

FACTORS AFFECTING STUDENT SATISFACTION IN ART EDUCATION OF THE SECONDARY SCHOOLS IN CHENGDU, CHINA

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ABSTRACT

The purpose of this study is to examine factors affecting student satisfaction towards trust among art students who are junior high school (grade 7-9) of secondary school in Chengdu, China. The conceptual framework is developed on how image, perceived value, service performance, positive affect, social environment has an influence on student satisfaction and trust. The population and sample size ($n = 500$) were gathered from online and offline questionnaires by using nonprobability sampling including judgmental sampling, quota sampling, convenience sampling and snowball sampling. Prior to data collection, Index of item-objective congruence (IOC) validity and Cronbach's Alpha reliability for pilot test of 50 participants were implemented. After the data collection, researcher accounted the Confirmatory Factor Analysis (CFA) to assess validity and reliability and Structural Equation Model (SEM) to test relationship among constructs and hypotheses and to confirm goodness-of-fit of the model. The results were that student satisfaction and trust had the strongest effect, followed by social environment, service performance, perceived value and image on student satisfaction, and image on perceived value. On the other hand, positive affect had no significant effect on student satisfaction. Academic practitioners were recommended to focus on building high level of student satisfaction and trust by ensuring good social environment and facilities, high service standard, promoting school image properly and communicating efficiently to students and their parents.

Keywords: Image, Perceived Value, Service Performance, Positive Affect, Social Environment, Student Satisfaction, Trust

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1. Introduction

The modern art education in China have been developed at all levels since the late Qing Dynasty, the last imperial dynasty of China, governing during 1644 to 1912. The Qing Dynasty, with its three centuries of modern Chinese development before the Ming Dynasty, was later succeeded by the Republic of China and had prospered traditional arts and innovations which include literacy, modernization of cities and lucrative publishing industry (Lumen, n.d.). Art education plays important role in Chengdu, China as the city has been renowned as a center of art and history since Qing Dynasty until present days. People who seek for art education and career mostly select Chengdu city as a learning destination. Art education can stimulate students' physical and mental quality (Li & Hu, 2009).

Learning satisfaction can influence student's learning outcomes which is derived from the equality, quality and the understanding and implementation of the art education policy which can be formed as education system, study's curriculum, teaching materials and student services both inside and outside classroom. There are three problem statements explained (Yang, 2014). Firstly, there are inequality in basic education (i.e., primary and secondary education) in China which includes urban-rural inequality, regional inequality, and gender inequality. Secondly, as China has the largest population in the world, the quality of the educational system, curriculum and services for students is low which cannot assure the high level of student's satisfaction. Thirdly, the understanding and implementation of the art

education policy promulgated by the government are not enough (Zhao et al., 2020).

The importance of study clearly states the contribution of this study, referring academic knowledge in the field of education and management. Art education in secondary school is an important part of basic education in China which was used as a sample of interest in this study (Yang, 2014). Key determinants that affect student satisfaction and trust were examined which includes image, perceived value, service performance, positive affect and social environment. The results of this study potentially benefit to the society considering that student satisfaction and trust play as key indicator to nurture the development of art education in China. Hence, Chinese government, academic practitioners and educators are recommended to find the solutions for the problem statement to assure equality, quality and the understanding and implementation of the art education policy which can be formed as educational system, study's curriculum, teaching materials and student services.

2. Literature Review

The literature reviews are narrated to clarify the previous studies and terms for a conceptual framework development of this study.

2.1. Image

Image is conceptualized by rational and emotional interpretation and that comprises cognitive elements, the beliefs, the affective aspects and the feelings (Arpan et al., 2003). Subsequently, there are two components of overall image which includes the cognitive component and the affective image (Alves & Raposo, 2010). In the educational context,

the cognitive component relates to school or university image that have an impact on the affective component which can be implied as the influence of student satisfaction.

2.2. Perceived Value

Khalifa (2004) features perceived value as the customer's overall evaluation of the product/service (or facility)'s usefulness based on opinion of what the estimation is granted (Lindgreen & Wynstra, 2005). Perceived value of pricing is a customer-first method that puts the valuation of the shop, computation, antagonism and other deliberation (Kartono & Rao, 2009). The perspective of students in perceived value is the overall appraisal of using the service in accordance with their perception on what is received rather than what is offered. The value of education service pursues students in learning (Sanchez-Fernandez & Iniesta-Bonillo, 2006).

2.3. Service Performance

Service is an intangible activity and does not incur any ownership granted by any party. It is an activity in which a service provider offers to a customer to meet their needs (Kotler et al., 2009). In term of performance, it is a pattern of capability, effort and opportunity that can be measured (Andreani & Wijayanty, 2014). University or school performance can be implied as additional services apart from basic academic services. The support services are essential for a key decision maker such as parents or students to consider the ability to complete their academic objectives. Service performance of institution is one of the competitive advantages (Meng & Kevin, 2008).

2.4. Positive Affect

The definition of positive affect is a reproduction of the degree to which an individual is passionate, vigorous and impactful. (Selles & Grønhaug, 2000; Szymanski & Henard, 2001). Positive impact reflects a participant's level of joyful contact with the ecosystem, described by sensation of eagerness, happiness, pride, affection, great vigor, and attention (Miller, 2011). Individuals with positive moods were likely to process information less systematically, but more creatively and flexibly than those with negative moods (Park, 2002). Thus, if students feel good about a specific institution, they render a positive measurement (Schwarz, 2001). When students feel unpleasure or dislike, they tend to express negative reaction or denial to take the program (Barsade & Gibson, 2007).

2.5. Social Environment

Gruber et al. (2010) mentioned that the social environment of students is based on a relatively stable relationship between people and the physical environment. In organizational context, senior management cultivates and creates a positive social environment that will gain the support from workers (Goodwin, 2003). Social environment refers to social networks or relationships between individuals living in a given context (i.e., neighborhood, school) that may affect individual behaviors (McNeill et al., 2006). Social environments comprise of the physical surroundings, social relationships, and cultural backgrounds within groups that people perform and interact.

2.6. Student Satisfaction

Satisfaction refers to individuals' positive assessment of their experiences during their

interaction with product, service or business transaction (Andreani & Wijayanty, 2014). Satisfaction is defined as the evaluation by customers of a favorable response, related to emotional states that stimulates attention on specific objects and may influence ongoing behavior (Shahsavari & Sudzina, 2017). Student satisfaction is defined as the student's positive evaluation of the results and experiences related with the education granted, and such satisfaction is ongoing reinforced by the repeated experiences in school life (Elliott & Shin, 2002).

2.7. Trust

Trust describes the relationship concept of loyalty as multiple purchases over a relatively long period of time driven by positive opinion (Medina & Rufin, 2015). The concept of trust is the faith that the promises made by one party are true and dependable, and that the other party will achieve its contract in a relationship involving conversation (Nunkoo et al., 2012). In the context of advanced learning, students' trust is mentioned as a faith and a confidence in the integrity and certainty of school or university performance (Blind, 2007). Trust is a key part of the connection structure and is considered as a forerunner to commitment of the company.

3. Research Hypotheses

3.1. Image and Perceived Value

Image reflects reputations, credibility and message to the target customer whereas perceived value signifies the quality of product or service. Image has a significant impact on perceived value and both variables independently affect satisfaction. (Shahsavari & Sudzina, 2017). Likewise, the institution's image has a positive effect on

perceived value. The university or school has a good brand image, it relatively attracts parents or new students to choose for admission because they perceive its value (Shahsavari & Sudzina, 2017). Thus, the inclusion of image is presented as a dimension in the research model that evidenced image positively impacts perceived value (Collins-Dodd & Lindley, 2003). Thus, a hypothesis was derived:

H1: Image has a significant effect on perceived value.

3.2. Image and Student Satisfaction

Student satisfaction as a procedure that grants institutions to measure the impact of brand image has on satisfaction. There is a consensus of corporate image and satisfaction. Numerous empirical studies have confirmed the relationship between image and satisfaction (Helgesen & Nesset, 2007; Shahsavari & Sudzina, 2017; Alves & Raposo, 2010). In educational context, the strategic planning and investment are required to enhance school/university image that has an influence on student satisfaction (Alves & Raposo, 2010). Such plan and strategy can be reputation, orientation and preparation of students, ease of entrance, quality of graduates and so on in attempt to promotes affective components towards target group (Shahsavari & Sudzina, 2017). The theoretical relationship was derived to determine a hypothesis:

H2: Image has a significant effect on student satisfaction.

3.3. Perceived Value and Student Satisfaction

School service is perceived as value of fulfillment that generates satisfaction. It is important that institution considers planning and designing academic and additional

service to meet the needs of students (Shahsavari & Sudzina, 2017). The values or benefits that student perceived are time and personal resources in the trade off on future education or career achievement. Institution should assess the value or quality to ensure adequate level, in a return of student's satisfaction (Alves, 2011). Woodall (2003) posted that perceived value has a positive relationship with satisfaction because customer anticipates value and quality before making purchase decision, then, he or she can evaluate the performance which associate to favorable attitude or satisfaction (Hamid, 2013). Hence, the following hypothesis was set:

H3: Perceived value has a significant effect on student satisfaction.

3.4. Service Performance and Student Satisfaction

Service performance is important to student's evaluation whether quality meet the expectation that generates satisfaction (Chahal & Kumari, 2012; Anning-Dorson, 2018; Shahsavari & Sudzina, 2017). In an academic setting, the quality of service has been applied to measure student's satisfaction of college/university. Satisfaction survey is usual way to assess the service quality which can provide valuable information and insights for improvement. Therefore, the positive relationship between service performance and student's satisfaction exists (Vickery et al., 2008; Tilokavichai et al., 2012). Subsequently, H3 was obtained:

H4: Service performance has a significant effect on student satisfaction.

3.5. Positive Affect and Student Satisfaction

Zeidner et al. (2012) cited that positive affect plays mediating role among emotional intelligence and satisfaction. Positive affect significantly promotes high level of satisfaction, which brings long-run benefits (Salovey et al., 2000; Sánchez-álvarez et al., 2016). Positive affect involves affective and satisfied experience of individuals (Eid & Larsen, 2008). It ties to the pleasant emotion such as happy, lively, joyful etc., which leads to satisfaction and positive behavior (Kuppens et al., 2008). Telef et al. (2015) claimed that positive affect directly impacts school and life satisfaction of students. Positive affect is the emotional state, subjected to individual's well-being, which enables positive school events to be raised by boosting interpersonal collaborations, managing with academic activities, flexibility and accountability and school-associated practices (Lewis et al., 2009). Thereby, H5 was formulated as:

H5: Positive affect has a significant effect on student satisfaction.

3.6. Social Environment and Student Satisfaction

Social environment for student is similar to social support and learning environment (Kong et al., 2019). Salovey et al. (2000) attested that social environment positively links student's satisfaction in their campus life. The richer social network presents the greater level of student's well-being. The positive relationship between learning environment and satisfaction of students has been affirmed by many researchers (Perera & DiGiacomo, 2015; Kong et al., 2019; Schröder-Abé & Schütz, 2011). The perseverance of social life effects the higher sense of student's satisfaction (Koydemir et al., 2013). The relationship between social environment and student's

wellbeing is found to be correlated per the report of Tapia-Fonllem et al. (2020). The theoretical relationship was derived to determine a hypothesis:

H6: Social environment has a significant effect on student satisfaction.

3.7. Student Satisfaction and Trust

Satisfaction has been related to trust development of individuals and this linkage tends to be recursive (Medina & Rufin, 2015). Thong et al. (2006) mentioned that some research determined trust as an antecedent of satisfaction. The study of Leninkumar (2017) reported that customer's overall satisfaction with the purchasing experience positively effects his or her trust of the service provider. Trust can be obtained by brand image or quality of product/service which encourages customers to make purchase (Chih-Chung et al., 2012). Thus, the capability to build customer trust is essential. Trust presents when one party feel confident to exchange other party reliability and accountability (Blind, 2007). Trust arouses willingness to purchase, resulting with satisfaction. Bairamzadeh and Bolhari (2010) confirmed that students' trust had a positive influence on their satisfaction. Thus, a hypothesis was proposed:

H7: Student satisfaction has a significant effect on trust.

4. Research Methods and Materials

4.1. Research Framework

The conceptual framework was adopted based on five previous research models. Firstly, Shahsavar and Sudzina (2017) adapted the European Performance Satisfaction Index (EPSI) to examine the direct impact of university's image on the expectation of students. Secondly, Mustafa et al. (2012) identified the antecedents to student satisfaction towards promotion by proposing a student satisfaction model. Thirdly, Kong et al. (2019) investigated the perceived social support and affective experience which include positive and negative affect, associated with emotional intelligence and life satisfaction. Next, Appuhamilage and Torii (2019) examined the effect of loyalty on satisfaction among students in higher education, using SEM approach to test the relationship of perceived value, financial support, environment, service, internationalization, facility, image on satisfaction. Lastly, Medina and Rufin (2015) analyzed the efficacy of the transparency policy deployed by higher educational institutes which has an influence on student satisfaction and trust. As a result, the conceptual framework of this study is developed as in Figure 1.

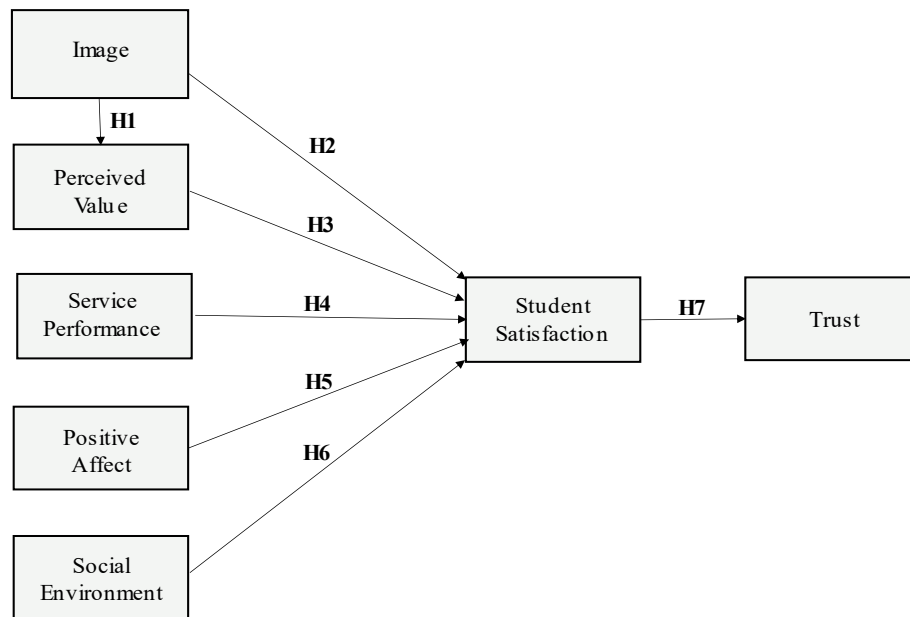


Figure 1 Conceptual Framework

The conceptual framework is developed on how image, perceived value, service performance, positive affect, social environment has an influence on student satisfaction and trust. Therefore, 7 variables and 7 hypotheses were proposed.

4.2. Methodology

The research methodology used is quantitative approach to distribute offline and online questionnaires to 500 participants. The questionnaire was designed in three parts. Firstly, screening questions were used to qualify the target group. Secondly, 5-point Likert Scale was applied to measure items used in this study. Lastly, the demographic questions were used to interpret the characteristics of the sample group. The questionnaire was also translated to Chinese for the best understanding among Chinese participants.

Before collecting the data, Item Objective Congruence (IOC) validity test with three experts' rating and Cronbach's Alpha reliability pilot test of 50 participants were deployed. IOC results showed that twelve items were removed out of the questionnaire from the total of 43 to 31 items. The acceptable value of alpha coefficient for each structure must be greater than or equal to 0.60 (Sekaran, 1992), resulting 31 items reserved. Later, the questionnaire was distributed to the target group. The sampling technique was applied by nonprobability sampling including judgmental sampling, quota sampling, convenience sampling and snowball sampling. The data analysis was ensured the normality of data and was proceeded to confirmatory factor analysis (CFA) and structural equation model (SEM), using SPSS and AMOS statistical software.

4.3. Population and Sample Size

The target population of this study was students who are studying art education in junior high school (grade 7-9) in three secondary schools namely, Chengdu Pidu District No.1 Middle School (PDN1), Chengdu Shuangliu Yiti Middle School (SLYT) and Chengdu Shishi Shudu Middle School (SDMS) in Chengdu, Sichuan province, China. After inputting all necessary information into the statistical software of Soper (n.d.), the expected effect size (0.2), the expected level of statistical power (0.8), the number of latent variables (7), the number of observed variables (31), and the probability scale (0.05), the recommended minimum sample size showed 425. However, the researchers

consider sample size of this study to be 500 participants.

4.4. Sampling Technique

The sampling techniques were employed, using nonprobability sampling method. Firstly, the judgmental sampling is accounted to selecting art students in three secondary schools in Chengdu, China. Secondly, quota sampling was applied to calculating ratio from total students at each school (Table 1). Convenience sampling was used for the third step for the survey distribution via offline and online channels. Lastly, the snowball sampling was accounted to encourage students to refer and share with their peers.

Table 1 Quota Sampling by Three Secondary Schools in Chengdu

School's Name	Total Students in Secondary School	Junior High School (Grade 7-9)	Percentage
Chengdu Pidu District No.1 Middle School (PND1)	2930	247	50%
Chengdu Shuangliu Yiti Middle School Chengdu (SLYT)	2211	186	37%
Shishi Shudu Middle School (SDMS).	798	67	13%
Total	5939	500	100%

5. Results and Discussion

5.1. Demographic Information

The demographic results were shown as most of the participants were female, presenting 62.4.% (312), whereas male was 37.6% (188). For the class year, the majority was grade 9 at 40.6% (203), followed by grade 8 at 37.2% (186), and grade 7 at 22.2% (111).

5.2. Confirmatory Factor Analysis (CFA)

CFA was used prior for analyzing the measurement model with structural equation model (SEM). The result of CFA indicated that all items in each variable were significant and had factor loading to prove discriminant validity. Guidelines recommended by Hair et. al. (2006) is also employed in defining the significance of factor loading of each item and acceptable values in defining the goodness of

fit. Factor loadings were higher than 0.50 and p-value of lower than 0.05. Furthermore, in case of Average Variance Extracted (AVE) was less than 0.5 but Composite Reliability

(CR) was higher than 0.6, the convergent validity of the construct was still adequate (Fornell & Larcker, 1981) as shown in Table 2 and 3.

Table 2 Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source	Factors Loading (>0.50)	t-value	CR (>0.60)	AVE
Image (IM)	Teeroovengadam et al. (2019)	0.681-0.712	13.317*-13.844*	0.823	0.481
Perceived Value (PV)	Dlagic et al. (2014)	0.658-0.761	13.061*-14.667*	0.802	0.504
Service Performance (SP)	Rank et al. (2007)	0.642-0.754	12.357*-13.584*	0.827	0.490
Positive Affect (PA)	Brennan et al. (2006)	0.735-0.815	16.821*-18.946*	0.884	0.604
Social Environment (SE)	Beatton & Frijters (2012)	0.651-0.721	12.592*-12.949*	0.789	0.483
Student Satisfaction (SS)	Teeroovengadam et al. (2019)	0.595-0.742	11.200*-13.303*	0.806	0.455
Trust (T)	Medina & Rufin (2015)	0.826-0.860	21.692*-22.136*	0.880	0.709

Note: CR = Composite Reliability, AVE = Average Variance Extracted

* = Significant at the 0.05 significant levels ($p < 0.05$)

Source: Created by the author

Table 3 The Value of Reliability Analysis of Each Construct in this Study (N=500)

Variable	Number of Items	Cronbach's Alpha (>0.60)	Strength of Association
Image (IM)	5	0.822	Good
Perceived Value (PV)	4	0.801	Good
Service Performance (SP)	5	0.826	Good
Positive Affect (PA)	5	0.883	Good
Social Environment (SE)	4	0.787	Acceptable
Student Satisfaction (SS)	5	0.803	Good
Trust (T)	3	0.879	Good

Source: Constructed by author

According to Fornell and Larcker (1981), testing for discriminant validity was evaluated by computing the square root of each AVE. Based on this study, the value of discriminant

validity is larger than all inter-construct/factor correlations, therefore, the discriminant validity is supportive. The convergent and discriminant validity were proved;

Consequently, the evidence is sufficient for establishing construct validity as exhibited in Table 4.

Table 4 Discriminant Validity

	SS	IM	PV	SP	PA	SE	T
SS	0.674						
IM	0.421	0.694					
PV	0.438	0.180	0.710				
SP	0.538	0.471	0.374	0.700			
PA	-0.036	-0.020	-0.035	-0.060	0.777		
SE	0.509	0.474	0.254	0.561	-0.049	0.695	
T	0.570	0.449	0.274	0.456	-0.015	0.538	0.842

Note: The diagonally listed value is the AVE square roots of the variables

CFA was tested using the fit model including CMIN/DF = 2.065, GFI = 0.864, AGFI = 0.840, NFI = 0.914, CFI = 0.904, TLI = 0.914, and RMSEA = 0.049. All estimates were acceptable with no model

adjustment required. Therefore, the convergence validity and discriminant validity were ensured. All results are shown in Table 5.

Table 5 Goodness of Fit for Measurement Model

Index	Acceptable Values	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	(1045/506) = 2.065
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.864
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.840
NFI	≥ 0.80 (Wu & Wang, 2006)	0.914
CFI	≥ 0.80 (Bentler, 1990)	0.904
TLI	≥ 0.80 (Sharma et. al., 2005)	0.914
RMSEA	< 0.05 (Browne & Cudeck, 1993)	0.049
Model summary		In harmony with empirical data

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index, and RMSEA = Root mean square error of approximation

Source: constructed by author

5.3. Structural Equation Model (SEM)

According to Jöreskog and Sörbom, (1993), SEM was used to test relationships among constructs and hypotheses in this study. SPSS AMOS was used to verify the

model fit for a structural model. Consequently, all values were acceptable as shown in Table 6.

Table 6 Goodness of Fit for Structural Model

Index	Acceptable Values	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/DF	< 3.00 (Hair et al., 2006)	1013.176/427 = 2.373	926.690/418 = 2.217
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.884	0.893
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.865	0.872
NFI	≥ 0.80 (Wu & Wang, 2006)	0.855	0.868
CFI	≥ 0.80 (Bentler, 1990)	0.910	0.922
TLI	≥ 0.80 (Sharma et. al., 2005)	0.902	0.913
RMSEA	< 0.05 (Browne & Cudeck, 1993)	0.052	0.049
Model summary		Not in harmony with empirical data	In harmony with empirical data

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index, and RMSEA = Root mean square error of approximation

Source: constructed by author

The regression weights and R^2 variance verified significant relationship as displayed in Table 7 when p is equal to 0.05. Student satisfaction had the strongest effect on trust at $\beta = 0.661$, followed by social environment on student satisfaction at $\beta = 0.409$, service performance on student

satisfaction at $\beta = 0.349$, perceived value on student satisfaction at $\beta = 0.334$, image on student satisfaction at $\beta = 0.246$, and image on perceived value at $\beta = 0.204$. There was no support in the relationship between positive affect and student satisfaction at $\beta = 0.000$.

Table 7 Hypotheses Testing Results of the Structural Model

Hypothesis	Standardized coefficient (β)	t-value	Test result
H1: Image has a significant effect on Perceived Value	0.204	3.646*	Supported
H2: Image has a significant effect on Student Satisfaction.	0.246	4.717*	Supported
H3: Perceived Value has a significant effect on Student Satisfaction.	0.334	6.031*	Supported
H4: Service Performance has a significant effect on Student Satisfaction.	0.349	6.219*	Supported
H5: Positive Affect has a significant effect on Student Satisfaction.	0.000	0.003	Not Supported
H6: Social Environment has a significant effect on Student Satisfaction.	0.409	6.839*	Supported
H7: Student Satisfaction has a significant effect on Trust.	0.661	9.750*	Supported

Note: * $p < 0.05$

Source: Created by the author

The results of hypotheses testing are explained per Table 7 as below:

H1: The standardized path coefficient between image and perceived value was 0.204 (t -value = 3.646*). Hence, school image was confirmed to have a significant effect on perceived value. Accordingly, H1 was supported.

H2: Image had a significant effect on student satisfaction as the standardized path coefficient was 0.246 (t -value = 4.717*). Thus, H2 was supported.

H3: The standardized path coefficient between perceived value and student satisfaction was supported at the value of 0.334 (t -value = 6.031*). Thereby, H3 was supported.

H4: There was a significant effect between service performance and student satisfaction with the standardized path coefficient of 0.349 (t -value = 6.219*). Subsequently, H4 was supported.

H5: Positive affect had no significant effect on student satisfaction as the standardized path coefficient was 0.000 (t -value = 0.003). By this means, H5 was not supported.

H6: The standardized path coefficient between social environment and student satisfaction was 0.409 (t -value = 6.839*). Therefore, H6 was not supported.

H7: The standardized path coefficient between student satisfaction and trust had the strongest effect at 0.661 (t -value = 9.750*). So, H7 was supported.

6. Conclusion and Implications

6.1. Conclusion

The research objectives were accomplished to examine factors affecting student satisfaction towards trust in among

art students who are junior high school (grade 7-9) of secondary schools in Chengdu, China. The results were that student satisfaction and trust had the strongest effect, followed by social environment on student satisfaction, service performance on student satisfaction, perceived value on student satisfaction, image on student satisfaction, and image on perceived value. On the other hand, there was no support in the relationship between positive affect and student satisfaction.

6.2. Implications

The findings can be implied in the combination of theories and practices to further develop academic fundamental structure to be able to increase the level of satisfaction and trust among students. Firstly, as student satisfaction had the strongest effect on trust, academic practitioners could consider surveying the level of student satisfaction regularly to receive feedback on what educational institutes should be improved to achieve the student satisfaction. Also, the compliance and transparency should be communicated clearly to their parents to build a high level of trust (Medina & Rufin, 2015; Thong et al., 2006; Leninkumar, 2017; Chih-Chung et al., 2012; Bairamzadeh & Bolhari, 2010). Secondly, social environment plays a key role to build student satisfaction (Perera & DiGiacomo, 2015; Kong et al., 2019; Schröder-Abé & Schütz, 2011). Therefore, a school should maintain its facilities, staffs and services to ensure that parents and students were highly satisfied. In practical, this goal can be achieved with well-maintenance building, teachers and staff training and parental meetings. Thirdly,

service performance significantly affected student satisfaction (Chahal & Kumari, 2012; Anning-Dorson, 2018; Shahsavari & Sudzina, 2017). Thus, school service staffs including management team, teachers and administrators are required to perform in professional manners with high level of service standard and ensure effective communications. The service performance survey can be collected to measure the satisfaction among students and their parents. Next, perceived value was clearly significant to student satisfaction (Shahsavari & Sudzina, 2017; Alves, 2011; Woodall, 2003; Hamid, 2013). Hence, a school is required to manage the learning curriculum as well as other additional activities to assure the effective learning among students. Fifthly, school image is attained when the management promotes positive activities and core values to the community (Helgesen & Nasset, 2007; Shahsavari & Sudzina, 2017; Alves & Raposo, 2010). Lastly, image had a significant effect on perceived value (Shahsavari & Sudzina, 2017; Collins-Dodd & Lindley, 2003) which attracts prospective students to join the school.

6.3. Limitation and Further Study

There are three limitations in this research which can be further extended in the future study. Firstly, the population and sample used in this study merely target students in secondary school in Chengdu China. The different regional area or higher education in China potentially produces different findings. Secondly, the variables can be further extended such as social support, university performance, promotion and loyalty. Thirdly, this research only focuses on quantitative methodology for the

data collection. Qualitative approach can be expanded for better insights, which includes interview or focus group.

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