sweeney and Soutar (2001) Define emotional value as the emotional or emotional state (i.e., enjoyment or pleasure) in which the consumer benefits from the product. Nor Asshidin et al. (2016) define emotional value as the benefits people gain by experiencing new things. Ballow and Maul (2000) believe that emotional value refers to the value of positive emotions felt when customers experience

products and services, which can be measured economically or financially. Bharadwaj et al. (2022) and Pihlström and Brush (2008) believe that emotional value is to experience the latest technical information and service status in entertainment activities, which is the core value pursued by consumers.

H2: Emotional value has a significant impact on satisfaction.

2.4 Social Value

Lapierre (2000) defined social value as the image of reputation and reputation in society and the impact of such image on society. (Sweeney & Soutar, 2001; Wang et al., 2004) believe that social value comes from products, enhancing services, or promoting customers' ability to improve their social image. Others believe that social values have the properties of dissemination, reinforcement, and internalization and can become the norms guiding behavior (e.g., Perrucci and Perrucci, 2014). (Parks-Leduc et al., 2014; Parks & Guay, 2009) believe that social value is a way of evaluation, that is, consumers' self-positioning or hope to be praised by others (such as innovative consumers, good social image, and high status). As such, it differs from subjective norms, which constitute a desire for the acceptability of a particular behavior (i.e., should or should not adopt an MC). Sweeney and Soutar (2001) state that social values represent people's self-positioning in society and (Raiden et al., 2019) social outcomes (such as self-esteem, knowledge, and skills). Mulgan's (2010) definition of social value is that social value is subjective and plastic and can be changed in essence.

H3: Social value has a significant impact on satisfaction.

2.5 Image

Haedrich (1993) defined image as the mental impression of a certain thing or organization based on personal personality characteristics. Cundiff and Still (1971). An impression about a given subject is formed consciously or unconsciously in an individual's mind. An image can be thought of as an image that appears before the "inner eye" or a sound that can be heard by the "inner ear." (Revels et al., 2010) believe that innovation can improve people's status and image in society, which is an image that people can perceive. 1 Personal and Social factors in online banking loyalty: Alves and Raposo (2006) identified the factors that affect students' satisfaction with higher education in a study of Portuguese State universities. The research found that variable images are the biggest factor in the satisfaction of students' many images. Arpan et al. (2003) believe that image and reputation are equally important, and in many cases, image and reputation are interchangeable.

H4: Image has a significant impact on satisfaction.

2.6 Alertness

Gaglio and Katz (2001). The definition of vigilance, which they consider a psychological factor that leads to an extremely sensitive response to the surrounding environment, is a psychological quality and ability that can help individuals cope with the current situation. Tang et al. (2012) defines entrepreneurial vigilance as the three complementary dimensions of searching for and collecting new information, enabling complex information to establish relationships, evaluate new information, and determine whether it is representative. Adomako et al. (2018) According to the research, alertness is the cognitive ability of individuals to process prior knowledge and experience, identify environmental conditions, process information, and participate in social interaction. Tang et al. (2012) believe that alertness is a process when individuals conduct entrepreneurial activities, and its dimension represents the different performances of entrepreneurs' ability to judge and evaluate things. Kirzner (1985) study believes that alertness is a tendency of individuals to think when shaping and designing the image of the future.

H5: Alertness has a significant impact on satisfaction.

2.7 Artistic Creativity

Ward (2004) believes artistic creativity is a set of cognitive abilities and creative skills that can affect entrepreneurship. (Perry-Smith, 2006) believes creativity is the ability to use creative ideas and connect seemingly unrelated concepts to create new products or services. (Charyton & Snelbecher, 2007; Feist, 1998) explains artistic creativity as follows: For art professionals, the feeling of artistic experience is particularly important. Those whose artistic interest comes from a more chaotic environment will show higher artistic creativity. (Chen & Tseng, 2021) As a field of creativity, artistic creativity can stimulate individuals' entrepreneurial willingness because individuals with stronger artistic creativity are often more willing to participate in new experiences. Zampetakis et al. (2011) believe that more creative and artistically creative people are likelier to start their businesses among those subjects. Similarly, Zhao et al. (2018) found that artistic creativity was the key factor in creating new business intentions in the research population.

H6: Artistic creativity has a significant impact on satisfaction.

3. Research Methods and Materials

3.1 Research Framework

This study is based on three previous theoretical models, including Lee (2022). The trinity of extended service quality, distinct perceived value, and customer loyalty facilitators. Kumudini and Hiroshi (2022). "The impact of loyalty on student satisfaction in higher education: A structural equation modeling analysis," Chen and Tseng (2016). "Creative entrepreneurs' artistic creativity and entrepreneurial alertness: the guanxi network perspective." Extracting the Economic value from the conceptual framework of Lee (2022), Emotional value, and Social value3 The variables are used as the independent variables of this theoretical framework; from the Kumudini and Hiroshi (2022) Image 1 variables were selected as the independent variables in this theoretical framework, Taking Alertnesshe and Artistic Creativity 2 variables from the conceptual framework of Chen and Tseng (2016) as the independent variables of this theoretical framework, The common variable Satisfaction was drawn from their three frameworks as the dependent variable in this theoretical framework, Each variable constructs a theoretical framework to support this study. As shown in Figure 1.
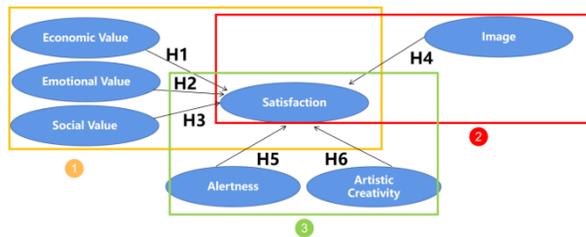

Figure 1: Conceptual Framework

H1: Economic value has a significant impact on satisfaction.
H2: Emotional value has a significant impact on satisfaction.
H3: Social value has a significant impact on satisfaction.
H4: Image has a significant impact on satisfaction.
H5: Alertness has a significant impact on satisfaction.
H6: Artistic creativity has a significant impact on satisfaction.

3.2 Research Methodology

This study used the quantitative methods of probability sampling and non-probability three-stage sampling. First, data was collected from 90 students of Shangluo College in grades 2020,2021 and 2022. Multiple linear regression analysis was performed for all hypotheses, testing a threshold of p-value <0.05, and the required assumptions were retained, and those were excluded. The second stage involved the IDI pre-test survey and the students participating in the intervention. In the third stage, the intervention students underwent a post-IDI test and conducted a comparative analysis to generate t-test data. The population participating in IDI comes from 30 students in grade 2021 at Shangluo University.

3.3. Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population
This study's participants were 148 students in grades 2020, 2021, and 2022.90 who were selected for the multiple linear regression test, and 30 students were selected for the questionnaire reliability test, the IDI test, and the intervention activities.

3.3.2 Sample size
The dataset includes information on students from three different grades: 2020, 2021, and 2022. In 2020, there were 34 students, with a sample size of 20, representing 22.22% of the total sample, and no IDI size was reported for this group. For Grade 2021, there were 52 students, with 32 sampled, making up 35.56% of the total, and an IDI size of 30 was noted. In Grade 2022, 62 students were present, with 38 sampled, accounting for 42.22% of the total, but no IDI size was reported. Altogether, the total number of students across the three grades was 148, with a sample size of 90, representing 100% of the sample, and an IDI size of 30.

3.3.3 Sampling Procedures
In the first stage of this study, 30 art students from Shangluo University were selected to issue questionnaires for reliability and reliability analysis. In the second stage, 90 fine arts students in grades 2020, 2021 and 2022 were given questionnaires to conduct multiple linear regression analysis to analyze the relationship between the respective and dependent variables. In the third stage, 30 art students will be selected from the class of 2021 to form the intervention group, and questionnaires will be distributed for the pre-IDI phase: mid-term intervention activities and implementation of course training. In the post-IDI phase, 30 students were again surveyed and t-tested to complete the post-test.

3.4 Research Instruments

3.4.1 Design of Questionnaire
The questionnaire was designed in three steps.
Step 1: Determine the questionnaire source from the three publicly published articles.
Step 2: Design the questionnaire to influence the factors of course satisfaction.
Step 3: Implement the IDI.

3.4.2 Components of Questionnaire

The questionnaire consists of three parts.

The first part is the demographic questions that are surveyed, including gender, major, and grade of instruction.

The second part is a 5-point Likert scale designed for student satisfaction variables.

The third part is about the problems involved in student satisfaction.

3.4.3 IOC Results

Before sending out the questionnaire, three qualified experts were invited to evaluate the validity of the scale item - goal consistency (IOC), with the score ranging from -1, 0 to +1, where +1 indicates consistency, 0 indicates ambiguity, and -1 indicates inconsistency. Projects with an average score greater than 0.5 are retained, and those with an average score lower than 0.5 are reconsidered (Carlson & Silva, 2003). After passing the evaluation of three experts, the evaluation scores of each dimension are greater than 0.66. so, the researcher retained all questionnaire items.

3.4.4 Pilot survey and Pilot test results

Through the test of the International Olympic Committee, the questionnaire star was distributed to the students who received the test through the class WeChat group, and they were encouraged to complete the questionnaire independently and fill in their true wishes on the scale. Moreover, multiple linear regression analysis verified the correlation between the respective variables and the dependent variables in the samples. Secondly, according to the studies of Nunnally and Bernstein (1994), a Cronbach Alpha value of 0.7 or above indicates a high standard for measuring the reliability of the project.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Economic Value (ECV)	3	Leiashvily (1996)	0.854	Good
Emotional Value (EMV)	3	Mostafa (2015)	0.875	Good
Social Value (SOV)	3	Lapierre (2000)	0.829	Good
Image (IM)	3	Haedrich (1993)	0.759	Acceptable
Alertness (AL)	3	Gaglio and Katz (2001)	0.870	Good
Artistic Creativity (AC)	3	Ward (2004)	0.822	Good
Satisfaction (SA)	6	Li et al. (2017)	0.908	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

Demographic information obtained from students participating in IDI interventions includes the grade level, gender, number, and percentage of students. In 2021, 30 students from the art major of Shangluo University were selected to issue questionnaires. There were 24 male students, accounting for 80% of the total, and six female students, accounting for 20%. Table 2 shows the demographic information of this study. Students who participated in the pre-IDI, after the intervention activity, and post-IDI were the same students.

Table 2: Demographic Profile

Entire Research Population (n=148)		Frequency	Percent
Gender	Male	70	47.30%
	Female	78	52.70%
Grade	Grade 2020	34	22.22%
	Grade 2021	52	35.56%
	Grade 2022	62	42.22%
Total		148	100%
IDI Participants (n=30)		Frequency	Percent
Gender	Male	6	20.00%
	Female	24	80.00%
Course	Grade 2020	10	33.33%
	Grade 2021	5	16.67%
	Grade 2022	15	50%
Total		30	100%

4.1.2 Results of multiple linear regression

Based on the above analysis, the results of multiple linear regression (MLR) support the following hypothesis: H3: Social value(SOV), H4: Image (IM), and H6: Artistic creativity (AC) significantly impact satisfaction (SA). H1: Economic value (ECV), H2: Emotional value (EMV), and H5: Alertness (AL) did not affect satisfaction (SA).

Table 3: The multiple linear regression of five independent variables on satisfaction

Variables	Standardized Coefficients Beta	t-value	p-value	R	R Square
Economic Value (ECV)	-0.103	-1.118	0.267	0.847	0.717
Emotional Value (EMV)	0.122	1.618	0.109		
Social Value (SOV)	0.277	2.870**	0.005		
Image (IM)	0.324	3.814**	<0.001		
Alertness (AL)	0.136	1.498	0.138		
Artistic Creativity (AC)	0.224	2,231*	0.028		

Variables	Standardized Coefficients Beta	t-value	p-value	R	R Square
Dependent variable: Satisfaction					

Note: p-value <0.05*, p-value <0.001**

The following are the final research hypotheses regarding the variation of the variables between the Pre-IDI stage and the post-IDI stage planning phases:

H7: There are significant mean differences in social value between the pre- and post-IDI stage planning stages.

H8: There is a significant mean difference in image between the pre- and post-IDI stage planning phases.

H9: There are significant mean differences in artistic creativity between the pre- and post-IDI stage planning stages.

H10: Student satisfaction mean differences significantly between the pre-IDI and post-IDI planning stages.

4.2 IDI Intervention Stage

The IDI intervention lasted for four weeks. Based on the preliminary data collection and analysis and the activity launch, the following activities were launched to complete specific tasks, train students to improve the factors affecting course satisfaction, and explain the IDI intervention chronologically.

Early IDI Phase (Week 1)
Main activity:
1. Understand variables
2. Set up a team
3. Personal understanding
4. swot state
5. Set goals

Early IDI Phase (2-4 weeks)
Main activity:
1. Course training
2. Practice guidance
3. Group discussion
4. Achievement display

Early IDI Phase (Week 4)
main activity:
Later, the adjusted questionnaire survey

4.3 Results Comparison between Pre-IDI and Post-IDI

This part displays each variable's paired sample T-test results before and after IDI to reveal whether the intervention is effective.

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	t-value	p-value	df
Social Value (SOV)					
Pre-IDI	4.21	0.616	-3.44	0.002	29.0
Post-IDI	4.66	0.376			
Image (IM)					
Pre-IDI	4.23	0.582	-3.83	<0.01	29.0
Post-IDI	4.69	0.230			
Artistic Creativity (AC)					
Pre-IDI	4.16	0.648	-5.44	<0.01	29.0
Post-IDI	4.80	0.166			
Satisfaction (S)					
Pre-IDI	4.26	0.595	-4.13	<0.01	29.0
Post-IDI	4.69	0.176			

Table 5 is the results of the t-test analysis comparing paired samples before IDI and IDI after each variable: As can be seen from Table 5, there are significant differences in Social Value before idi (M=4.21, SD=0.616) and after idi (M=4.66, SD=0.376). T (29) =-3.44, p =0.002(<0.05), and the mean difference was -0.450.

Shows that there are significant differences between images before IDI (M=4.23, SD=0.582) and images after IDI (M=4.80, SD=0.166). T (29) =-5.44, p <0.01; the mean difference was -0.460.

Artistic Creativity before IDI (M=4.16, SD=0.648) and after idi (M=4.69, SD=0.176) has significant differences. T (29) =-4.13, p <0.01; the mean difference was -0.640.

There are significant differences existed in Satisfaction before IDI (M=4.26, SD=0.595) and after idi (M=4.69, SD=0.176). T (29) =-4.13, p<0.01; the mean difference is -0.430.

The above quantitative results show significant differences in Social Value, Image, Artistic Creativity, and Satisfaction between the pre-IDI and post-IDI stages. The results show that the hypothesis is valid. They show that after the IDI intervention, students' Satisfaction improved regarding social value, image, and artistic creativity.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This study aims to discuss how to improve the efficiency of teaching reform by measuring the factors that affect the satisfaction of the students majoring in fine arts at Shangluo University. The study was conducted in three main stages: the early stage was to diagnose the current situation, explore the factors affecting students' satisfaction with the course, conduct a SWOT evaluation, build a conceptual framework, ask questions, conduct an IOC validity test, collect, and analyze data to prepare for the IDI intervention. The author

used the independent variables Alertness of Chen and Tseng (2016) and Lee (2022) Economic Value, Emotional Value, Social Value of Kumudini and Hiroshi (2022), and Artistic Creativity as the independent variables. The dependent variable is the dependent variable Satisfaction of Lee (2022), suggesting a conceptual framework. The researchers selected 90 fine arts students to collect data for multiple linear regression analysis through the method of questionnaire distribution and selected 30 students to do the questionnaire reliability test, excluding the items Economic Value, Emotional Value, and Alertness that did not meet the requirements, and rebuilt the conceptual framework.

IDI intervention activity was carried out using the new framework. 30 students majoring in 2021 at the Chinese Arts Department of Shangluo University were selected with questionnaires, and IDI was pre-tested for each variable. In the interim intervention phase, 30 students selected from level 2021 were team up for a 4-week intervention. In the third stage, the late IDI stage, the investigators used the paired sample t-test to test for the difference between pre- and post-ID tests. According to the test results, the three variables of Social Value, Image, and Artistic Creativity were significantly different before and after idi, indicating that the intervention expected a significant effect and proving that the student satisfaction level was significantly improved in Social Value, Image, and Artistic Creativity.

In conclusion, during this study, we read the literature, asked questions, set up the theoretical framework, collected and completed the data analysis, designed the intervention program, implemented the intervention, and conducted the data collection and analysis before and after IDI. The results show that the course has some influence on student satisfaction with Social Value, Image, and Artistic Creativity, and the results prove the validity of the hypothesis proposed in the paper.

5.2 Recommendations

In teaching reform and curriculum construction, studying the factors affecting students' curriculum satisfaction is necessary. Wilkins and Huisman (2012) research pointed out that there are many countries where student satisfaction is an important measure of school ranking. In high-quality schools, students and teachers can get benefits, which can make the school get more external funding and charge higher tuition. Due to this finding, schools can develop factors that affect low student satisfaction (Douglas et al., 2006), perceiving a close relationship between the quality of educational institutions and student satisfaction (Athiyaman, 1997).

Based on the study results, the investigator made the following recommendations. To improve the quality and competitiveness of colleges and universities, first, from the perspective of teachers supporting the teaching operation while promoting them to improve the teaching quality, we should give them opportunities and preferential policies to improve their ability to enhance their sense of achievement in work. Continue to make teachers professional ability development also can lead to teachers' engagement and self-confidence corresponding improvement (Li et al., 2022); it should encourage teachers to self-reflection in teaching and teachers share teaching experience through the teaching method of summary and reflection, find out the deficiency and gap, and make timely adjustment and improvement. Secondly, regarding the teaching materials provided by the school, De Fazio et al. (2012) believe that all the information provided must be up-to-date, forward-looking, and predictable, and able to predict the changes that will occur.

The reason is that correct foresight will ensure that the learning materials provided are timely, quality, and suitable for the development of The Times. Kumari (2012) believes that for users, obscure and difficult-to-understand learning materials will form great adverse factors and will lead to an increase in the turnover rate of students. Finally, from the students' perspective. We should strengthen the action to improve student satisfaction. Improving students 'satisfaction will not only improve their self-awareness but also enhance their sense of achievement and self-confidence in life. Improving student satisfaction will also highlight the superior teaching quality of colleges and universities. Students should learn to self-reflect and self-evaluate themselves, cultivate their self-cognitive ability, and help them better understand their situation at any time (Marra et al., 2022). Students 'satisfaction is the sum of students' "academic, social, physical and life" reflected in their spiritual experience (Elliott & Shin, 2002). Therefore, students' efforts to form a good impression on education will also improve student satisfaction (Mohammed et al., 2022). The higher the student satisfaction, the more likely the probability of a positive impact on the school (WOM) (Kwun et al., 2013).

To sum up, in addition to infrastructure and hardware construction, educational reform and curriculum construction are also important systematic measures for the success of educational reform to improve the factors affecting students' course satisfaction. In the implementation process, it is necessary to consider not only the students' interests but also the teachers' development. That is, active cooperation between teaching and learning, policy support from the school, the comprehensive combination of teaching reform and student training, and the policy guarantee are needed to realize efficient and correct teaching reform truly.

5.3 Limitations for Future Research

This study also has certain limitations, which need to be followed up. First, because the curriculum was limited to one-grade students, the scope of the data collection needed to be expanded. Secondly, due to the short time interval of research, the lack of observation, and continuous follow-up, it is difficult to find the core problems of the development and change of things in a short time for the teaching reform and lack of creative decision-making basis. Zampetakis et al. (2011) believe that more creative and artistically creative are more likely to start their own businesses among those subjects. Similarly, Zhao et al. (2018) found that artistic creativity was the key factor in creating new business intentions in the research population.

Given the above limitations, they should be considered comprehensively in future studies. Firstly, to study the population aspect, expand the sampling scope to make the data analysis more reasonable, extend the research time section to continue to follow up within a certain period, find the basic laws of the event change, and comprehensively consider the needs of the characteristics of The Times, the results may be more scientific and convincing, and make the teaching reform more reasonable. Bundsgaard and Hansen (2011), from the actual situation of learning materials, think learning materials is an uncertain concept; those related to teaching, different types, such as textbooks, online learning materials, mobile phones, blackboard, and education games, digital boards, charts and literature resources and related materials, belong to the category of learning materials.

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