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Factors Influencing Parents' Satisfaction with Children's Aesthetic Education Institutions: A Case Study of Luketonghua Aesthetic Education Institutions, Jinzhong City, Shanxi Province, China

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Abstract

This study aims to examine the factors influencing parents' satisfaction with a children's aesthetic education institution in Jinzhong, Shanxi Province. Grounded in a conceptual framework, the research investigates the causal relationships among Aesthetics(ATT), Education(ECT), Artistic healing(AH), Perceived perceptual experience quality(PPEQ), Two-way communication(TWC), Rewarding(RW) and satisfaction(SF). The research was conducted in three stages. In the first stage, the questionnaire underwent validity assessment through item-objective congruence (IOC) evaluation by three experts. A pilot test was then carried out with 30 samples, and the reliability of the instrument was examined using Jamovi. Subsequently, stratified random sampling was employed to select 90 parents from the institution as participants. Data were collected via an online questionnaire and analyzed using multiple linear regression (MLR) to test the proposed hypotheses. In the second stage, convenience sampling was used to select 30 parents from the initial sample to participate in a 12-week intervention. Following the implementation of the Intervention Design and Implementation (IDI), a paired-samples t-test was conducted to compare pre- and post-intervention differences. In the third stage, the findings were summarized and discussed. The results show that aesthetics, art therapy, perceived experiential quality, and rewards significantly predict parental satisfaction, whereas education and two-way communication do not demonstrate statistically significant effects. Post-intervention comparisons indicate significant improvements in four of the six dimensions, confirming the effectiveness of the intervention. Overall, the findings provide empirical evidence and practical insights for institutional management and for enhancing parental engagement in children's aesthetic education contexts.

Keywords: Aesthetics, Art Therapy, Parental Satisfaction, Experiential Quality, Communication

Introduction

Under the background of economic globalization, Chinese families have an increasingly strong demand for children's art education (McLennan et al., 2006). According to the report by the U.S. Department of Health and Human Services. (U.S. Department of Health and Human Services, 2024), it is stated that, The mental health conditions of parents can pose greater risks for children when combined with additional risk factors like poverty, exposure to violence, and marital conflict, but they can be mitigated by protective factors like social support networks and positive parenting behaviors as well. many parents usually have little time to pay attention to their children because of their work, and parents need to use educational institutions to intervene in their children (Edwards & Pill, 1996). However, it is precisely because parents spend less time with their children, That many children need psychological intervention for growth, and art training institutions have become a good choice for parents.

In recent years, there are more art education institutions for children, and the competition is becoming more and more fierce. Faced with enormous pressure, institutions need to broaden their appeal to customers and attract more customers. Therefore, one of the key issues facing organizations today is how to make customers more satisfied (Vesci et al., 2020). According to the research of Friedman et al. (2007), parents' satisfaction with educational institutions has multi-dimensional factors, such as curriculum, safety, regional characteristics, population characteristics and other factors. At the same time, it is found that few studies have investigated the factor structure of parental satisfaction. At the same time, it shows that the managers of educational institutions understand that the factors affecting parents' satisfaction are very important and have a bearing on the survival and development of educational institutions (Bauch & Goa, 2000).

According to the above analysis of the importance of children's art education, There is a strong social demand for children's art education (McLennan et al., 2006). so it is particularly important to develop children's aesthetic education institutions. In order to develop aesthetic education institutions, parents' satisfaction with the institutions is the core influencing factor for their development, so it is very important to study parents' satisfaction with children's aesthetic education institutions (Bauch & Goa, 2000). It can provide the core driving force for children's art education and a strong basis for the development of children's aesthetic education institutions.

Take Lu Ke Tong Hua children's aesthetic education institutions in Jinzhong City, Shanxi Province as an example. When parents seek help from the institution, the most considered issues are these factors: geographical location, teacher quality, institutional environment and facilities, children's willingness and preferential and reward system (Bond & King, 2003). Therefore, the institution should help parents solve their concerns, remove the obstacles of parents' choice, and consider the ideas of parents from all dimensions of the institution. Only when parents are satisfied with the institution, will they choose this institution

to educate their children (Griffith, 2000).

For the children's aesthetic education agency, the survival of the organization depends on the customer's purchase of the services and products provided by the organization. Research shows that purchase intention is related to satisfaction (Pekarik et al., 1999). Satisfaction comes from the quality of products and services provided by the organization to customers, and the competitiveness of the organization comes from the reputation of customers for the service of the organization. Service quality, customer satisfaction and customer perceived value are becoming the most important competitive factors for product and service providers (Phillips et al., 1983).

Therefore, the author takes Luketonhua Aesthetic education institutions in Jinzhong City, Shanxi Province as an example to conduct investigation and research, and studies the satisfaction of parents through the aesthetics, education, art healing, perception and experience quality, two-way communication, reward and other dimensions of the institution, aiming to improve the overall service quality of children's art education institutions and provide suggestions and references for the development of children's art education.

Drawing on multiple theoretical perspectives, the study develops a revised conceptual model and aims to achieve the following objectives:

- To examine the effects of Aesthetics, Education, Artistic Healing, Perceived Perceptual Experience Quality, Two-way Communication, and Reward Mechanisms on parents' satisfaction.

- To assess the current levels of these six factors and parents' satisfaction within the institution.

- To design and implement an Intervention Design & Implementation (IDI) program aimed at improving these factors.

- To compare the differences in the six factors and parents' satisfaction between the pre-IDI and post-IDI phases.

To achieve the above research objectives, This study is guided by the following research questions:

- Does Aesthetics significantly influence parents' satisfaction?
- Does Education significantly influence parents' satisfaction?
- Does Artistic Healing significantly influence parents' satisfaction?
- Does Perceived Perceptual Experience Quality significantly influence parents' satisfaction?

- Does Two-way Communication significantly influence parents' satisfaction?

- Do Rewarding mechanisms significantly influence parents' satisfaction?

- What are the current levels of Aesthetics, Education, Artistic Healing, Perceived Perceptual Experience Quality, Two-way Communication, Rewarding, and parents' satisfaction?

satisfaction in the institution?

- What Intervention Design & Implementation (IDI) strategies can effectively enhance Aesthetics, Education, Artistic Healing, Perceived Perceptual Experience Quality, Two-way Communication, and Rewarding to improve parents' satisfaction?
- Are there significant differences in these variables between the pre-IDI and post-IDI phases?

Literature Review

Related Literature of Variables

Aesthetics(ATT)

Aesthetics experience refers to the overall atmospherics and mood of the physical environment (space, colour, lighting, etc.) (Vesci et al., 2020). Aesthetics comes from the Greek word Aisthētikos meaning sensitive, sentient, pertaining to sense perception derived from Aisthanomai relating to perception by the senses meaning: "I perceive, feel, sense" (Jensen & Torrissen, 2019). For Schaeffer and De Coursey, aesthetics is an important aspect of human experience, an art or something beyond art (Jensen & Torrissen, 2019). Art is a relatively open concept, and philosophers in different periods have made different interpretations of the concept of art. Wartenberg (2001) proposes 28 philosophical perspectives to describe art based on metaphysical, aesthetic, sociocultural, and psychological theories. For example, in antiquity and the Renaissance, art imitated and represented nature/reality (Plato, Aristotle, and Alberti). In the 18th century, art was a matter of taste and beauty (Hume, Kant). In the late 19th and early 20th centuries, art was used to express and communicate emotions and experiences (Tolstoy, Collingwood, Dewey). At the same time, some researchers also believe that art is a form of human expression, which uses creative skills and imagination to produce works of beauty or emotional expression, rather than works of practicality and function (Vukadin et al., 2018). Regarding the concept of aesthetics, Eronen (2019) conceptualizes it as a resource specifically, a means of enhancing attractiveness. Drawing on Gibson's (1979) theory of affordances and Böhme's (1993, 2017) theory of atmospheric aesthetics, Eronen argues that aesthetics functions as a resource that employs environmental design to generate emotional and perceptual value.

As for the research and analysis of aesthetic literature, many literatures combine aesthetics with economy and believe that aesthetics is a resource and means to create economy. For example, Vukadin et al. (2018) believes that aesthetics is a tool to provide attraction, enable customers to generate emotional value, experience perceived value, and achieve customer satisfaction and transaction purposes. More organizations are realizing that they will focus their efforts on promoting satisfying customer experience. Because more customers are no longer satisfied with simple purchase delivery or quality. they are looking for unique and memorable

experiences. Therefore, institutions must enhance their attractiveness and satisfy customers. The first thing that children's beauty and institutions should think about is to use the experience dimension of aesthetics and institutional education to enhance the satisfaction of parents in aesthetic education institutions (Vesci et al., 2020).

Regarding the relationship between artistic elements and customer satisfaction, prior research suggests that the incorporation of art can serve as an engaging organizational tool that provides customers with novel experiential stimuli. Artistic elements offer a distinct source of hedonic gratification, thereby enhancing customers' affective arousal and elevating their overall satisfaction with the experience (Hagtvedt et al., 2008). Moreover, artistic components are argued to generate cultural appeal, leveraging customers' emotional responses to stimulate interest and strengthen purchase intentions. When customers' emotions are effectively engaged through artistic elements, their experiential satisfaction is consequently enhanced (Vukadin et al., 2018).

H1: The aesthetic elements of aesthetic education institutions have a significant impact on parents' satisfaction

Education (ECT)

Institutions provide educational experiences because they provide opportunities for awareness and learning (historical entertainment, art exhibitions, guided tours, etc.) and entertainment experiences for parents to entertain, have fun and socialize with other parents (Vesci et al., 2020). Brown (2013) believes that art education is used to cultivate children's skills in various aspects (such as language, literacy, science, mathematics and social and cultural learning) through artistic means, such as music, dance and visual arts. Wolf Bordonaro et al. (2015) believes that art education is a tool used by schools to help students learn, improve social interaction, increase learning behavior, appropriate emotional development, and increase empathy and personal happiness. At the same time, learning forms can be adapted to meet the specific developmental needs of individual students and parallel to the developmental, learning and behavioural goals of students.

Research finds that there are great differences in preschool education in different countries and regions (Prayukvong et al., 2018). A series of factors, including government support, lack of connection and coordination between education and school counseling professionals, lack of professional preschool education counselors, inclusion issues, religious education, and ethnic minority issues, will affect the specific implementation of preschool education. Skallerud (2011) believes that due to the intangible nature of education, it is difficult for parents to evaluate educational institutions, but the managers of educational institutions know the importance of parental satisfaction better than anyone else, because parental satisfaction has a direct impact on the reputation of educational institutions. Therefore Skallerud (2011) borrowed the meaning and measurement of reputation from the corporate world and applied it to the field of education. At present, the marketization of education has

become a prominent issue, and parental satisfaction has become the core strategic element of competition among educational institutions. Scholars and educators have a consensus that the reputation of educational institutions is important. The reputation of an educational institution is defined as parents' (stakeholders') perception of the institution's ability to deliver valuable educational service outcomes (Survilaitė et al., 2024).

As for the research on education and parental satisfaction, Prayukvong et al. (2018) believes that to improve the service quality of preschool education institutions, parents' expectations and satisfaction with the overall service of preschool education institutions should first be studied, and factors affecting parents' satisfaction with preschool education institutions should be determined. As for the mediating role of education dimension in customer satisfaction, Vesci et al. (2020) found through research that the most important dimension of customer experience dimension is education. Because education is the core competitiveness of an aesthetic education institution, through aesthetic education, emotions can be cultivated and abilities in all aspects can be improved, so as to make customers feel satisfied. Keiningham et al. (2006) research on parental satisfaction mainly focuses on the relationship between parental satisfaction and institutional child retention. Studies have shown that there is a positive correlation between parental satisfaction and child retention, and educational improvement emphasizing different attributes for children of different ages can improve parental satisfaction. As for the research on education and satisfaction Friedman et al. (2007), it is very important to study the factors of parents' satisfaction with educational institutions.

H2: The education quality of aesthetic education institutions has a significant impact on parents' satisfaction.

Artistic healing (AH)

Art therapy primarily refers to the "visual arts as therapy" approach, where users view art exhibitions to experience aesthetic pleasure, emotional release, and emotional resonance with the artworks and to attain a state of relaxation, thereby reducing mental anxiety and fostering a sense of social belonging (Xia, 2023). Art can be used as a tool to help patients think effectively, release bad emotions, forget bad memories, enrich thoughts and emotions, help produce feelings and mental states that are beneficial to the patient, and lead to greater well-being for the patient (Hu et al., 2021). In this study, art therapy is defined as a therapeutic approach that uses art-making and creative processes to facilitate nonverbal communication, enhance self-understanding, and promote psychological well-being. Through various forms of artistic expression—such as art curricula, individual artwork, environmental art, and visual arts—art therapy provides a supportive space for individuals to explore emotions, express inner experiences, and engage in personal growth and healing (American Art Therapy Association, 2022). helps to think effectively, ameliorates bad experiences, enhances feelings and mental states, and helps to bring about greater well-being (Hu et al., 2021).

McNiff (2004), a pioneer of art therapy and Professor of expressive therapies, suggested: “Art therapy work within the mental health field has started a process that is good for everyone (McNiff, 2004) . Arts heals all of us - not just the mentally ill” (Gillam, 2018) . According to Griffiths (2003), the mental health benefits of arts and creativity are three-fold. They are as follows:1. strengthen psychosocial, life and coping skills of the individual;2. increase social support as a buffer against adverse life events; and3. increase access to resources and services that protect mental wellbeing (Gillam, 2018) . Evidence suggests that engaging in the arts can increase happiness. Participants in the art activity program demonstrated higher levels of motivation, which opened up new areas of connection with sensory experiences such as: relaxation, joy, and inner peace; Participation in artistic activities has the potential to stimulate the senses, inspire personal engagement, and connect individuals to parts of themselves that have been neglected due to illness; The participants of the art activity project experience new possibilities through aesthetic participation; Providing a connection to sensory, cognitive, and emotional tools can improve well-being. More artistic activities can make a positive contribution to public health (Jensen & Torrissen, 2019).

In the context of this study, the relationship between art therapy and parents’ satisfaction is reflected in the influence of institutional artistic elements—such as curriculum design, students’ artworks, art exhibitions, environmental aesthetics, and visual artistic cues—on parents’ evaluative judgments. Creek (2001), in her research on art therapy and its recipients, posits a strong association between artistic engagement and adaptive cognitive patterns. She argues that artistic activities can activate individuals’ creative potential and foster more adaptive modes of thinking. Such creative cognitive patterns support problem-solving, facilitate more effective behavioral responses, and strengthen individuals’ capacity to manage life stressors. Consequently, art therapy can assist participants in addressing cognitive, behavioral, and stress-related challenges, ultimately yielding satisfactory therapeutic outcomes. Based on the theoretical linkage between art therapy and satisfaction described above, the third hypothesis is therefore proposed.

H3: Artistic healing in aesthetic education institutions has a significant effect on parents’ satisfaction

Perceived perceptual experience quality (PPEQ)

Perceived Perceptual Experience Quality (PPEQ) refers to the immediate perceptual responses generated during parents’ participation in institutional activities and is conceptualized as parents’ evaluations of the social-psychological benefits they expect to obtain. PPEQ primarily involves parents’ direct interaction with the visual servicescape, which contributes to the overall visual-aesthetic experience (Lin, 2016). In general terms, perceived experience quality can be understood as the discrepancy between consumers’ expectations and their perceptions of actual service performance: when performance exceeds

expectations, satisfaction increases, whereas performance falling below expectations results in dissatisfaction (Palmer & O' Neill, 2003).

While the notion of quality is relatively straightforward within manufacturing contexts, it becomes significantly more complex in the service sector. In service environments, quality is typically interpreted as perceived service quality, that is, consumers' subjective assessment of the experiential quality delivered (Annamdevula & Bellamkonda, 2016). Parasuraman et al. (1985) further define perceived experiential quality as a customer's rational evaluation of service attributes combined with affective judgments or attitudinal responses.

Building on this conceptual foundation, Kitapci et al. (2013) propose a model asserting that perceived experience quality arises from a comparison between customers' expectations and the actual performance of a service organization. They conceptualize perceived service quality as a global assessment or attitude concerning the overall superiority of a service. Similarly, Philip and Stewart (1999) define perceived experiential quality as customers' evaluation of the overall excellence or superiority of the service, reflecting consumers' holistic perceptions of an organization's strengths and weaknesses, as well as an overarching judgment regarding service superiority.

There has been considerable debate about the nature of the relationship between satisfaction and the quality of perceived perceptual experience. While most studies show that perceived perceptual experience quality is an important prerequisite for customer satisfaction, there is also some evidence that satisfaction may be a prerequisite for service perceived perceptual experience quality (Palmer & O' Neill, 2003). According to the research of Seth et al. (2005) literature in the field of perception, perception and experience quality develops in sequence, providing researchers with continuous content update, while researchers constantly learn from previous research results (Seth et al., 2005).

On the relationship between Perceived perceptual experience quality and satisfaction, Parasuraman et al. (1985) showed that Perceived perceptual experience quality is an important prerequisite for customer satisfaction. There is also some evidence that satisfaction may be a prerequisite for perceived perceptual experience quality (Oliver, 1980). However, no matter from which angle, perceived perceptual experience quality is strongly correlated with satisfaction (McAlexander et al., 1994). According to Heskett et al. (1997), the relationship between perceived perceptual experience quality and satisfaction is that perceived perceptual experience quality is equal to the results created for participants.

H4: Perceived perceptual experience quality of aesthetic education institutions has a significant impact on parents' satisfaction.

Two-way communication (TWC)

Two-way communication, also referred to as transactional communication with both conversational and dialogic elements, is an indispensable ingredient for instigating and maintaining a education institutions-parents relationship. In service marketing, in particular,

two-way communication is an important strategy for increasing education institutions' bonds with their parents (Hegner et al., 2016). Labrecque (2014) defines two-way communication as "an illusory experience process established by institutional service staff and parents, in which customers interact with personas (namely institutional spokespersons, institutional image ambassadors or institutional reception staff) as if they are present and participate in the education and teaching of children, and the educational structure expected by parents." . "A mutually beneficial relationship that parents can experience" (p. 135)(Agnihotri et al., 2023). Two-way communication is a process that encourages negotiation between the organization and the public in need to promote mutual understanding between the organization and the customer. From a relationship management perspective, two-way communication is essential to foster long-term mutually beneficial relationships between the organization and the public (Lee & Seltzer, 2018).

Related literature of two-way communication recent research shows that consumers today tend to trust in-person, two-way communication with agencies rather than traditional advertising; The existing literature in the field of two-way communication shows that researchers are mainly concerned with identifying the characteristics of two-way communication and its impact on customer behavioral intent (Lee & Seltzer, 2018); Previous studies have found that the psychological and emotional attachment of followers to two-way communication will significantly affect the attitude of followers to accept their propaganda, because the enthusiasm for the spokesperson of the agency will be transferred to the brand of the agency (Agnihotri et al., 2023).

Regarding the relationship between Two ways of communication and Satisfaction. Odekerken-Schröder et al. (2003) believes that two-way communication is an indispensable factor to maintain the relationship between organizations and parents. To achieve sustainable development, organizations must maintain a good relationship with customers, so two-way communication is particularly important. Two-way communication is an essential strategy for strengthening the relationship between educational service organizations and parents. By enabling dialogue rather than one-way broadcasting, two-way channels let parents access richer organizational information, ask questions and transact or consult online, and engage directly with staff and other parents – all of which foster stronger interpersonal ties, greater trust, and ultimately higher loyalty and cooperation toward the organization. The adoption of interactive media (e.g., social platforms, institutional portals) therefore functions both as a relationship-building policy and as a practical mechanism to increase stakeholder engagement and retention (Lovejoy & Saxton, 2012). Two-way communication plays a very important role in improving parents' satisfaction. Two-way communication between an organization and its customers positively influences customer satisfaction, trust, and commitment to the organization (Hegner et al., 2016). Combined with the above description of the Two ways of communication and satisfaction, the fifth hypothesis is proposed.

H5: Two-way communication of aesthetic education institutions has a significant impact on parents' satisfaction.

Rewarding (RW)

Hegner, et al refer to rewarding as “parents’s perception of the extent to which education institutions offer tangible benefits such as pricing or gift incentives to its regular customers in return for their loyalty” (Hegner et al., 2016). One of the earliest and most popular points mechanisms, the concept of a point mechanism emerged in 2010 as a reward system that can be redeemed for virtual goods and gifts (Ogba & Johnson, 2010) and (Zhang et al., 2022). Reward is a management tool. Through salary, bonuses, promotion, etc., it is a management means to design and integrate an important reward mechanism, develop an encouragement mechanism to achieve the strategic goals of the organization, and improve the efficiency of the organization by stimulating the behavior of individuals or groups (Milne, 2007). Wang et al. (2018) believe that reward is regarded as an experience in the process of customer consumption, a pleasant experience that customers feel when they are fully invested and immersed in the activity, a key part of customers’ enjoyment, fun and optimal experience, and a key part of customers’ satisfaction in the process of institutional experience.

As for the research on customer rewards, a lot of evidences show that children and parents prefer monetary rewards and immediate rewards. However, this kind of monetary rewards is the most unfavorable financial method for the organization and the person in charge of the organization. In addition, the length of time for parents to receive rewards also has a significant impact on customer satisfaction and purchase intention. Therefore, immediate rewards are generally effective for the satisfaction and loyalty of new parents, while delayed cumulative rewards are effective for maintaining the satisfaction and loyalty of existing parents (Park et al., 2013). There is a large body of literature and literature research on rewards and recognition programs for rewards, with much of the research focusing on the impact of rewards on current institutional missions, parental interest, and parental feedback on rewards (Milne, 2007). Many institutions set up incentive programs that are divorced from the needs of parents, not closely related to meeting the needs of parents, and there are no key reward measures, so many institutions’ incentive mechanisms are not achieving the desired results (Macaulay & Cook, 2001).

As for the research on the relationship between rewards and satisfaction, in order to meet the needs of different customers, rewards can be divided into money (such as bonuses, discounts, cash back, coupons, shopping vouchers, etc). And non-monetary (such as written rewards, public incentives, awards, compliments, etc) to provide a more flexible approach to reward programs and improve overall customer satisfaction (Kuczmarski & Kuczmarski, 2019). In terms of adjusting the relationship between rewards and satisfaction, institutions can provide non-monetary rewards such as gifts, stationery and painting materials to parents with high long-term orientation, and monetary rewards such as registration cash discounts, registration cash

rebates and gifts to parents with low long-term orientation, which can maximize the satisfaction and loyalty of students’ parents (Park et al., 2013). An important strategy to improve customer satisfaction, trust and loyalty is to expand rewards for loyal customers. For customers who cooperate with organizations for a long time, increasing the budget of continuous rewards can make loyal customers more satisfied (Hegner et al., 2016). Combined with the above description of Rewarding and Satisfaction, the sixth hypothesis is put forward.

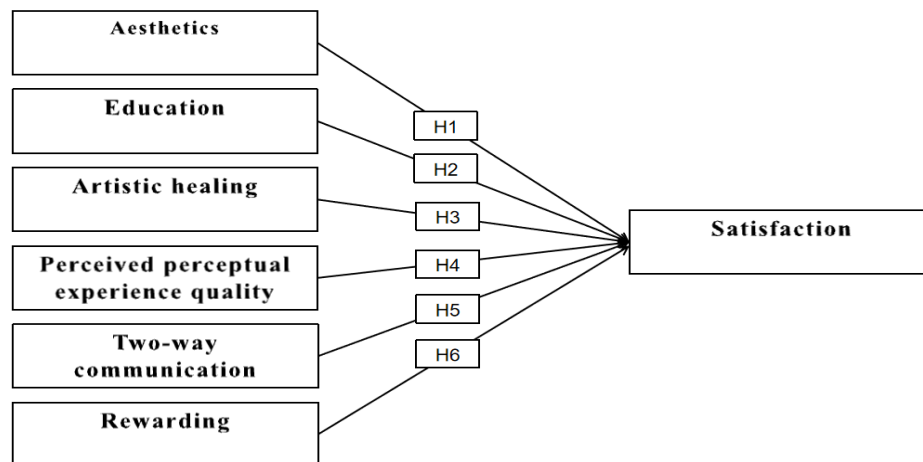
H6: The reward system of aesthetic education institutions has a significant impact on parents’ satisfaction.

Research Framework

This research was conducted from six different dimensions: the two dimensions of aesthetics (ATT) and education (ECT) proposed by Vesci et al. (2020), the dimension of art healing ((AH) provided by Xia (2023), the dimension of perceived perceptual experience quality(PPEQ) provided by Lin (2016), two dimensions of two-way communication and reward provided by Hegner et al. (2016). The above theories support the researcher to develop a conceptual framework, as shown in the figure.

Figure 1

Conceptual Framework



Source: Created by author

The objective of this study is to examine the factors influencing parents’ satisfaction with a children’s aesthetic education institution in Jinzhong City, Shanxi Province, with the aim of enhancing parental satisfaction and promoting the development of aesthetic education within such institutions. Drawing on existing theoretical frameworks, this study revised and established its own framework, which includes six independent variables—Aesthetics (ATT),

Education (ECT), Artistic Healing (AH), Perceived Perceptual Experience Quality (PPEQ), Two-Way Communication (TWC), and Rewarding (RW)—and one dependent variable: Satisfaction (SF).

To achieve the research objectives, hypotheses were proposed based on the revised conceptual framework. Subsequently, the item-objective congruence (IOC) index was employed to assess content validity, and a reliability pilot test of the scale was conducted using Jamovi. Data were collected through questionnaire distribution and analyzed using multiple linear regression (MLR) to test the research hypotheses. In addition, a 12-week intervention was designed and implemented (IDI) and paired-sample t-tests were conducted to examine the differences before and after the intervention. Through these sequential procedures, the study ultimately generated its research findings.

Research Methodology

Population

Given that the purpose of this study is to examine the factors influencing parents' satisfaction with a children's aesthetic education institution in Jinzhong City, Shanxi Province, the parent participants were drawn from a children's art education institution in Jinzhong, named LukeTonghua. The institution provided support in terms of facilities, teaching staff, materials, and services. All participating parents took part on a voluntary basis, and their children were required to be enrolled in the institution's holiday training courses.

Sample size

Regarding sample size, Roscoe (1975) suggested that a sample of more than 30 participants is generally required to achieve statistical significance, whereas a sample size below 30 is typically considered inadequate. For most behavioral and social science research, a sample size ranging from 30 to 500 participants is deemed appropriate. Based on these guidelines, the sample sizes adopted in each stage of the present study were as follows.

First, 30 parents were randomly selected from those whose children were enrolled in the holiday courses to conduct the questionnaire reliability test.

Second, 90 parents were randomly selected from the same population of holiday-course participants. These 90 parents received the questionnaire that had passed the preliminary reliability assessment. A total of 90 valid responses were obtained and subsequently analyzed using multiple linear regression to test the research hypotheses.

Finally, 30 parents were randomly selected from the group of 90 participants involved in the hypothesis-testing stage to participate in a 12-week in-depth intervention (IDI).

Sampling Procedures

A total of three rounds of sampling were conducted in the course of this study. The specific procedures for each sampling round are detailed as follows.

Sampling 1 : Sampling for pilot survey and pilot test

For the reliability testing of the questionnaire, random sampling was employed. From the target group of parents, 30 parents were randomly chosen to participate in a pilot test to assess the reliability of the questionnaire.

Sampling 2 : Stratified Random Sampling for Pre-survey

For hypothesis testing, stratified random sampling was again applied. Specifically, 90 parents of children participating in the holiday training program were selected from the total population of 211 parents. The questionnaire was distributed online, and the collected data were subjected to multiple linear regression analysis to examine whether the proposed hypotheses were supported.

Sampling 3 : Sampling for IDI

For the sampling of participants in the intervention experiment, random sampling was conducted. Among the 90 parents who participated in the previous round of hypothesis testing, 30 parents were randomly selected to participate in the intervention phase of the study.

Research Instruments

Design of Questionnaire

The development of the survey questionnaire followed a three-step procedure.

Step 1: The initial pool of items was generated based on validated measurement instruments adopted from six prior studies (Bond & King, 2003; Hegner et al., 2016; Lin, 2016; Tarigan et al., 2022; Vesci et al., 2020; Xia, 2023).

Step 2: The draft questionnaire was refined under the supervision of a doctoral advisor from Assumption University and subsequently evaluated by three subject-matter experts to assess item-objective congruence (IOC).

Step 3: A pilot test was administered to 30 parents in order to examine the questionnaire's reliability and validity. The results of the pilot test informed the revision and finalization of the questionnaire.

Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Identity screening section. Use screening questions to filter out non-study populations.

Part 2: Basic identity information section. The questions in this section are designed to obtain the basic information of the research subjects, including the gender characteristics of the parents and the subject areas their children are studying at this institution.

Part 3: The main part of the questionnaire. To investigate the satisfaction of 90 students' parents on various dimensions of institutions.

Results and Discussion

Results

Demographic Profile

The demographic information collected from the participants included the gender of the parents and the categories of subjects in which their children were enrolled. A total of 90 questionnaires were distributed to parents participating in the study, and all 90 were returned and considered valid. Among the respondents, 65 were female parents (72.2%) and 25 were male parents (27.8%), indicating that female parents constituted the majority.

Regarding the subjects selected for their children, the results show that 38 parents (42.2%) enrolled their children in painting classes only, 16 parents (17.8%) enrolled their children in calligraphy classes only, and 36 parents (40.0%) enrolled their children in both painting and calligraphy classes. These findings indicate that the largest proportion of parents chose painting classes alone, followed by those who enrolled their children in both painting and calligraphy classes. The smallest group consisted of parents who selected only calligraphy classes. The detailed statistical results are presented in Table 1.

Table 1

Demographic Profile

Entire Research Population (n=90)		Frequency	Valid Percent
Gender	Male	25	27.8%
	Female	65	72.2%
Children's subjects	painting	38	42.2%
	penmanship	16	17.8%
	Both painting and penmanship	36	40.0%
Total		90	100%
IDI Participants (n=30)		Frequency	Valid Percent
Gender	Male	11	36.7%
	Female	19	63.3%
Children's subjects	painting	12	40.0%
	penmanship	5	16.7%
	Both painting and penmanship	13	43.3%
Total		30	100%

Source: Created by author

IOC Results

This method involves collecting expert opinions to validate the tool's effectiveness (Rovinelli & Hambleton, 1976). Generally, IOC requires at least two experts. This research questionnaire was completed under the guidance of a doctoral supervisor from Assumption University, and then was scored by three experts, including an art professor from Southwest University, an expert from the Children's Fine Arts Committee of the China Artists Association, and an expert from the preschool education department of Kashgar University's School of Education Sciences, and items with scores below 0.67 needed to be reconsidered, while items with scores above 0.67 could be maintained (Method, system, and program for configuring system resources) (Carlson & da Silva, 2006). The three experts gave evaluations on the questions. All 24 questions in 7 variables passed the IOC rating test, which means that the questionnaire questions are valid and can be retained for further investigation and research.

Pilot survey and Pilot test results

The researcher conducted a pilot survey of 30 parents of students in the institution and gave feedback according to their actual situation. Then, Cronbach's Alpha internal consistency reliability test was determined, which should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). The reliability test results for each variable are shown in table 2.

Table 2

Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Aesthetics (ATT)	5	Vesci et al. (2020)	0.876	Good
Education (ECT)	4	Vesci et al. (2020)	0.850	Good
Artistic healing(AH)	3	Xia (2023)	0.778	Acceptable
Perceived perceptual experience quality(PPEQ)	3	Lin (2016)	0.915	Excellent
Two-way communication(TWC)	3	Hegner et al. (2016)	0.859	Good
Rewarding(RW)	3	Hegner et al. (2016) Tarigan et al. (2022)	0.817	Good
Satisfaction (SF)	3	Xia (2023)	0.881	Good

Source: Created by author

Results of multiple linear regression

The results of multiple linear regression revealed the relationship between the independent variable and the dependent variable at the diagnostic stage. The results of linear regression analysis conducted using Jamovi 2.3.12 are as follows: The results indicate that the P-values of Aesthetics, Artistic healing, Perceived perceptual experience quality, and Rewarding are all less than 0.05 ($p < 0.05$), while the P-values of Education and Two-way communication

are greater than 0.05 ($p > 0.05$). This suggests that Aesthetics (ATT), Artistic healing (AH), Perceived perceptual experience quality (PPEQ), and Rewarding (RW) have significant positive effects on Satisfaction (SF). Education (ECT) and Two-way communication (TWC) have P-values greater than 0.05 ($p > 0.05$), indicating that they have no effect or a negative effect on Satisfaction (SF). The R-squared value shown is 0.870, meaning that the predictors explain 87.0% of the variance. According to the Stand.Estimate, the value of Education (β) is -0.0278, indicating that Education negatively affects parents' satisfaction. The values of other factors (β) are positive, ranging from 0.3079 to 0.0811. Aesthetics, Artistic healing, Perceived perceptual experience quality, and Rewarding have significant positive effects on parents' satisfaction, with Rewarding having the highest value of 0.3079.

Table 3

The multiple linear regression of five independent variables on parents' satisfaction

Variables	t-value	p-value	Stand. Estimate (β)	VIF	R2
Aesthetics	2.524	0.013	0.1904	0.271	0.870
Education	-0.408	0.684	-0.0278	0.332	
Artistic healing	3.420	< .001	0.2906	0.214	
Perceived perceptual experience quality	2.182	0.032	0.1737	0.243	
Two-way communication	1.019	0.311	0.0811	0.243	
Rewarding	3.773	< .001	0.3079	0.232	
Dependent variable: parental satisfaction (Sf)					

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

Based on the results of the multiple linear regression test, the six hypotheses proposed earlier in this study, namely H1, H3, H4, and H6, were supported and retained. However, H2 and H5 were not supported (Note that: p-value ≤ 0.05 , Hypothesis is supported). However, to advance the analysis, the researcher retained all variables for the Intervention Design and Implementation (IDI) stage in order to test the following hypotheses.

H7: There is a significant difference in The effects of Aesthetics (ATT) on satisfaction Pre-IDI and Post-IDI.

H8: There is a significant difference in The effects of Education (ECT) on satisfaction Pre-IDI and Post-IDI.

H9: There is a significant difference in The effects of Artistic healing (AH) on satisfaction Pre-IDI and Post-IDI.

H10: There is a significant difference in The effects of Perceived perceptual experience quality (PPEQ) on satisfaction Pre-IDI and Post-IDI.

H11: There is a significant difference in The effects of Two-way communication (TWC) on satisfaction Pre-IDI and Post-IDI.

H12: There is a significant difference in The effects of Rewarding (RW) on satisfaction Pre-IDI and Post-IDI.

IDI Intervention Stage

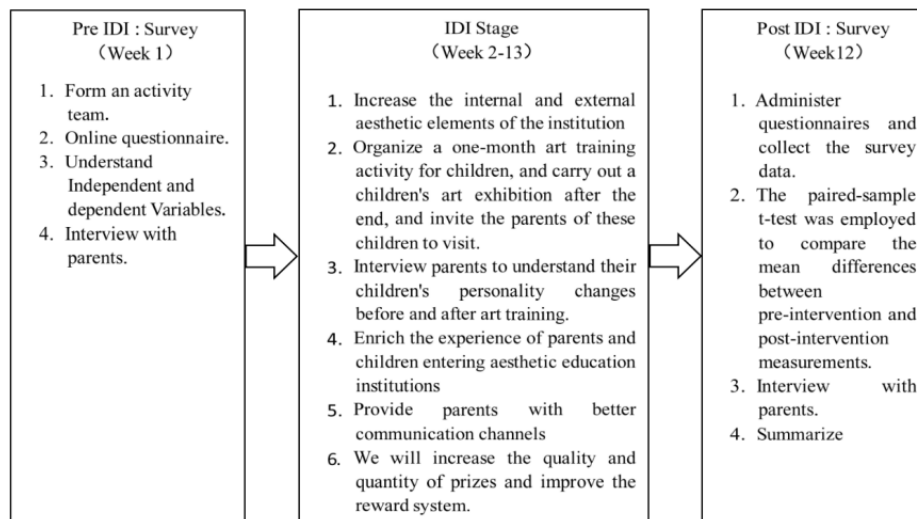
IDI Framework

The objective of this study is to examine the factors influencing parental satisfaction at a children's aesthetic education institution in Jinzhong City, Shanxi Province. In this stage, further investigation was conducted through the Intervention Design and Implementation (IDI) approach. A total of 30 parents whose children were enrolled in the institution were recruited to participate in the 12-week IDI program. The intervention activities were carried out by one organizer, three teachers from the institution, and 30 parents.

The intervention project was developed based on research objectives, supplemented by previous research findings, parents’ feedback, and recommendations from the institution’s teachers, thereby ensuring its relevance and effectiveness. Detailed information is presented in Figure 2.

Figure 2

IDI Framework



Source: Created by author

During the 12-week IDI phase, the researcher designed the entire activity as a continuous sequence of novel experiences for parents—from the moment they entered the institution until they left, including visual, auditory, experiential, affective, and communicative components.

This design aimed to ensure that parents felt sufficiently valued and respected upon arrival while simultaneously enabling them to gain a higher-quality overall experience.

Details of the IDI based on the IDI Framework

The intervention was designed based on the objective of examining how six dimensions—Aesthetics (ATT), Education (ECT), Artistic Healing (AH), Perceived Perceptual Experience Quality (PPEQ), Two-Way Communication (TWC), and Rewarding (RW)—influence parental satisfaction (SF). Accordingly, all intervention activities were structured around these seven variables. The procedures were implemented sequentially as follows.

In Week 1, the primary tasks involved forming the implementation team, establishing an online communication platform, procuring necessary materials, and coordinating the use of institutional facilities. These preparatory actions were intended to ensure strong operational support for the intervention. During Weeks 1 to 3, while preparation continued, the research team also initiated aesthetic enhancements to the institution. The purpose was to enrich both the exterior appearance and interior spatial design with aesthetic elements while improving spatial functionality and convenience.

From Weeks 4 to 7, a four-week program of calligraphy and art classes was organized for the participating children. Throughout this period, teachers continuously reported students' learning progress to parents with the aim of increasing parental satisfaction with the institution's educational dimension. In Weeks 8 and 9, parents and children were invited to participate in museum visits and outdoor sketching activities. These activities were designed to provide parents with novel experiences related to aesthetics, education, communication, and other relevant dimensions.

During Weeks 10 and 11, an exhibition showcasing the outcomes of teaching, museum exploration, and outdoor sketching was held. Parents were invited to an exhibition tea gathering to facilitate deeper communication, during which both parents and children received rewards. This stage aimed to expose parents to new forms of communication and reward mechanisms, as well as new modes of presenting their children's artistic achievements. In Week 12, post-intervention data were collected and analyzed, and the overall program was reviewed. The detailed intervention procedures are presented in Table 4.

Table 4

Details of the IDI based on the IDI Framework

Activity	Number of participants	Details (steps)	Timeline	Persons Responsible
Pre IDI: Survey	90 respondents	Online questionnaire Interview		Researcher
IDI Stage				
Form an activity team	30 Respondents	Form a team and conduct training Purchase materials Establish a school-parent WeChat group	Week 1	Researcher
Renovate the institutional space	30 Respondents	Renovate and decorate the institution Optimize the spatial layout of the organization Strengthening institutional security facilities	Week 1-3	Researcher
Influence parents through education	30 Respondents	Calligraphy and Painting Training Parent-child art activities Maintain close communication with parents	Week 4-7	Researcher
Influencing parents through outdoor classes	30 Respondents	Museum and art gallery study tours Outdoor sketching and painting	Week 8-9	Researcher
Influence parents through exhibitions	30 Respondents	Hold an exhibition of achievements Parent-Teacher Tea Party	Week 10-11	Researcher
Interview with parents	30 Respondents	Interview with parents of students Collect data and summarize	Week 12	Researcher
Post IDI: Survey		The research summary leads to the conclusion		Researcher

Source: Created by author

Results of Comparison between Pre-IDI and Post- IDI

The researcher conducted a paired-sample t-test analysis on all six variables to determine whether there were any differences in parental satisfaction before and after the implementation of IDI. The following table presents the results of the paired sample t-tests for the six variables:

Table 5*Paired-Sample T-Test Results*

Variables	Mean	SD	SE	t-value	df	p-value	Mean difference
Aesthetics							
Pre-ATT	3.45	0.386	0.0704	-10.629	29.0	< .001	-0.8867
Post-ATT	4.34	0.293	0.0535				
Education							
Pre-ECT	4.25	0.186	0.0339	-0.724	29.0	0.475	-0.0333
Post-ECT	4.28	0.225	0.0411				
Artistic healing							
Pre-AH	3.44	0.404	0.0738	-9.535	29.0	< .001	-0.8778
Post-AH	4.32	0.283	0.0517				
Perceived perceptual experience quality							
Pre-PPEQ	3.48	0.368	0.0672	-11.604	29.0	< .001	-0.8444
Post-PPEQ	4.32	0.270	0.0492				
Two-way communication							
Pre-TWC	4.18	0.379	0.0692	-1.000	29.0	0.326	-0.1111
Post-TWC	4.29	0.336	0.0613				
Rewarding							
Pre-RW	3.44	0.414	0.0755	-8.289	29.0	< .001	-0.9000
Post-RW	4.34	0.386	0.0705				

Table 5 illustrates the results of paired-sample t-test analysis of pre-IDI and post-IDI comparison as follows:

H7: There was a significant difference in ATT between pre-IDI (M=4.34, SD=0.293,) and post-IDI (M=3.45, SD=0.386,); $t(29) = -10.629$, $p < 0.001$ (< 0.05) and the mean difference was -0.8867.

H8: There was no significant difference in ECT between pre-IDI (M=4.25, SD=0.186) and post-IDI (M=4.28, SD=0.225); $t(29) = -0.724$, $p = 0.475$ (> 0.05) and the mean difference was -0.0333.

H9: There was a significant difference in AH between pre-IDI (M=3.44, SD=0.404) and post-IDI (M=4.32, SD=0.283); $t(29) = -9.535$, $p < 0.001$ (< 0.05) and the mean difference was -0.8778.

H10: There was a significant difference in PPEQ between pre-IDI (M=3.48, SD=0.368) and post-IDI (M=4.32, SD=0.270); $t(29) = -11.604$, $p < 0.001$ (< 0.05) and the mean difference was -0.8444.

H11: There was no significant difference in TWC between pre-IDI ($M=4.18$, $SD=0.379$) and post-IDI ($M=4.29$, $SD=0.336$) condition; $t(29) = -1.000$, $p=0.326 (> 0.05)$ and the mean difference was -0.1111 .

H12: There was a significant difference in RW between pre-IDI ($M=3.44$, $SD=0.414$) and post-IDI ($M=4.34$, $SD=0.386$); $t(29) = -8.289$, $p < 0.01 (< 0.05)$ and the mean difference was -0.9000 .

In conclusion, after the IDI, parents' satisfaction with the four dimensions of Aesthetics (ATT), Artistic healing (AH), Perceived perceptual experience quality (PPEQ), and Rewarding (RW) significantly increased. However, there was no significant change in their satisfaction with the two dimensions of Education (ECT) and Two-way communication (TWC) before and after the IDI. Therefore, H7, H9, H10, and H12 are supported, but H8 and H11 are not.

Conclusion, Recommendations and Limitations

Conclusions & Discussions

Conclusion

This study aimed to examine the key factors influencing parents' satisfaction with a children's aesthetic education institution in Shanxi Province. Following the establishment of a theoretical framework through an extensive literature review, the research developed corresponding hypotheses, designed and validated a questionnaire (including IOC evaluation and reliability testing), implemented the IDI intervention, conducted both pre- and post-tests, and analyzed the resulting data. Based on these procedures, the study verified all six proposed hypotheses, of which four were supported.

Specifically, the supported hypotheses indicate that Aesthetics (H1), Artistic Healing (H3), Perceived Perceptual Experience Quality (H4), and Rewarding (H6) exert significant positive effects on parents' satisfaction. In contrast, Education (H2) and Two-way Communication (H5) did not show statistically significant effects, suggesting that these dimensions do not meaningfully influence parents' satisfaction within the context of this institution.

The findings demonstrate that parents' satisfaction is shaped by multiple dimensions, each contributing to varying degrees. Results of the paired sample t-tests further indicate that satisfaction with Aesthetics, Artistic Healing, Perceived Perceptual Experience Quality, and Rewarding improved significantly following the intervention. Among these, Perceived Perceptual Experience Quality showed the greatest increase, followed by Aesthetics, Artistic Healing, and Rewarding. Although Education and Two-way Communication also exhibited slight improvements, the changes were statistically insignificant and therefore negligible.

These outcomes confirm the effectiveness of the IDI intervention implemented in this study, highlighting its positive impact on enhancing parents' satisfaction. The findings provide empirical support and practical guidance for the institution's future development strategies and offer a valuable reference for similar institutions in the surrounding region.

Given that the study focuses on parents of young children, its conclusions also hold relevance for research in related fields, such as parental behavioral intentions and children's

psychological development. Furthermore, because the IDI intervention incorporates children's art activities, the results contribute to the broader discourse of children's art education and aesthetic development.

In summary, the study not only validates the robustness of its research model but also provides meaningful insights for the advancement of children's aesthetic education institutions, the construction of aesthetic education as an academic discipline, and pedagogical practices in children's aesthetic learning environments.

Discussion

The results of this study reveal that parents' satisfaction with children's aesthetic education institutions is shaped primarily by dimensions that relate to experiential and emotional value, rather than informational or communicative factors. The significant positive effects of Aesthetics, Artistic Healing, Perceived Perceptual Experience Quality, and Rewarding indicate that parents respond most strongly to elements that enhance the sensory, affective, and experiential richness of the learning environment. These findings align with prior research suggesting that aesthetic stimuli and emotionally supportive environments enhance individuals' perceived value and satisfaction by eliciting positive affective responses (Lin, 2016). In this context, well-designed visual environments, therapeutic artistic experiences, and high-quality perceptual engagement appear to generate meaningful psychological benefits for parents, thereby elevating their overall evaluation of the institution.

The non-significant results for Education and Two-way Communication suggest that, within this institutional setting, parents may take instructional quality and communication for granted as baseline expectations rather than differentiating factors. Like studies in service management indicating that technical or informational dimensions often exert weaker influences when consumers prioritize experiential attributes (Agnihotri et al., 2023), parents in this study may view educational content and communication practices as necessary but not sufficient contributors to satisfaction.

The observed improvements after the IDI intervention further demonstrate that structured aesthetic and experiential enhancements can effectively reinforce satisfaction. The particularly large increase in Perceived Perceptual Experience Quality suggests that interventions targeting sensory immersion and experiential depth may offer the greatest potential for institutional improvement. These results also support the notion that aesthetic-based interventions can strengthen emotional engagement and perceived value, consistent with recent findings in arts-based educational research (Eisner, 2017).

Overall, the results underscore the importance of prioritizing aesthetic, experiential, and therapeutic dimensions in the design and delivery of children's aesthetic education programs. These insights not only deepen theoretical understanding of parental satisfaction in aesthetic education contexts but also offer practical guidance for institutions seeking to strengthen program effectiveness and enhance parent engagement.

Recommendations

Based on the conclusions of this study, the following suggestions are made on how to enhance parents' satisfaction with children's aesthetic education institutions:

Firstly, to increase parents' satisfaction, children's aesthetic education institutions should make full use of aesthetic elements to create the space of the institution, showcasing its

artistic atmosphere and making every space full of artistic beauty. By creating an artistic and aesthetic environment in the institution, parents' satisfaction with the institution's image can be greatly enhanced, and it is also an important means to enhance parents' experience. The aesthetic elements of the institution can be created through aspects such as optimizing lighting, choosing background wall colors, hanging classic paintings, adding decorative artworks, and beautifying the facade, aiming to allow parents to feel the aesthetic elements from the first impression to the in-depth visit, and enhance their satisfaction with the institution's space.

Secondly, the institution should provide parents with the function of "Artistic healing". Through artistic means, it can organize art parent-child activities and invite parents to participate. The purpose is to help parents relax, relieve stress and anxiety, regulate and release negative emotions, forget bad memories, enrich their thoughts and emotions, and at the same time enrich the communication methods between parents and children and enhance children's communication skills with parents. This way, parents can gain the feeling of artistic healing from art activities, enhance their sense of happiness with their children in the institution, and ultimately increase their satisfaction with the institution's art therapy.

Thirdly, by providing high-quality services, the institution can enhance parents' satisfaction with the "Perceived perceptual experience quality". As Palmer and O'Neill (2003) pointed out, satisfaction occurs when the performance of a product or service exceeds certain standards. Therefore, by providing parents with an environmental perception experience, perceptual perception experience that exceeds their expectations and meets their needs, the institution can enhance parents' satisfaction with the "Perceived perceptual experience quality".

In addition, providing rewards to parents. Wang et al. (2018) believe that rewards are regarded as an experience in the customer's consumption process, which is the pleasant experience that customers feel when they are fully engaged and immersed in an activity. It is a key part of customers' enjoyment, pleasure, and best experience, and a key part of customers' satisfaction during the institution's experience process. By making use of parents' perception of tangible benefits such as pricing or gift incentives provided by the institution to reward their loyalty, a sound reward mechanism can be established, rewarding in aspects such as product quality, quantity, price, and after-sales service, to enhance parents' satisfaction with the institution's reward mechanism.

In conclusion, to enhance parents' satisfaction with the institution where their children are, the institution should start from multiple aspects, allowing parents to feel the aesthetic value, art therapy effect, "Perceived perceptual experience quality", and generous rewards that exceed their expectations. This will enhance parents' satisfaction and loyalty to the institution and maintain the sustainable development of children's aesthetic education institutions.

Limitations and Directions for Future Research

Although this study offers valuable insights into the determinants of parents' satisfaction with children's aesthetic education institutions, several limitations should be acknowledged in order to contextualize the findings and provide guidance for future research.

First, the representativeness of the sample is limited. The research participants were drawn exclusively from parents of one children's aesthetic education institution in Jinzhong City, Shanxi Province. Such a geographically and institutionally bounded sample restricts the generalizability of the results, and the characteristics of local educational environments,

institutional cultures, or parental expectations may have influenced the findings in ways not observable across broader populations. Future studies should therefore consider expanding the sampling frame to include multiple institutions across different cities or provinces, thereby enhancing the representativeness and external validity of the research outcomes (Creswell & Creswell, 2018).

Second, the duration and implementation of the in-depth interviews (IDI) and related intervention procedures present methodological constraints. Due to parents' work schedules and personal commitments, the time available for their participation in the intervention sessions was limited and highly variable. This inconsistency may have affected the depth of engagement, thereby reducing the stability and interpretability of intervention-related outcomes. Subsequent research could adopt more flexible, extended, or hybrid designs—such as asynchronous interview techniques, longitudinal tracking, or digital participation modes—to ensure more reliable and sustained parent involvement (Bryman, 2016).

Third, the research results themselves are constrained by the narrow institutional context in which the study was conducted. As the data were collected from a single institution, organizational-level characteristics—such as curriculum design, teaching philosophy, teacher-student interaction patterns, or institutional reputation—may have exerted unobserved influence on parents' perceptions. Future research should incorporate comparative analyses across multiple institutions to identify institution-specific and cross-institutional patterns, thereby strengthening the robustness and applicability of the conclusions.

Finally, the conceptual scope of the study is limited by the availability of existing literature. Due to the relatively small body of research focused specifically on parents of children attending aesthetic education institutions, the selection of variables and theoretical frameworks in this study was necessarily constrained. As aesthetic education continues to receive broader attention, future research should incorporate additional influencing factors—such as parental cultural capital, children's learning motivation, institutional governance, or community engagement—to construct more comprehensive analytical models and refine theoretical understanding (Eisner, 2002).

In summary, addressing these limitations through broader sampling, refined methodological approaches, institutional diversification, and expanded theoretical perspectives will contribute to a more systematic and generalizable understanding of parental satisfaction in the context of children's aesthetic education institutions, thereby providing a stronger empirical foundation for the field's sustainable development.

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