

Factors Influencing Student Satisfaction with Art Troupe Activities: A Case Study of a University Art Troupe in Sichuan, China

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Abstract

Purpose: The study investigates the influence of seven independent variables (Utilitarian, hedonic, perceived value, emotional value, facilities, knowledge, novelty) on one dependent variable (student's satisfaction with art troupe events). Additionally, it aims to identify significant differences between variables. **Research design, data, and methodology:** The research employed the Index of Item-Objective Congruence (IOC) for validity and a Cronbach's Alpha in a pilot test (n=30) for reliability. 93 valid responses from students at a comprehensive university in Sichuan, China, were analyzed by multiple linear regression to verify the significant relationship between variables. Following this, 30 students underwent a 16-week Intervention Design Implementation (IDI). Afterward, the quantitative results from post-IDI and pre-IDI were analyzed in the paired-sample t-test for comparison. **Results:** In multiple linear regression, the study revealed that Utilitarian, hedonic, emotional value and novelty, impacted student's satisfaction in art troupe events, while perceived value, facilities, and knowledge had no significant impact on satisfaction. The results from the paired-sample t-test for comparison demonstrated significant differences in self-leadership and creativity between the post-IDI and pre-IDI stages. **Conclusion:** This research fosters students' satisfaction with art troupe events in Sichuan, China.

Keywords: Utilitarian, Hedonic, Perceived Value, Emotional Value, Satisfaction

JEL Classification Code: I23, J28, L2

1. Introduction

With the development of society and education, the attention of the education sector to aesthetic education gradually deepened. Student art troupes are an important way to promote aesthetic education in colleges and universities. It is a student organization in which students carry out art activities under the guidance of teachers and in combination with their own needs and specialties, and it is an important part of campus culture. Consequently, whether from the perspective of national aesthetic education, universities and colleges, or student individuals, the student art troupe all has great significance. Over the years of practice in the student art troupe, we have recognized the importance of student satisfaction in influencing the delivery and meaning of student art troupe activities. However, improving student satisfaction in the student art troupe has become a topic that aesthetic educators have been concerned about for a long

time.

In this research, we proposed seven factors that may influence the satisfaction of students in the student art troupe: Utilitarian (U), Hedonic (H), Perceived value (PV), Emotional value (EV), Facilities (F), Knowledge (K), Novelty (N). To verify whether these factors influence student satisfaction or not, we designed the research based on previous research. The research can be divided into pre-IDI, Intervention design and implementation (IDI), and post-IDI stage. The researchers randomly chose 30 students from the student art troupe of a comprehensive university in Sichuan, China, to make an intervention and randomly distributed the finalized questionnaire to the chosen students to find the factors that truly influence students' satisfaction with the student art troupe.

The necessity of this research can be understood from the following 2 points. First, the study enriched the research on the factors influencing the students' satisfaction in student art

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troupe. Particularly, the research chose the student art troupe of a comprehensive university in Sichuan, China, to fill the research gap. On the other hand, the research can provide a reference for the high quality of college student art troupes. Consequently, the actions taken to find the important factors influencing students' satisfaction in student art troupes in this research are significant.

2. Literature Review

2.1 Satisfaction

In psychology, Satisfaction is a state of mind that refers to a person's subjective evaluation of the quality of a relationship, used to measure the development of things that meet one's wishes. The degree of Satisfaction of students mainly depends on experience value, perceived value, emotional value, and objective factors. Among them, the research focus on experience value can be specifically divided into utilitarian and hedonic, and the objective factors can mainly investigate the factors influencing Satisfaction in three aspects: Facilities, knowledge, and novelty. The specific factors that affect Satisfaction with different things cannot be the same. There will be different influencing factors because of the different composition and aspects of specific things. However, from a large perspective, the factors that affect the degree of Satisfaction also have a certain universality. For instance, Sousa et al. (2023) found in the study of Satisfaction among physical training children that the multidimensional structure of service quality varied on Satisfaction and behavioral intentions. For participants, service failure and recovery, safety, and food affected Satisfaction, while service failure and recovery.

2.2 Utilitarian

Utilitarianism is a multidimensional concept that involves utility, functionality, and goal orientation in consumer behavior and decision-making processes. It has been widely explored and validated as a significant behavioral motivator. Ozturk et al. (2023) found that utilitarian value significantly affects customers' intention to use a service robot. This value is reflected in the utility and functionality of the robot, which has a more significant impact on the intention to use than the fun and enjoyment gained from robot interaction (i.e., hedonic value). The study also emphasized the positive role of ease of use and compatibility in enhancing utilitarian and hedonic value. Al-Towfiq Hasan (2022) study further confirmed the significant effect of utilitarian value on customer satisfaction and that customer satisfaction also plays an important role in behavioral intention. Consequently, the following hypothesis

is formulated:

H1: Utilitarian has a significant impact on satisfaction.

2.3 Hedonic

The role of hedonic value has been widely explored in recent studies. Le (2023) study, he analyzed the impact of hedonic value in Location-Based Advertising (LBA). He found that this value is key in determining users continued use of this advertisement service—a key factor. A study by Joseph-Mathews et al. (2009) explored the importance of hedonic value in service environments, noting that it significantly impacted customer word-of-mouth and revisit intentions. The study by Ozturk et al. (2023), on the other hand, focused on the behavioral intentions of hotel patrons towards service robots and found that hedonic value had a significant positive impact on patrons' willingness to use service robots. Davis et al. (2013) study focuses on the hedonic value of in-game purchase and use, emphasizing that players seek a mixed experience that includes the pure fun that comes from gaming. Finally, Chang et al. (2023) study focuses on the hedonic value in smart store shopping, which they find has a significant positive impact on consumers' purchase intentions. Combining these studies, we can see the importance of satisfying users' hedonic needs in promoting their behavioral intentions in different domains. Consequently, the following hypothesis is formula:

H2: Hedonic has a significant impact on satisfaction.

2.4 Perceived Value

Nowadays, some scholars believe that perceived value (PV) is defined as "experiencing expectation and experiencing value" (Xuan Chen, 2019), i.e., in the process of experiencing, audiences first have certain expectations for what they will get from the experience. Everything they experience will be presented in the form of perceived value. By comparing it with experiential expectations, i.e., similar experiences, they will form a more favorable view of an activity. Moreover, comparing with experience expectations, i.e., similar experiences, they form a more holistic perceived value of an activity. Their research on audience experience found that experience value and experience expectation are the main factors affecting perceived value, of which experience expectation is particularly important. High perceived value refers to the fact that the audience feels that they have gotten their money's worth or even more than their money's worth after participating in the event. For the student art group, students are more concerned about whether it is worthwhile to spend all this time participating in art group activities. Consequently, the following hypothesis is formulated:

H3: Perceived value has a significant impact on satisfaction.

2.5 Emotional Value

Emotional value is a concept of social psychological dimensions. In most studies, emotional value is an important part of perceived value, one of the important dimensions for measuring perceived value, and significantly impacts perceived value. Some scholars define emotional value as the utility derived from emotions or emotional states (Lee, 2019), i.e., the utility that the audience's emotions or emotional states induced by an activity bring to the audience. In addition, some scholars also define affective value as the ability of something to evoke emotions or emotional conditions in an audience (Sheth et al., 1991). The emotions evoked can be either positive or negative, but if positive affective value is to be realized, it is more meaningful to evoke positive emotions in the audience. The ability of an activity to evoke positive emotions in the audience, i.e., to realize positive affective value, directly affects the audience's willingness to participate in an activity. Certain scholars have also defined affective value as the ability of something to evoke feelings in the audience (Boaler, 2016), including various positive and negative feelings. Later on, some scholars also pointed out that affective value is related to the ability of something to stimulate the audience to produce affective or emotional states (Chang, 2008), which is in line with Sheth et al. The three definitions share that the emotions evoked can be positive or negative, but most are positive, and positive emotions are more meaningful. Consequently, the following hypothesis is formulated:

H4: Emotional value has a significant impact on satisfaction.

2.6 Facilities

Facilities refer to tools, machines, complete buildings, organizations, and institutions. Facilities play an irreplaceable and significant role in the work process from beginning to end. On the one hand, professional facilities can effectively improve work efficiency. Studies have shown that library facility changes have significantly affected how scholars conduct academic research. Using the Internet in academic research significantly changes the storage and acquisition of academic knowledge and data (Tahir et al., 2010).

On the other hand, some facilities can help create a good and comfortable environment, thus improving people's working experience and satisfaction. For example, air conditioners can provide good environmental conditions for the workplace, develop environmental comfort, and improve workers' efficiency. The survey shows that the adequacy and accessibility of community infrastructure, such as religious venues, schools, and medical and health institutions, are directly related to the community satisfaction of community residents (Fakere & Duke-Henshaw, 2019). Consequently,

the following hypothesis is formulated:

H5: Facilities has a significant impact on satisfaction.

2.7 Knowledge

Knowledge is the main factor that constitutes human intelligence, formed abstractly in the brain through concrete practice and thinking. People can acquire knowledge through scientific methods. Through evidence and the process of being proven (Chalmers, 2013; Ricard & Singer, 2017), some specific experiences and ideas can reflect their correctness and be accepted by more people. The scientific cognitive steps usually include motivation, research, consideration, evaluation, and learning (De Moura & Lauritzen, 2021). However, understanding the world obtained through scientific cognitive methods is incomplete and can only cover part of people's understanding of the world. The specific recognition of scientific knowledge acquisition inevitably leads to neglecting certain intuitive understandings (Barnes, 2016), which are important knowledge components in fields such as art and religion. Consequently, the following hypothesis is formulated:

H6: Knowledge has a significant impact on satisfaction.

2.8 Novelty

Novelty is universally understood as the newness of an idea or object. However, it is also about an individual's or society's adaptability and transformation. Nowadays, novelty has become an important factor affecting the public's satisfaction with things. Tien-ming Cheng et al. (2015), exploring the mediating role of situational participation at the Fireworks Festival in Yancheng, Taiwan, found that their participation immediately increased when the novelty was stronger at the fireworks festival. Fireworks festival participants were also more satisfied with a higher level of situational participation. Similarly, Yucheng Zhang and Jing Li et al. (2020) found that the novelty of tourism management can improve the travel intention of foreign tourists by exploring the intermediary role of the influence of novelty on the tourism intention and improve the tourism intention of tourists by influencing the brand assets and affecting the intrinsic motivation of tourists. Consequently, the following hypothesis is formulated:

H7: Novelty has a significant impact on satisfaction.

3. Research Methods and Materials

3.1 Research Framework

This action study aims to optimize the construction mode of Chinese university student art troupes through the implementation of effective IDIs, improving satisfaction with their activities. The study design is as follows.

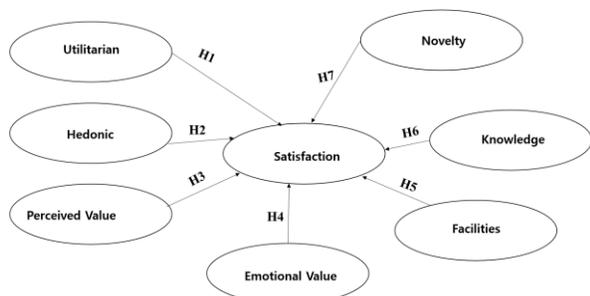


Figure 1: Conceptual Framework

- H1:** Utilitarian has a significant impact on satisfaction.
- H2:** Hedonic has a significant impact on satisfaction.
- H3:** Perceived value has a significant impact on satisfaction.
- H4:** Emotional value has a significant impact on satisfaction.
- H5:** Facilities has a significant impact on satisfaction.
- H6:** Knowledge has a significant impact on satisfaction.
- H7:** Novelty has a significant impact on satisfaction.

3.2 Research Methodology

The researcher explored Factors Impacting Student Art Troupe Members' Satisfaction with Art Troupe Activities in the case of a student art troupe at a comprehensive university in Sichuan, China. The researcher used a quantitative method and an Intervention Design and Implementation Model (IDI). In doing so, the impact of Utilitarian, Hedonic, Perceived Value, Emotional Value, Facilities, Knowledge, and Novelty on Art Troupe Members' Satisfaction can be better measured and assessed.

15 students will be purposively selected for interviews. The interviewer, acting as an outsider, will engage in conversations with the students on topics such as event satisfaction, event design, and sensory feedback. Observations will be made on the teachers' expressions, behavior, and responses to determine key findings. Secondly, quantitative research data will be collected using the Wenjuanxing platform based on qualitative analysis.

After conducting validity and reliability tests, 100 students will be distributed survey questionnaires to measure the correlation between independent and dependent variables. The results of multiple linear regression will be used to

establish the research conceptual framework and research hypotheses in Chapter Four.

If the rationality of the research conceptual framework can be validated, it will be designed for the independent variables, and the final research hypotheses will be confirmed. A total of 30 students from a comprehensive university in Sichuan, China. Were selected to participate in. The following section will last 16 weeks, and a detailed research plan will be presented.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

In this study, the research population consists of the students of the student art troupe of a comprehensive university in Sichuan, China. The specific research objects include art troupe students in grades 2022, 2021, 2020, 2019, and 2018. The total number of students in these faculties is 438. The table below shows the total number of students in each grade and the sample size of randomly selected students.

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. For the initial diagnostic phase, 15 students were randomly selected as interviewees. In the pre-IDI stage, a total of 30 students were chosen to participate in the IDI implementation. In the post-IDI stage, these 30 students will be interviewed again using the same research methods as in the pre-IDI stage. The final sample size for this study is 93 students.

3.3.3 Sampling Procedures

100 questionnaires were distributed to students from the 5th grade of the comprehensive university in Sichuan through the questionnaire star platform, with the specific number of questionnaires distributed to each college. The distribution of questionnaires to teachers within each grade was based on quota sampling. A total of 93 valid questionnaires were received, which were deemed suitable for further research. The results of multiple linear regression from the questionnaires provided data support for formulating the final action research plan. In the second stage of IDI, 30 students were purposefully sampled from the 93 students who participated in the questionnaire survey in the student art troupe of the comprehensive university in Sichuan. The 30 students were selected based on certain criteria, including their level of interest in the student art troupe, their willingness to participate in research, and the support they received from the college. To reduce data correlation, the participation of students in IDI was based on voluntary registration, and the participating students came

from different grades. In the post-IDI stage, students from the experimental group were asked to fill out the questionnaire again, and seven students were randomly selected to participate in the interview session to assess the results of IDI.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The questionnaire design in this action research was inspired by a reference to the literature. Based on the measurement of factors influencing satisfaction in the literature, this action research designed the questionnaire based on seven aspects: utilitarian, hedonic, perceived value, emotional value, facilities, knowledge, and novelty, using the Item-Objective Congruence (IOC) to measure the scale items.

3.4.2 Components of Questionnaire

The questionnaire is divided into three parts. The first part includes basic information about students. The second part includes questions designed to assess the factors that influence student satisfaction: teachers' income, wealth, health, sense of gain, and sense of fairness. The third part deals with student satisfaction.

3.4.3 IOC Results

The researcher invited five independent experts, scholars, or doctors to implement IOC (Index of item-objective congruence); one is a university leader responsible for teaching work, and four have doctoral degrees in art-related fields. In this IOC process, independent experts, scholars, or doctors are marked +1 for Congruent, 0 for Questionable, and -1 for Incongruent. In this research, all questionnaire items were greater than 0.67, so the researcher retained all questionnaire items.

3.4.4 Pilot survey and Pilot test results

After the IOC testing, the study proceeded to the reliability testing phase. In the reliability testing, the satisfaction questionnaire for students, consisting of 37 questions, was administered to 93 respondents. Following the reliability testing, 27 evaluation items were retained. The table below presents the test results and their corresponding reliability coefficients. All evaluation items of the research instrument achieved scores of 0.9 or above in the reliability testing.

Table 1: Pilot Test Result

| Variables | No. of Items | Sources | Cronbach's Alpha | Strength of Association |
|-----------------|--------------|------------------------|------------------|-------------------------|
| Utilitarian | 4 | Al-Towfiq Hasan (2022) | 0.929 | Excellent |
| Hedonic | 5 | Davis et al. (2013) | 0.904 | Excellent |
| Perceived Value | 3 | Chen (2019) | 0.936 | Excellent |
| Emotional Value | 3 | Boaler (2016) | 0.958 | Excellent |
| Facilities | 3 | Tahir et al. (2010) | 0.943 | Excellent |
| Knowledge | 3 | Chalmers (2013) | 0.927 | Excellent |
| Novelty | 3 | Cheng et al. (2015) | 0.937 | Excellent |
| Satisfaction | 3 | Sousa et al. (2023) | 0.953 | Excellent |

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The data was illustrated by its frequency and percent in this part, and participants who intervened were chosen from the student art troupe of a comprehensive university in Sichuan, China. The details were as follows:

Table 2: Demographic Profile

| Entire Research Population (n=93) | | Frequency | Percent |
|-----------------------------------|--------|-----------|-------------|
| Gender | Male | 50 | 53.76% |
| | Female | 43 | 43.24% |
| Total | | 93 | 100% |
| IDI Participants (n=30) | | Frequency | Percent |
| Gender | Male | 21 | 70% |
| | Female | 9 | 30% |
| Total | | 30 | 100% |

4.1.2 Results of multiple linear regression

Table 3 shows the relationship between the independent variables, such as utilitarian (U), and the dependent variable, satisfaction (S), in the diagnosis stage. The results of the linear regression analysis conducted using jamovi 2.3.12 are presented below. On one hand, from the variable level perspective: First, all the p-values for the independent variables are less than 0.05, indicating that utilitarian (U) and the other 6 independent variables have a significant impact on the dependent variable, satisfaction (S). Second, all the standardized regression coefficients for the independent variables are greater than 0, suggesting that all the independent variables exhibit a positive correlation with satisfaction (S). On the other hand, from the overall model perspective: First, the model fit (R²) is 0.605, indicating that utilitarian (U) and the other 7 independent variables

cumulatively explain 60.5% of the variation in satisfaction (S). Second, the standardized regression coefficients of Hedonic, Facilities and Novelty are all greater than 0, indicating a positive correlation with Behavioral Intention. This suggests that individuals are more inclined to adopt positive Behavioral Intentions as these factors increase. In contrast, the standardized regression coefficients of Utilitarian, Perceived Value, Emotional Value and Knowledge are less than 0, implying a negative correlation with student satisfactory.

By observing the magnitude of the standardized regression coefficients for each independent variable in descending order, Novelty and Hedonic have larger coefficients, specifically 0.7571 and 0.2318, respectively. This suggests that these factors have a higher impact on student satisfactory. From a statistical standpoint, this reflects that among the seven influencing factors in the study, Novelty and Hedonic exert the greatest influence on student satisfactory.

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

| Variables | β | t-value | p-value | R | R ² |
|-----------------|---------|---------|---------|-------|----------------|
| Utilitarian | -0.1722 | -2.291 | 0.024 | 0.751 | 0.564 |
| Hedonic | 0.2318 | 2.079 | 0.041 | | |
| Perceived Value | -0.1198 | -1.323 | 0.189 | | |
| Emotional Value | -0.1724 | -2.360 | 0.021 | | |
| Facilities | 0.0702 | 0.938 | 0.351 | | |
| Knowledge | -0.0336 | -0.460 | 0.647 | | |
| Novelty | 0.7571 | 9.551 | < .001 | | |

Note: p-value <0.05*

To sum up, by analyzing Stand. Estimated (β) values, T-values, and P-values The researchers found four hypotheses for this study: H1: Utilitarian significantly impacts satisfaction, H2: Hedonic significantly impacts satisfaction. H4: Emotional Value has a significant impact on satisfaction. H7: Novelty has a significant impact on satisfaction. All of them are supported by multiple linear regression (MLR) results. Therefore, based on the results of the multiple linear regression analysis, the hypothesis is developed in stages. Then, perform IDI, following the following assumptions:

H8: There are significant mean differences in Utilitarian between pre- and post-IDI.

H9: There is a significant mean difference in Hedonic between pre- and post-IDI goal achievement.

H10: There is a significant mean difference in Emotional Value between pre- and post-IDI.

H11: There is a significant mean difference in Novelty between pre- and post-IDI.

H12: There is a significant mean difference in satisfaction between pre- and post-IDI.

4.2 IDI Intervention Stage

According to the results of MLR and the opinions provided by the interviewed students, the author mainly intervened on the factors that affect the students' satisfaction with the art troupe. The specific design period of the IDI stage is 16 weeks, with participating students from a comprehensive university in Sichuan. As college students in the new era, aesthetic literacy is essential, so it is necessary to influence art in their student days. The intervention measures were designed to improve Utilitarian (U), Hedonic (H), Emotional value (EV), and Novelty (N).

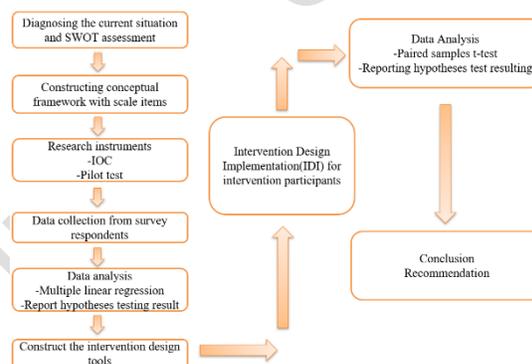


Figure 2: IDI activity

4.3 Results Comparison between Pre-IDI and Post-IDI

Table 4 shows the results of the paired samples t-test before and after the IDI of each variable and whether the intervention worked.

Table 4: Paired-Sample T-Test Results

| Variables | Mean | SD | SE | p-value |
|------------------------|------|-------|--------|---------|
| Utilitarian | | | | |
| Pre-IDI | 3.09 | 0.593 | 0.1083 | p<0.001 |
| Post-IDI | 4.30 | 0.482 | 0.0880 | |
| Hedonic Motive | | | | |
| Pre-IDI | 3.11 | 0.396 | 0.0722 | p<0.001 |
| Post-IDI | 4.15 | 0.335 | 0.0612 | |
| Perceived Value | | | | |
| Pre-IDI | 3.11 | 0.621 | 0.1134 | p<0.001 |
| Post-IDI | 4.04 | 0.508 | 0.0928 | |
| Emotional Value | | | | |
| Pre-IDI | 3.13 | 0.522 | 0.0954 | p<0.001 |
| Post-IDI | 4.16 | 0.516 | 0.0942 | |

| Variables | Mean | SD | SE | p-value |
|---------------------|------|-------|--------|---------|
| Facilities | | | | |
| Pre-IDI | 2.68 | 0.603 | 0.1101 | p<0.001 |
| Post-IDI | 4.09 | 0.463 | 0.0845 | |
| Knowledge | | | | |
| Pre-IDI | 2.63 | 0.663 | 0.1210 | p<0.001 |
| Post-IDI | 4.09 | 0.454 | 0.0829 | |
| Novelty | | | | |
| Pre-IDI | 3.22 | 0.570 | 0.104 | p<0.001 |
| Post-IDI | 4.14 | 0.641 | 0.117 | |
| Satisfaction | | | | |
| Pre-IDI | 3.09 | 0.593 | 0.108 | p<0.001 |
| Post-IDI | 3.62 | 0.829 | 0.151 | |

There was a significant difference in Utilitarian (U) between pre-IDI (M=3.09 SD=0.593) and post-IDI (M=4.30, SD=0.482) condition; $t(29) = -7.60, p < 0.001$ and the mean difference was -1.21.

From Table 3, there was a significant difference in Hedonic (H) between pre-IDI (M=3.11, SD=0.396) and post-IDI (M=4.15, SD=0.335) condition; $t(29) = -16.7, p < .001$ and the mean difference was -1.05.

There was a significant difference in Perceived Value (PV) between pre-IDI (M=3.11, SD=0.621) and post-IDI (M=4.04, SD=0.508) condition; $t(29) = -6.32, p < .001$ and the mean difference was -0.933.

There was a significant difference in Emotional Value (EV) between pre-IDI (M=3.13, SD=0.522) and post-IDI (M=4.16, SD=0.516) conditions; $t(29) = -8.79, p < .001$ and the mean difference was -1.02. Note. Created by the author.:

There was a significant difference in Facilities (F) between pre-IDI (M=2.68, SD=0.603) and post-IDI (M=4.09, SD=0.463) condition; $t(29) = -9.59, p < .001$ and the mean difference was -1.41.

From Table 4.9, there was a significant difference in Knowledge (K) between pre-IDI (M=2.63, SD=0.663) and post-IDI (M=4.09, SD=0.454) condition; $t(29) = -10.2, p < .001$ and the mean difference was -1.46.

There was a significant difference in Novelty (N) between pre-IDI (M=3.22, SD=0.570) and post-IDI (M=4.14, SD=0.641) condition; $t(29) = -6.38, p < .001$ and the mean difference was -0.922.

There was a significant difference in Student's satisfaction (S) between pre-IDI (M=3.09, SD=0.593) and post-IDI (M=3.62, SD=0.829) condition; $t(29) = -2.59, p < .001$ and the mean difference was -0.533.

According to the paired-sample t-test results demonstrated above, the researcher reached the following conclusions. First, all eight variables had significant mean differences between the post-IDI and pre-IDI stages. Second, the researcher found a significant increase in students' utilitarian, hedonic, perceived value, emotional value,

facilities, knowledge, novelty, and satisfaction in art troupe between the pre-and post-IDI phases.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This study examined the influence of seven independent variables—utilitarianism, hedonism, perceived value, emotional value, facilities, knowledge, and novelty—on one dependent variable: students' satisfaction with the art troupe. It used a comprehensive study design, data collection, and methodology to draw meaningful conclusions.

The research design incorporated the use of the Index of Item-Objective Congruence (IOC) for validity and Cronbach's Alpha in a pilot test to ensure the reliability of the measurement instruments. This rigorous approach to measurement strengthened the credibility of the research. Data were collected from 93 valid responses from students at a comprehensive university in Sichuan. They were subjected to multiple linear regression analyses to verify the significant relationships between the independent and dependent variables. Moreover, a 16-week Intervention Design Implementation (IDI) was carried out with 30 selected student groups. Post-ID data were collected and compared with pre-ID data using a paired-sample t-test.

The results show that some factors significantly impact the student's satisfaction with the art troupe. Specifically, utilitarianism, hedonism, emotional value, and novelty significantly impact the degree of satisfaction. On the other hand, the perceived value, facilities, and knowledge did not significantly affect the satisfaction level. This indicates that focusing on utilitarianism, hedonism, emotional values, and novelty can improve students' satisfaction with the art troupe.

The results of the paired sample t-test showed that student satisfaction with the art troupe varied significantly between the post-ID and pre-ID stages. This suggests that the 16-week intervention design and implementation had a positive and statistically significant impact on student's satisfaction with the art troupe.

Finally, with the background of a comprehensive university in Sichuan Province, this study has made valuable contributions to improving the students' satisfaction with the art troupe through some measures. The robust method, comprehensive analysis, and practical implications of this study provide insight into the factors that can improve students' satisfaction with the troupe. These findings can inform educational strategies and interventions to improve students' satisfaction with the art troupe. Finally, they should constantly be prepared to improve their artistic quality and promote the five educations.

5.2 Recommendations

Improving students' satisfaction with the art troupe has never been more important. A recent study examined the impact of several key variables on student satisfaction with art troupes, and there is growing knowledge telling educational institutions how to better prepare students for success in a world that requires comprehensive development. In this article, we will explore a set of recommendations from the study's results designed to improve students' satisfaction with the art troupe and thus enhance aesthetic literacy.

One of the study's main suggestions is to start with student utilitarianism. Educational institutions, including a comprehensive university in Sichuan province, can set up as many art competitions as possible within an appropriate scope to attract more students to participate. More rewards can motivate students to move forward.

Methods to satisfy students' hedonic values can significantly affect their satisfaction with the art troupe. For educational institutions, allowing students to participate in or watch artistic performances, such as welcome parties, can satisfy students' pleasure value and subtly improve their artistic accomplishments.

This study highlights the importance of emotional value. Educators should pay attention to the positive feedback given to students during rehearsal. By encouraging students to make progress in the process of growth to meet the emotional needs of students so that students can enjoy the time in the art troupe.

The novelty of the activity plays a crucial role. Educational institutions should recognize this point and take innovative measures accordingly. Repeating the same type of activity can easily lead to students' aesthetic fatigue, resulting in no motivation to participate. Innovation in the activity content and form can effectively attract students.

Regular assessment of students' satisfaction with the art troupe is crucial. By implementing ongoing assessments, institutions can identify factors influencing students' satisfaction with the art troupe and provide targeted interventions. This approach ensures that the development of these skills remains a priority.

In conclusion, the results of this study provide valuable insights into educational institutions that seek to improve students' satisfaction with art troupes. By implementing these suggestions, colleges and universities can create a learning environment full of artistic atmosphere so that students can improve their aesthetic education literacy and develop in an all-round way. Educational institutions are responsible for accepting these recommendations and giving students room to cultivate the qualities necessary for success.

5.3 Limitations for Future Research

While research on the effects of independent variables on students' self-leadership and creativity provides valuable insights, recognizing its limitations is essential to guide future research. These limitations provide potential venues for further investigation and research improvements:

Sample size and demographic data: The study focused on a specific group of students from a comprehensive university in Sichuan. Future research should diversify the sample by including students from diverse educational, age groups, and cultural backgrounds to assess the generalizability of the findings.

Variables and relationships: This study focused on seven specific independent variables and one dependent variable. Future studies could explore additional independent variables and their potential interactions to provide a more comprehensive view of the factors influencing students' satisfaction with the troupe.

Intervention design: This study has implemented a specific intervention program. Future studies should explore alternative intervention designs that allow comparison of the effectiveness of different strategies in improving student satisfaction with the art troupe.

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