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Determinants of Student Satisfaction in Professional Dance Courses: A Case Study of Sichuan Normal University's Dance College

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Abstract

Purpose: This study aims to investigate student satisfaction with dance education at Sichuan Normal University. It explores the correlation between students' expectations, perceived quality, content, learning environment, grades, faculty-student interaction, student satisfaction, and other pertinent factors. **Research design, data, and methodology:** The action research is divided into three projects: pre-IDI, post-IDI, and post-IDI. A total of 100 students were selected to participate in the action research, and quantitative methods were employed to examine the impact of the IDI project among 30 students. In this study, the Organizational Culture Scale (IOC) was validated by five experts, and its reliability and validity were verified according to the research criteria. **Results:** Multiple linear regression analysis revealed that students' expectations, content, learning environment, and faculty-student interaction significantly influenced their satisfaction. However, no significant effects on grades and perceived quality were observed. The paired sample T-test results indicated significant changes in students' expectations, content, learning environment, faculty-student interaction, and student satisfaction between the post- and pre-IDI stages. **Conclusions:** This study suggests to enhance students' satisfaction with dance courses by improving their expectations towards course delivery along with enhancing course content comprehensibility perception as well as fostering a conducive learning environment and effective faculty-student interaction.

Keywords: Student Satisfaction, Student Expectations, Perceived Quality, Content, Learning Environment

JEL Classification Code: I23, J28, L2

1. Introduction

With the increasing societal attention towards the quality of higher education and the deepening reform within this sector, the educational competence of college instructors has become a focal point in social discourse. Higher Education Institutions (HEIs) are concerned about student satisfaction with their educational programs. (Gibson, 2010; Santini et al., 2017). Educational institutions are increasingly focusing on studying student retention's contribution and satisfaction's impact (Kress, 2006; Quay & Quaglia, 2004). Satisfaction at higher learning organizations is viewed as a measure of efficiency. As a result, universities that successfully deliver desirable services have made satisfaction a strategic element of their mission, priorities, and plans (Telford & Masson,

2005).

Sichuan Normal University (SNU) educators acknowledge that a satisfactory curriculum enhances the learning experience, improves teaching quality, upholds the school's reputation, and fosters personal development. By examining the dance course at Sichuan Normal University as a case study, this research aims to assist students in meeting their professional learning needs within the course, identify issues and deficiencies in undergraduate dance education from the perspective of student satisfaction, analyze factors influencing course satisfaction, and propose suggestions for optimizing college dance courses to support effective curriculum development. The enhancement of students' course satisfaction contributes to the optimization of professional talent training objectives and the refinement of

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dance course teaching systems. However, literature is scarce reports that analyze college dance students' satisfaction with their courses, both domestically and internationally. By investigating the mediating role of research significance in this direct relationship, this study adds value to the ongoing discourse on the correlation between college dance program delivery and student satisfaction.

2. Literature Review

2.1 Student Satisfaction

To begin with, satisfaction is defined as a person's attitude or feeling towards various factors that affect a particular situation (Bailey & Pearson, 1983). Based on this definition, student satisfaction is the subjective evaluation of various educational outcomes and processes (Oliver & DeSarbo, 1989). Student satisfaction is "students who achieve in the learning process and are satisfied with the learning experience." (Moore, 2009). Students are satisfied when individuals have favorable subjective ratings of their experience and results (Annamdevula & Bellamkonda, 2016).

Second, student satisfaction is largely recognized as "the short-term attitudes that result from a student's evaluation of their education setting and their experiences." (Alsheyadi & Albalushi, 2020). It refers to the evaluation of the curriculum, the evaluation of the teachers, and the evaluation of the course content. (Howell & Buck, 2012). More accurately, student satisfaction refers to the experience students receive at an educational institution and their perception of the value of their education (Astin, 1993). Therefore, drawing on the above definitional concepts, this thesis defines student satisfaction as the short-term attitudes that students develop because they evaluate their educational experiences and educational environments.

2.2 Student's Expectation

Expectation estimates the potential to achieve a goal (Wilson, 1992) and a belief in the future (Olson & Dover, 1976). In the context of university higher education, the student population tends to be diverse, and differences in cultural background and personal values play an important role in students' expectations and satisfaction with the quality of higher education services. The third component of expectations in university education programs pertains to the students themselves. Expectations are the basis for explaining the effect of the teacher's tone on students' motivation (Christophel, 1990; Frymier & Shulman, 1995; Gagné, 1977; Keller, 1983). Therefore, the results of the survey support this.

Nelson et al. (2008) noted that student expectations were diverse and generally positive. Based on the above description of the content of the literature review, this paper defines course expectations as pre-enrollment beliefs about the course (Athiyaman, 1997). As a result, the following hypothesis is suggested:

H1: Student's expectation has a significant influence on student satisfaction.

2.3 Perceived Quality

Perceived Quality (PQ) is an overall judgment or attitude related to the merit of a service (Parasuraman et al., 1988). The distinction between what customers perceive and expect is known as perceived quality. When a customer's perspective exceeds their expectations, their perception of quality increases (Parasuraman et al., 1988, 1994). Perceived quality is often seen as unquantifiable and fictional, as opposed to "real" quality (Stylidis et al., 2019).

According to Lewis (1993), quality and quality management in education relate to a dynamic and continuous system in which suppliers, teachers, and customers, or students, mutually agree and continuously meet each other's needs, requirements, and expectations. The study found that students' perceptions of the quality of the university's educational services have a major impact on how sustainable the university's practices are perceived by them and how satisfied they are. In higher education, where perceived quality is defined as a student's judgment of the educational services provided by the institution, measures of perceived quality add perceived measures of faculty quality and the adequacy and accessibility of the educational institution (Zhang et al., 2008). This paper draws on all three of these perspectives to define perceived quality. As a result, the following hypothesis is suggested:

H2: Perceived quality has a significant influence on student satisfaction.

2.4 Content

In educational endeavors, content (C) is defined as the content and learning materials teachers provide to facilitate student learning and explicit curriculum objectives (Zaheer et al., 2015). Course design and structure are key factors affecting student satisfaction with online learning (Zaheer et al., 2015). Teachers' participation in research positively impacts teaching content (Beerkens, 2016). In particular, the discipline's content is informed by the research knowledge and experience teachers bring to their instruction (Robertson, 2003), thus enriching students' learning (Prince et al., 2007).

According to the findings of Smirnova, Yelena, and Bulent Dos, teaching in higher education institutions is often seen as challenging because it places high demands on

teachers to provide high-quality education. In vocational education, school activities are relevant and important for future professional life because the content and skills of professional courses are part of the curriculum; thus, the design of the curriculum should facilitate the acquisition of skills and the distribution of knowledge (Heinrichs et al., 2016). In the existing literature, different researchers have attempted to define content, and based on the review of this literature and the characteristics of higher education, this essay defines content as the course's teaching and learning activities as well as the instructional design and learning materials supplied by the instructor. As a result, the following hypothesis is suggested:

H3: Content has a significant influence on student satisfaction.

2.5 Learning Environment

Ramsden (1992) defined the learning environment as including assessment methods, curriculum, learning methods, and institutional climate. Billett's (2001) definition of the learning environment confines learning to the workplace: "Provide opportunities for individuals to engage in and support work learning." Clarke (2005) limited his definition to learning that takes place only in the workplace and used the terms "learning environment" and "learning climate" interchangeably. The definition of a learning environment is an instructional and mentorship approach (Muhammad et al., 2015). A wide definition of the word "learning environment" is "factors that are embedded in a student's learning process." (Willscheid & Elken, 2019). This idea is expanded upon in the present study.

Diverse learning environments utilize various tactics and strategies for delivering instruction (Rienties & Toetenel, 2016). Considering advances in learning methods and technologies, it is acknowledged that formal and informal learning environments and Vles should be included in physical learning environments (Johnson & Lomas, 2005). Students' learning must be supported and facilitated in a healthy learning environment (Hatane et al., 2021). External factors such as the learning environment also support the desire of pupils to increase their understanding, and for universities to acquire knowledge, they need to create learning environments that promote lifelong learning skills (Laal & Salamati, 2012). Higher education institutions' learning environments are the product of their efforts to meet accreditation standards, budgetary constraints, and strategic priorities by matching resources with those needs (Desai & Johnson, 2013). As a result, the following hypothesis is suggested:

H4: Learning environment has a significant influence on student satisfaction.

2.6 Grades

A student's expected mark upon course completion is their grade (Howell et al., 2012). Grades are based on objective figures recorded by the university (van Dierendonck & van der Gaast, 2013). This study demonstrates that a positive learning atmosphere fosters students' active and independent learning and can enhance their academic performance (Hatane et al., 2021).

It is commonly known that student assessments of teacher-course satisfaction are strongly correlated with grades obtained in college courses, even though values have changed significantly between studies (Svanum & Aigner, 2011). In many universities, grades influence admission to professional courses, entry into advanced careers, and graduation status (Baird, 1985). Few have questioned the significance of grades in college, despite some academics questioning what they perceive to be an undue emphasis on grades (Milton et al., 1986). (Pike, 1989) found that there is a moderate correlation between grades and satisfaction, that the direction of the link depends on the model being employed, and that satisfaction has a bigger impact on grades. As a result, the following hypothesis is suggested, which has the potential to significantly impact our understanding of the correlation between learning atmosphere, student satisfaction, and academic performance:

H5: Grades have a significant influence on student satisfaction.

2.7 Faculty-Student Interaction

The relationship between a student and an expert or instructor is called the "learner-instructor interaction" (Wu et al., 2020). The interaction between teachers and students is a crucial aspect of college life. The types of interaction are defined as disengagement, casual contact, functional interaction, personal interaction, and mentoring (Cox & Orehovec, 2007). The engaging activities professors start in the classroom are known as faculty-student interaction. This interaction needs to be started and developed by both teachers and students (Wirt & Jaeger, 2014).

Studies at four-year institutions have often demonstrated a favorable correlation between student development and achievement and interactions between teachers and students (Cotten & Wilson, 2006; Lampport, 1993; Plecha, 2002). According to Jo Jackson et al. (2011), despite virtual institutions' growing popularity, students still have a strong desire for in-person instruction and connection. To foster

professional and personal relationships, participants must believe they are engaging in human interactions, and the presence of educators can play a significant role in fostering student engagement (Cho & Tobias, 2016). A few years later, Astin (1993) discovered that interactions between teachers and students were beneficial to developing students' cognitive and affective skills. From a broader standpoint, student engagement (communication) in a course or between students and instructors directly affects how satisfied a participating student is with their learning experience (Marmonet et al., 2013). As a result, the following hypothesis is suggested:

H6: Faculty-student interaction has a significant influence on student satisfaction.

3. Research Methods and Materials

3.1 Research Framework

The researchers employed three model theories proposed by Zhang et al. (2008), Zaheer et al. (2015), and Howell and Buck (2012). All three theoretical frameworks mentioned above provide support for and further develop the conceptual frameworks depicted in Figure 1

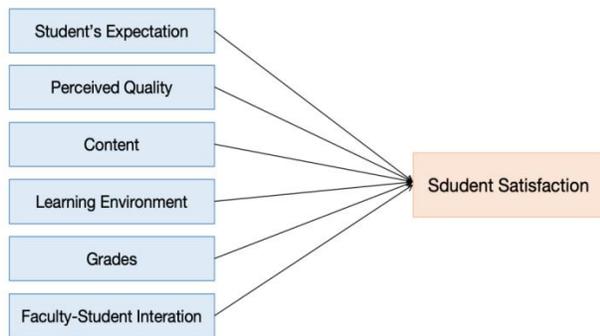


Figure 1: Conceptual Framework

H1: Student's expectation has a significant influence on student satisfaction.

H2: Perceived quality has a significant influence on student satisfaction.

H3: Content has a significant influence on student satisfaction.

H4: Learning environment has a significant influence on student satisfaction.

H5: Grades have a significant influence on student satisfaction.

H6: Faculty-student interaction has a significant influence on student satisfaction.

3.2 Research Methodology

The researcher applied multi-stage sampling, using probability and nonprobability sampling for the quantitative method in this study. The developed questionnaire, designed on the 5-Likert Scale, was distributed online to the target group. The initial stage of the study utilized purposive sampling, a non-probability method, to select 30 students from five undergraduate majors for quantitative research. Data collection was done through the Questionnaire Star (WJX) platform. The feedback from students will form the basis for preliminary quantitative analysis.

In the second stage, a probability sampling method was employed for stratified random sampling based on the results of quantitative analysis. The survey questionnaire's validity and reliability were assessed by administering it to 100 students to measure the correlation between independent and dependent variables. Subsequently, all hypotheses underwent rigorous testing using multiple linear regression to determine their significance at a p-value of less than 0.05. Hypotheses that met the standards were retained, while those that did not were excluded. A conceptual framework and final research hypotheses were developed based on the results of multivariate linear regression. The third stage involved the pivotal task of designing and implementing the IDI intervention as well as executing its project plan with participation from 30 students over 16 weeks.

Finally, after implementing IDI, evidence for its implementation was obtained through a quantitative research method and questionnaire survey. A paired sample t-test analysis was conducted to compare results before and after IDI implementation. This comprehensive process facilitated an in-depth examination of the study's objectives and hypotheses.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The study population consists of DCSNU students. The subjects under investigation include students specializing in dance, choreography, Chinese dance performance, national dance performance, and international standard dance. The total number of students in these majors amounts to 322 individuals, out of which 100 were selected by the researchers as the research sample for pre-investigation purposes, accounting for 31.05% of the total student population.

3.3.2 Sample size

Hair et al. (2010) suggested that sample sizes ranging from 30 to 500 are generally sufficient for most research studies. In the initial diagnosis stage, 100 students were

randomly selected as the research objects. In the pre-IDI stage, 30 students were selected to participate in implementing IDI. In the post-IDI phase, these 30 students will be surveyed again using the same research methodology as in the pre-IDI phase. The final sample size for this study was 100 students.

3.3.3 Sampling Procedures

The researcher conducted several sampling and related sampling procedures as follows:

Sampling 1: Sampling for pilot survey and pilot test

The researchers randomly selected 30 students and requested their participation in completing questionnaires and providing feedback on pilot surveys and pilot tests.

Sampling 2: Sampling for Pre-survey

The researchers conducted a pre-investigation by sending 100 questionnaires to students from five different majors in the DCSNU. The questionnaires were distributed using quota sampling, and 100 valid responses were received.

Sampling 3: Sampling for IDI

The researchers conducted a random selection of 30 voluntary students for the implementation of IDI.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The questionnaire design inspiration for this action study is derived from the works of Suki et al. (2008), Ye (2012), Kuo (2010), and other published articles. Building on the literature's measurement of factors influencing student satisfaction, this action research study designed a questionnaire based on six dimensions: student expectations, perceived quality, content and learning environment, grades, and faculty-student interactions. It used item-objective congruence (IOC) to measure the scale items.

3.4.2 Components of Questionnaire

There were three sections on the questionnaire. Questions about pupils' demographics made up the first section. The second section contains all the questions designed to address the factors influencing student satisfaction: student expectations, perceived quality, content, learning environment, achievement, and faculty-student interaction. The third part deals with student satisfaction.

3.4.3 IOC Results

In this study, content validity was chosen as the type of validity analysis, and the expert judgment method was employed, specifically utilizing project-objective consistency (IOC). Five experts from the DCSNU were invited to conduct a professional evaluation of the validity of

the questionnaire design. One expert holds a doctorate in education management, while two are directors at the Dance College of Sichuan Normal University. The remaining two experts are esteemed professors specializing in the field of dance. They independently completed the questionnaire assessment, with scores exceeding the standard threshold of 0.67.

3.4.4 Pilot survey and Pilot test results

The researchers administered a student satisfaction questionnaire to 30 participants and provided feedback. Subsequently, the reliability of the questionnaire was assessed using Cronbach's alpha coefficient. Bolarinwa (2015) emphasized the significance of ensuring reliability in questionnaire design. Sekaran (1992) states that a Cronbach's alpha coefficient equal to or greater than 0.6 is considered appropriate. Following the reliability test, all evaluation items were retained. The test results and corresponding reliability coefficients are presented in the subsequent table.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Student's Expectation (SE)	8	Suki et al. (2008)	0.917	Excellent
Perceived Quality (PQ)	6	Suki et al. (2008)	0.953	Excellent
Content (C)	8	Ye (2012)	0.952	Excellent
Learning Environment (LE)	7	Abu et al. (2009)	0.838	Good
Grades (G)	7	Karaoglan Yilmaz et al. (2021)	0.889	Good
Faculty-Student Interaction (FSI)	6	Kuo et al. (2010)	0.876	Good
Student Satisfaction (SS)	8	Lee et al. (2011)	0.946	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researcher demonstrated the demographic profile of the entire research population (n = 100), followed by the selected students' group (n = 30), who participated in IDI, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=100)		Frequency	Percent
Gender	Male	18	18%
	Female	82	82%
grade	grade 1	9	9%
	grade 2	27	27%
	grade 3	19	19%
	grade 4	45	45%
main field of study (at university)	Dance Studies	23	23%
	dance Choreography	44	44%
	dance performance	26	26%
	International Standard Dance	7	7%
Total		100	100%
IDI Participants (n=30)		Frequency	Percent
Gender	Male	9	30%
	Female	21	70%
grade	grade 3	30	100%
main field of study (at university)	dance Choreography	15	50%
	dance performance	15	50%
Total		30	100%

4.1.2 Results of multiple linear regression

The researchers conducted multiple linear regression (MLR) analysis on the data collected from 100 questionnaires to determine the level of support for each hypothesis. The study encompasses six hypotheses about student satisfaction. The results of the linear regression analysis using Jamovi 2.3.12 are as follows:

First, at the variable level, the P-values of student expectation (SE), content (C), learning environment (LE), and faculty-student interaction (FSI) were all found to be statistically significant (< 0.05), exerting a significant influence on the dependent variable student satisfaction (SS). However, both perceived quality (PQ) and grade (G) exhibited non-significant effects (> 0.05) on student satisfaction (SS).

Secondly, the standardized regression coefficients of student expectations (SE) and the other four independent variables were all positive (>0), indicating a positive correlation with student satisfaction. This suggests that these factors can be leveraged to enhance student satisfaction. Conversely, the standardized regression coefficient of the learning environment (LE) was negative (<0), suggesting a negative relationship with student satisfaction.

Third, when looking at the overall model, the R2 value was 0.778, indicating that student expectations (SE) and the other five independent variables cumulatively explained 77.8% of the variation in student satisfaction (SS). This comprehensive model explanation provides a strong foundation for understanding student satisfaction. The

standardized regression coefficients for faculty-student interaction (ESI), content (C), student expectation (SE), perceived quality (PQ), grade (G), and learning environment (LE) were 0.343, 0.329, 0.227, 0.124, 0.003, and -0.141, respectively. This indicates that faculty-student interaction (FSI) has the greatest impact on student satisfaction, while the learning environment (LE) has the least significant influence.

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

Variables	T	P-value	Stand. Estimate (β)	R	R Square
Student's Expectation	2.160*	0.033	0.242	0.882	0.778
Perceived Quality	1.129	0.262	0.129		
Content	2.568*	0.012	0.344		
Learning Environment	-2.02*5	0.046	0.155		
Grades	0.046	0.963	0.003		
Faculty-Student Interaction	3.841**	<.001	0.348		
Dependent variable: Student Satisfaction					

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

The results of the multiple linear regression (MLR) support the study hypotheses listed below, which are based on the analysis above: H1: Student's expectation (SE) has a significant influence on student satisfaction (SS). H2: Perceived quality (PQ) does not significantly influence student satisfaction (SS). H3: Content (C) significantly influences student satisfaction (SS). H4: The learning environment (LE) significantly influences student satisfaction (SS). H5: Grades (G) do not significantly influence student satisfaction (SS). H6: Faculty-student interaction (FSI) significantly influences student satisfaction (SS). Based on the situation above, the researchers eliminated the independent variables of perceived quality (PQ) and grade (G) and made appropriate adjustments. Consequently, hypotheses are formulated based on multiple linear regression analysis outcomes. Afterwards, IDI was conducted to follow the below hypotheses:

H7: There is a significant mean difference in student satisfaction between pre-IDI and post-IDI stages.

H8: There is a significant mean difference in students' expectations between pre-IDI and post-IDI stages.

H9: There is a significant mean difference in content between pre-IDI and post-IDI stages.

H10: There is a significant difference in the learning environment between pre- and post-IDI stages.

H11: There is a significant mean difference in faculty-student interaction between pre- and post-IDI stages.

4.2 IDI Intervention Stage

The IDI intervention program lasted 16 weeks, as indicated by quantitative data collected during the pre-IDI phase. The IDI encompasses comprehensive information regarding the location, timing, participants involved, objectives, tools employed, and specific activities carried out throughout this phase. Figure 2 illustrates the timeline and activities associated with implementing the IDI to accomplish the study's objective of enhancing students' satisfaction with dance courses.

Activity	Student Participants	Details(steps)	Timeline	persons Responsible
pre IDI:Survey	100 respondents from the Dance College of Sichuan Normal University.	Online questionnaire	one months/online	Researcher
IDI Stage				
Course lecture	30 respondents	"Introduction to dance creation course" lectures.	one week/oline	Researcher
Design Course	30 respondents	Design an experimental and innovative class/course for dance creation.	Two months/offline	Researcher
Teaching sharing	30 respondents	The Teachers' teaching methods and content sharing.(Once a week)	one month/offline	Researcher
Teacher-student exchange forum	30 respondents	The conversation between teachers and students BBS.(Once a week)	Three weeks/offline	Researcher
post IDI: Survey	30 respondents-same as IDI respondents	Survey by adjusted questionnaires items	Two weeks/online and offline	Researcher

Figure 2: IDI Activities

4.3 Results Comparison between Pre-IDI and Post-IDI

This part would show the results of paired sample tests before and after each variable's IDI and reveal whether the intervention worked. The researchers conducted a paired sample T-test analysis on all five variables. The results are presented in the following table.

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	t-value	p-value
Student Satisfaction				
Pre-IDI	3.88	0.533	-3.34	0.002
Post-IDI	4.30	0.533		
Student's Expectation				
Pre-IDI	3.58	0.443	-8.66	<0.001
Post-IDI	4.49	0.381		
Content				
Pre-IDI	3.58	0.508	-6.75	<0.001
Post-IDI	4.38	0.412		

Variables	Mean	SD	t-value	p-value
Learning Environment				
Pre-IDI	3.64	0.482	-6.22	<0.001
Post-IDI	4.28	0.381		
Faculty-Student Interaction				
Pre-IDI	3.69	0.504	-5.19	<0.001
Post-IDI	4.28	0.436		

Table 4 illustrates the results of the paired-sample t-test analysis of pre-IDI and post-IDI comparison as follows:

There was a significant difference in Student Satisfaction between pre-IDI (M = 3.88, SD = 0.533) and post-IDI (M = 4.30, SD = 0.473) condition; t-value = -3.34, p-value = 0.002 (<0.05), and the mean difference was -0.425. This provides strong support for H7, indicating significant differences in student satisfaction between the pre-IDI and post-IDI stages.

There was a significant difference in student expectation between pre-IDI (M = 3.58, SD = 0.443) and post-IDI (M = 4.49, SD = 0.318) conditions; t-value = -8.66, p-value<.001, and the mean difference was -0.908. Therefore, H8 is supported by significant differences in students' expectations between the pre-and post-IDI stages.

There was a significant difference in content between the pre-IDI (M = 3.58, SD = 0.508) and post-IDI (M = 4.38, SD = 0.412) conditions; t-value = -6.75, p-value <0.01, and the mean difference was -0.804. Therefore, H9 is supported by significant differences in content between the pre-IDI and post-IDI stages.

There was a significant difference in learning environment between pre-IDI (M = 3.64, SD = 0.482) and post-IDI (M = 4.28, SD = 0.381) conditions; t-value = -6.22, p-value<0.01, and the mean difference was -0.633. Therefore, H10 is supported by significant differences in the learning environment between the pre-and post-IDI stages.

There was a significant difference in faculty-student interaction between pre-IDI (M = 3.69, SD = 0.504) and post-IDI (M = 4.28, SD = 0.436) conditions; t-value = -5.19, p-value<0.01, and the mean difference was -0.594. Therefore, H11 is supported by significant differences in faculty-student interaction between the pre-and post-IDI stages.

In conclusion, the quantitative results demonstrate significant differences between pre-and post-IDI stages in student satisfaction, student expectation, content, learning environment, and faculty-student interaction.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

The present study investigates the impact of four independent variables, namely student expectation, content, learning environment, and faculty-student interaction, on student satisfaction. Employing a comprehensive research design, data collection methods, and methodology enables this study to derive meaningful conclusions.

The initial phase of this study is a comprehensive process that involves diagnosing the current situation, conducting a SWOT assessment, constructing a conceptual framework, and utilizing quantitative methods to gather and analyze data. This thorough approach instills confidence in the validity and reliability of the study's findings.

Firstly, the project-objective consistency index (IOC) questionnaire was employed to assess validity. Subsequently, pilot tests of Cronbach Alpha were conducted on 30 samples using Jamovi to ensure measuring instrument reliability. Following this, multiple linear regression (MLR) analysis was performed on valid data from 100 Sichuan Normal University's Dance College students to confirm significant relationships between independent and dependent variables. Simultaneously, intervention suggestions were obtained through interviews with teachers and students, establishing a final intervention design implementation model. In the second phase, 30 students participated in a 16-week Intervention Design Implementation (IDI). After collecting data, paired sample T-tests were conducted to determine whether there was any significant difference before and after IDI measurement.

The findings indicate that students' expectations, content, learning environment, and faculty-student interaction significantly impact their satisfaction. However, perceived quality and grades demonstrate a substantial influence on satisfaction. These results suggest that setting reasonable course expectations, incorporating distinctive teaching content, fostering a comfortable learning environment, and facilitating effective faculty-student interaction can enhance students' satisfaction.

The T-test results of the paired samples revealed significant disparities between the pre-IDI assessment and the post-IDI assessment in terms of student satisfaction, student expectation, content, learning environment, and faculty-student interaction. This substantiates the efficacy of the intervention, indicating that a 16-week implementation of the intervention design has had a positive and substantial impact on student satisfaction. This positive outcome should inspire optimism about the potential for improvement in dance education.

This study provides a comprehensive overview of the

multidimensional factors influencing student satisfaction through meticulous research and data analysis. A scientific approach is employed to identify the issues and deficiencies within the dance program, thereby uncovering the key determinants impacting students' satisfaction with the program. This will offer data support and establish a theoretical foundation for optimizing dance courses. An in-depth exploration of "factors influencing students' satisfaction with dance courses" can assist colleges and universities in effectively enhancing their teaching system for dance courses and provide a detailed analysis of the current quality of dance education while offering forward-thinking insights into its future development direction.

5.2 Recommendations

The findings of this study demonstrate that student satisfaction is significantly influenced by students' expectations, content, learning environment, and faculty-student interaction. Consequently, the subsequent sections will provide recommendations based on these four aspects.

5.2.1 Expanding learning spaces and pathways

Since dance majors entail a highly practical art discipline, the learning process is inevitably constrained by physical space, specifically the classroom environment. Considering this, we must actively explore and introduce diverse teaching modes to break free from the constraints of traditional learning spaces. This can expand the students' learning channels and methods, effectively stimulating their expectations for the course and improving teaching quality.

First, develop online dance learning platforms and applications while integrating high-quality social media and online resources to provide diverse educational materials across multiple fields. The teaching content should be classified to cater to the individual needs of different learners. By combining online and offline teaching models, we can enhance communication channels between teachers and students, promoting flexibility and convenience in learning methods.

Secondly, interdisciplinary integration can be fostered by incorporating dance art with drama, music, visual arts, etc., by implementing creative projects and performance initiatives. This approach will inject various content into the curriculum while expanding boundaries to cultivate students' artistic creativity and comprehensive literacy.

Finally, facilitate exchange and cooperation in dance art among domestic and international universities by establishing partnerships with renowned dance schools and institutions worldwide. Implement teacher-student exchange programs and expert-guided teaching to facilitate interaction among international students. These initiatives will provide

globally relevant learning opportunities that expose students to diverse dance cultures and teaching methods that broaden their horizons.

5.2.2 Equipped with a more comprehensive dance classroom professional configuration

Holley and Steiner (2005) pointed out that the vast majority of students stressed the importance of a safe classroom environment for their learning outcomes and learning depth. Hence, to ensure the safety and effectiveness of the teaching environment, it is imperative to introduce a more comprehensive professional configuration of dance classrooms to establish a more flawless and suitable space for dance learning and performance for both teachers and students, thereby meeting the specific requirements of openness, flexibility, and safety within this systemic art form.

Firstly, ensuring the safety of the professional dance classroom configuration is paramount. The flooring should be installed with specialized dance adhesive to cushion jumps and provide sufficient friction to prevent slipping effectively. Additionally, attention must be paid to air quality and ventilation within the classroom, as stagnant air can directly threaten student health and hinder learning efficiency. Therefore, a good ventilation system must be in place, windows must be regularly opened for air circulation, or an air purification system must be utilized.

Secondly, we must consider students' diverse learning needs by appropriately arranging rest areas between classes, which include changing rooms and lockers. This ensures that students have sufficient private space for changing clothes and securely storing personal belongings. It is recommended that a separate public rest area near the dance room be constructed to provide the necessary facilities for students to rest and rejuvenate during exercises.

Finally, modern and professional teaching equipment is indispensable. A high-quality sound system is crucial for dance practice and performance. Professional audio equipment is recommended to ensure clear and pure sound quality, enabling students to fully appreciate the charm of music during the dance process and meet their music-listening needs. The implementation of advanced multimedia image equipment is highly recommended to enhance the provision of high-definition image display functions, thereby facilitating a superior learning experience for students both inside and outside the classroom.

5.2.3 Enhance students' ability to think positively and ask questions independently

The research indicates that there is still considerable scope for optimizing and enhancing faculty-student interaction. Cultivating students' independent questioning

ability is an indispensable component of the educational process.

Firstly, based on the analysis of FSI2 data results, it is evident that the current students' proficiency in actively engaging with teachers needs to improve. Employing the problem-oriented learning (PBL) teaching approach is recommended to encourage autonomous questioning and facilitate collaborative discussions, research, and exploration. This pedagogical method can enhance independent learning capabilities as well as foster a sense of teamwork.

Secondly, organizing debates and discussions is advised to prompt students to think critically during the preparation and participation stages. This enables them to articulate their viewpoints effectively while honing their logical reasoning skills and ability to pose insightful questions.

Lastly, emphasis should be placed on cultivating students' critical thinking abilities by employing case analysis and role-playing exercises that encourage examining issues from multiple perspectives while encouraging profound inquiry. These methodologies stimulate student interest and cultivate independent exploration and questioning habits, thereby enhancing their cognitive aptitude and academic achievements.

5.2.4 Promote the synchronized development of faculty research and teaching

To further optimize educational resource allocation, we must enhance teachers' comprehensive quality and formulate corresponding measures to promote simultaneous development in research and teaching endeavors. This initiative aims to ensure continuous quality improvement while meeting students' aspirations for high-quality educational resources.

Professional development and continuous learning of teachers are crucial for maintaining an engaging and cutting-edge curriculum. This paper suggests that teachers should be encouraged to actively participate in scientific research activities while prioritizing their teaching responsibilities, fostering positive interaction and mutual promotion. By engaging in scientific research practice, teachers can continuously update their knowledge structure, enhance their professional abilities and qualities, and effectively translate research findings into valuable teaching resources. This not only enriches the content of instruction but also elevates the overall quality of teaching. Furthermore, challenges encountered during teaching practice can catalyze new research ideas and directions, thus facilitating profound advancements in scientific inquiry.

Implementing the suggestions above will facilitate the concurrent development of teachers' scientific research and teaching, thereby serving as a crucial means to enhance

teachers' comprehensive literacy and elevate students' expectations for educational quality.

5.3 Limitations for Future Research

Although this study has achieved certain results in theory and practice, some limitations remain that need to be improved and expanded upon in future research.

Sample size and demographics: This study's sample size was relatively limited and specific. To ensure that our research findings are applicable to a wider audience, future studies should consider expanding the sample scope. This may involve including student groups with varying sizes and characteristics, ensuring that our research is inclusive and comprehensive.

Research methods: This study primarily employs a quantitative analysis approach with limited exploration. In the future, incorporating qualitative analysis techniques such as in-depth interviews and case studies can enhance data sources and facilitate deeper comprehension.

Variable and model construction: There is still potential for optimization in variable selection and model construction. In the future, additional independent variables can be incorporated to enhance the model's explanatory power. Furthermore, more intricate model architectures should be developed to capture the complexity of the problem comprehensively.

In conclusion, this study has revealed, to a certain extent, the factors affecting students' satisfaction with the professional dance program. However, it needs to be explored to expand the study's depth and breadth.

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