

ANALYZING FACTORS INFLUENCING STUDENT SATISFACTION IN MUSIC TRAINING SCHOOL: A REGRESSION-BASED APPROACH

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ABSTRACT

This study investigates the key factors influencing student satisfaction in music training schools by employing a quantitative research framework. As music education gains importance in personal development and skill acquisition, understanding the drivers of student satisfaction becomes crucial for institutional success and learner retention. A structured questionnaire was distributed to 200 students enrolled in a music training institution in China. The survey assessed five core dimensions: teacher professionalism, curriculum design, activity resources, learning motivation, and the adequacy of supporting facilities. Data were analyzed using descriptive statistics, correlation analysis, and multiple linear regression. The findings reveal that curriculum design, learning motivation, and supporting facilities significantly and positively influence student satisfaction. Among these, facility adequacy emerged as the strongest predictor, followed by motivation and course design. Conversely, teacher professionalism and activity resources, though positively correlated, did not demonstrate statistically significant effects in the regression model. This suggests that in non-formal music education contexts, students may prioritize tangible learning environments and intrinsic engagement over traditional instructional credentials. This research contributes to the limited empirical literature on student satisfaction in arts education by presenting a validated regression-based model specific to music training schools. The results offer practical implications for education managers and policymakers: enhancing physical infrastructure, updating curricula to reflect contemporary musical trends, and implementing strategies that foster student motivation can substantially improve satisfaction levels. These insights support data-driven improvements in training quality and institutional effectiveness in the non-formal education sector.

Keywords: Student Satisfaction, Music Education, Regression Analysis, Educational Quality, Learning Motivation

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INTRODUCTION

In an era marked by rapid economic transformation and increasing cultural diversity, music education has gained prominence as a vital channel for personal development, creative expression, and skill enhancement (Webster, 2002; Jones, 2005). As public interest in specialized training grows, music training schools have become an important segment of non-formal education, offering customized learning experiences across age groups and professional backgrounds. These institutions not only support artistic growth but also contribute to workforce development and socio-emotional wellbeing (Welch et al., 2020).

Student satisfaction is a key performance indicator for music training institutions, correlating with higher retention rates, positive reputation, and increased learner engagement (Long & Lijia, 2024). Identifying satisfaction drivers is therefore crucial for enhancing educational quality and institutional sustainability (Chinnadurai et al., 2024). However, common challenges—including unqualified instructors, outdated curricula, limited activities, and inadequate facilities (Novaković et al., 2021) - frequently undermine learning outcomes and training experiences.

While student satisfaction has been extensively studied in general education, empirical research on private music training schools—particularly in China (Yang et al., 2021)—remains limited. Existing literature primarily employs descriptive approaches, lacking robust statistical analyses to identify key operational and pedagogical determinants (Wang, 2024). Few studies holistically examine the combined effects of instructional quality, curriculum relevance, motivation, and facilities (Xie & Leung, 2011; Yang et al., 2021).

This study employs quantitative methods to examine key determinants of student satisfaction (teacher professionalism, curriculum design, activity resources, learning motivation, facilities) in Chinese music education. Analyzing 200 student surveys through multiple regression, it establishes a data-driven framework for enhancing satisfaction in music training contexts.

LITERATURE REVIEWS

Teacher Professionalism and Student Satisfaction (H1)

Teacher professionalism is widely recognized as a central determinant of student satisfaction across educational settings. Darling-Hammond (2000) emphasized that teachers' subject expertise, pedagogical skills, and interpersonal engagement significantly enhance students' academic outcomes and classroom experiences. In the context of music training, and Zhiping et al. (2024) conducted an empirical study on the Meiledi Art Center in Nanning, China, revealing that instructors with strong musical literacy and adaptive teaching methods had a substantial impact on learner satisfaction. While professional competence is recognized as vital for effective music education, few studies have isolated its unique impact from other institutional factors, necessitating multivariate analysis (Prananto et al., 2025). This study thus hypothesizes that teacher professionalism significantly improves student satisfaction (H1).

Curriculum Design and Student Engagement (H2)

Curriculum content and structure directly affect students' engagement and perception of educational value (Wani, 2024; Lee, 2011). Fang and Luen (2024) demonstrated that innovative curriculum design—featuring modern music trends, flexible modules, and interactive methods—enhances both motivation and satisfaction. He and Suttachitt (2024) similarly found that up-to-date teaching strategies aligned with music industry developments significantly improved student competency in elementary music programs. Qiang et al. (2024) explored flipped classroom methods in world music appreciation courses, finding that interactive and student-centered instruction boosted satisfaction (Chen et al., 2025). Curriculum modernization proves essential for meeting evolving learner expectations in non-formal education, indicating curriculum design's positive effect on satisfaction (H2).

Activity Resources and Experiential Learning (H3)

Co-curricular and performance activities enhance satisfaction through experiential learning and social engagement. Studies demonstrate their positive impacts: improved satisfaction and performance (Gilman, 2001), structured activity benefits (Christiansen, 1994), and mediation between instruction and satisfaction (Boonno et al., 2023). Yet most music schools lack consistent resources, with limited empirical quantification of their effects. This study hypothesizes activity resources positively influence satisfaction (H3).

Supporting Facilities and Learning Environment (H4)

The physical environment—including classroom infrastructure, acoustics, and instrument quality—substantially shapes students' comfort and learning experiences (Frenzel et al., 2007). Huang and Talin (2025) found that inadequate teaching environments and resource constraints negatively impacted pre-service music teachers' satisfaction in Guangxi, China. Similarly, Setyawan et al. (2024) and Sudirman et al. (2023) emphasized that the availability and quality of musical instruments and technical support directly influenced students' perception of training quality. While most research agrees on the importance of supporting facilities, few studies employ regression-based techniques to examine their independent effects when other variables are controlled. Therefore, this study posits that the adequacy of supporting facilities positively affects student satisfaction (H4).

Learning Motivation as a Psychological Driver (H5)

Student motivation particularly intrinsic interest in learning has consistently been linked to higher satisfaction across educational contexts (Khalid & Quick, 2016; Lindner & Schwab, 2020). Minh (2024) through a survey of 425 university students in Vietnam, found a strong positive correlation between motivation and satisfaction, with a reported average increase of 0.45 points in satisfaction per unit increase in motivation. Chang and Chang (2012) similarly demonstrated that students with higher learning motivation showed greater participation and perceived value in their education. Despite its significance, limited research has explored learning motivation in music training schools or its interaction with institutional factors (Wang & Pan, 2025). This study thus hypothesizes that learning motivation positively influences student satisfaction. (H5).

Synthesis and Research Gap

Most studies on satisfaction remain descriptive and formal-education-focused. This study uses regression to empirically test H1-H5, examining the effects of teacher quality, curriculum, activities, facilities, and motivation in private music training.

Conceptual Framework

This study integrates educational quality and learner satisfaction theories, examining five empirically grounded predictors of student satisfaction in music training: teacher professionalism, curriculum design, activity resources, learning motivation, and facilities. These theoretically justified variables (Table 1) collectively form a comprehensive model assessing institutional and psychological influences on learning experiences.

Table 1 Literature-Theory-Hypothesis Linkage

Construct	Theoretical Basis	Key Studies	Hypothesis	Role in Model
Teacher Professionalism	Pedagogical Quality, SERVQUAL	Darling-Hammond (2000); Zhiping et al. (2024)	H1	Institutional factor: instructional delivery
Curriculum Design	Curriculum Relevance	Fang & Luen (2024); He & Suttachitt (2024)	H2	Institutional factor: content and structure
Activity Resources	Experiential Learning Theory	Gilman (2001); Adnan et al. (2016)	H3	Institutional factor: extracurricular support
Supporting Facilities	Learning Environment Quality	Huang & Talin (2025); Sudirman et al. (2023)	H4	Institutional factor: infrastructure support
Learning Motivation	Motivation Theory, Self-Determination	Minh (2024); Chang & Chang (2012)	H5	Psychological factor: internal learner drive

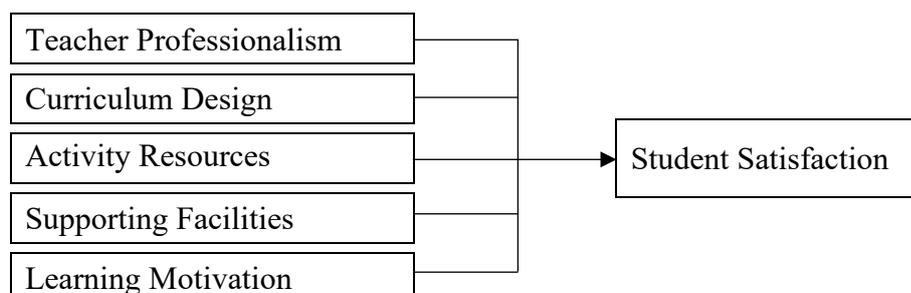
The framework builds upon the Expectation-Confirmation Theory (ECT) and Service Quality (SERVQUAL) dimensions, particularly as they relate to the context of non-formal education. The model enables both individual and collective assessments of how educational delivery components influence student satisfaction.

Independent Variables:

- Teacher Professionalism (H1): Reflects the perceived competence, subject expertise, and pedagogical effectiveness of instructors.
- Curriculum Design (H2): Captures the relevance, clarity, modernity, and flexibility of course content and structure.
- Activity Resources (H3): Refers to the variety, frequency, and quality of extracurricular and experiential learning opportunities such as performances and workshops.
- Supporting Facilities (H4): Includes the quality and adequacy of physical learning environments, equipment, and infrastructure.
- Learning Motivation (H5): Encompasses intrinsic and extrinsic drivers that influence students' engagement and desire to persist in training.

Dependent Variable:

Student Satisfaction: Defined as learners' overall evaluation of their experience within a music training program, encompassing perceived quality, engagement, and fulfillment of expectations.

**Figure 1** Conceptual Framework

This framework provides a comprehensive structure to empirically test the relationships between key quality dimensions and learner satisfaction. It also contributes to a growing body

of research focused on non-formal education by applying a theory-informed, quantitatively driven approach tailored to the music training context.

Thus, the research hypotheses are defined as follows:

H1: Teacher professionalism has a positive effect on student satisfaction.

H2: Curriculum design positively influences student satisfaction.

H3: Activity resources positively influence student satisfaction.

H4: Supporting facilities positively influence student satisfaction.

H5: Learning motivation positively influences student satisfaction.

These relationships are tested through the following multiple regression model.

RESEARCH METHODOLOGY

To examine the factors influencing student satisfaction in music training schools, this study adopts a quantitative research design incorporating survey-based data collection and multiple regression analysis. This approach enables the empirical testing of hypothesized relationships between institutional factors and satisfaction outcomes.

Research Design and Instrumentation

The study utilized a structured questionnaire developed based on validated constructs from previous research. The instrument consisted of two sections: 1) demographic information, including gender, age, duration of training, and occupational category; and 2) scaled items measuring five independent variables—teacher professionalism, curriculum design, activity resources, learning motivation, and supporting facilities—as well as the dependent variable, student satisfaction. Each construct was operationalized using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Sampling and Data Collection

The sample comprised students currently enrolled in a private music training school in China. A convenience sampling technique was applied to capture a diverse range of respondents. A total of 210 questionnaires were distributed, and 200 valid responses were returned, resulting in a response rate of 95.2%. The sample included participants across various age groups, training durations, and employment backgrounds, enhancing the representativeness of the findings within the studied context.

Data Analysis

Descriptive statistics were used to summarize respondent characteristics and item-level responses. Reliability analysis using Cronbach's alpha was conducted to assess internal consistency across the six constructs. Correlation analysis was performed to examine preliminary relationships among variables.

This study investigates five independent variables hypothesized to have a positive influence on student satisfaction in music training schools: teacher professionalism (H1), curriculum design (H2), activity resources (H3), supporting facility adequacy (H4), and learning motivation (H5). To test the proposed hypotheses (H1-H5), multiple linear regression analysis was conducted, with student satisfaction as the dependent variable. The regression model examined the relative contribution of each independent variable while controlling for multicollinearity and testing for statistical significance ($p < 0.05$). These hypotheses are tested using the following multiple linear regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y = Student Satisfaction

X₁ = Teacher Professionalism

X₂ = Curriculum Design

X₃ = Activity Resources

X₄ = Supporting Facilities

X_5 = Learning Motivation

β_0 = Constant

β_1 - β_5 = Regression Coefficients for each predictor

ε = Error Term

This model allows for empirical assessment of the relative impact of each predictor on student satisfaction, offering both theoretical insight and practical application for improving music training programs.

Ethical Considerations

Participation was voluntary, anonymous, and required informed consent, with the right to withdraw assured. Data were kept confidential following institutional ethical approval. This framework enables rigorous analysis of student satisfaction determinants in music education, advancing both theory and practice in arts education.

RESEARCH RESULTS

This section presents the findings from the quantitative analysis, including descriptive statistics, reliability assessment, correlation analysis, and multiple regression analysis to test the proposed hypotheses (H1-H5).

Descriptive Statistics

The final sample consisted of 200 valid responses. Gender distribution was balanced (48.3% male, 51.7% female). The respondents ranged across diverse age groups: 22.9% were aged 6-12, 18.4% aged 13-18, 15.9% aged 19-24, 15.4% aged 25-35, and 27.4% were over 35 years. Training duration varied, with 26.4% having less than 3 months of experience, 19.4% for 3-6 months, 26.4% for 6-12 months, and 27.9% over one year. Occupation categories included arts (27.9%), science/engineering (24.9%), humanities (21.9%), and others (25.4%). Detailed results are presented in Table 2.

Table 2 Demographic Characteristics of Respondents (N = 200)

Variable	Category	Frequency	Percentage
Gender	Male	97	48.3
	Female	104	51.7
Age	6-12	46	22.9
	13-18	37	18.4
	19-24	32	15.9
	25-35	31	15.4
	Over 35	55	27.4
Training Duration	< 3 months	53	26.4
	3-6 months	39	19.4
	6- 12months	53	26.4
	> 1 year	56	27.9
Occupation	Humanities	44	21.9
	Science / Engineering	50	24.9
	Arts	56	27.9
	Others	51	25.4

Reliability Analysis

Cronbach's alpha was used to assess the internal consistency of each construct. All dimensions demonstrated strong reliability: teacher professionalism ($\alpha = .921$), curriculum design ($\alpha = .889$), activity resources ($\alpha = .921$), supporting facilities ($\alpha = .904$), learning motivation ($\alpha = .917$), and overall satisfaction scale ($\alpha = .922$).

Correlation Analysis

Pearson's correlation analysis revealed positive and statistically significant associations between student satisfaction and all five independent variables ($p < .01$). These relationships are summarized in Table 3.

Table 3 Correlation Matrix

Variable	1	2	3	4	5	6
1) Satisfaction	1					
2) Teacher Professionalism	.337**	1				
3) Curriculum Design	.352**	.456**	1			
4) Activity Resources	.315**	.359**	.277**	1		
5) Supporting Facilities	.362**	.401**	.363**	.349**	1	
6) Learning Motivation	.375**	.423**	.377**	.312**	.302**	1

** Note: $p < .01$ (two-tailed)

Multiple Regression Analysis

To test H1-H5, multiple linear regression analysis was conducted with student satisfaction as the dependent variable. The model explained 25.3% of the variance in satisfaction ($R^2 = .253$, $F = 13.2$, $p < .001$). Supporting facilities ($\beta = .198$, $p = .006$), learning motivation ($\beta = .177$, $p = .014$), and curriculum design ($\beta = .146$, $p = .047$) were significant predictors. Activity resources ($\beta = .125$, $p = .072$) showed marginal significance, while teacher professionalism ($\beta = .072$, $p = .350$) was not statistically significant. Detailed results are presented in Table 4.

Table 4 Multiple Regression Results

Predictor	B	SE	β	t	p
Constant	0.012	0.391		0.03	0.976
Teacher Professionalism	0.1	0.107	0.072	0.937	0.35
Course Design	0.19	0.095	0.146	1.996	0.047
Activity Resources	0.175	0.097	0.125	1.809	0.072
Learning Motivation	0.242	0.098	0.177	2.479	0.014
Supporting Facilities	0.28	0.101	0.198	2.773	0.006

Model Summary $R^2 = .253$, Adjusted $R^2 = .232$, $F(5, 194) = 13.2$, $p < .001$

Note: $p < .05$ (*), $p < .01$ (**)

Summary of Hypothesis Testing

H1: Not supported-Teacher professionalism was not a significant predictor.

H2: Supported-Curriculum design significantly influenced satisfaction.

H3: Partially supported-Activity resources were marginally significant.

H4: Supported-Supporting facilities had the strongest effect.

H5: Supported-Learning motivation had a significant positive effect.

These results suggest that improvements in learning environments, motivational strategies, and course design are most likely to yield higher satisfaction among students in music training schools.

DISCUSSION & CONCLUSION

Discussion

This study identifies curriculum design, learning motivation, and facilities as key satisfaction determinants in music education, aligning with prior research (Fang & Luen, 2024; Khalid & Quick, 2016). Notably, facilities exerted the strongest influence, underscoring how

instrumental resources, acoustics, and infrastructure enhance engagement and learning continuity through improved environmental comfort.

Learning motivation also emerged as a critical predictor of satisfaction, aligning with studies by Lindner and Schwab (2020) and Minh (2024), which suggest that intrinsically motivated students are more likely to perceive training experiences positively. Results highlight key satisfaction drivers: 1) motivational strategies (performances, competitions, personalized learning) enhance engagement; 2) curriculum relevance, innovation, and industry alignment increase perceived value. Regular updates and interactive methods better meet learner expectations. Interestingly, teacher professionalism and activity resources did not significantly predict satisfaction in the regression model, though both were positively correlated. This may indicate that while students value qualified instructors and engaging activities, these alone are insufficient to drive satisfaction without complementary infrastructure and learner-centric curricula. These findings suggest a shift in learner expectations toward holistic learning environments rather than traditional markers of educational quality. Training institutions should integrate on-campus and off-campus resources and community wisdom, actively expand cooperation channels, and enhance overall learning development. In addition, institutions can also try to integrate local culture and practice characteristics into course settings, and conduct regular satisfaction assessments to continuously optimize operations and teaching quality (Xie & Leung, 2011). Key study variables—"curriculum modernity," "student motivation," and "infrastructure quality"—can be integrated into the balanced scorecard's dimensions (learning/growth, customer perspective, internal processes). When paired with action plans for ongoing evaluation, they help build sustainable competitive advantages in art education (Thongnoi & Ruangchoengchum, 2022).

Conclusion

This study contributes to non-formal music education research by identifying supporting facilities, learning motivation, and curriculum design as key factors influencing student satisfaction. Findings suggest that music training schools should upgrade infrastructure, modernize curricula, and foster motivation through feedback and performance strategies. However, limitations include a single-institution scope and cross-sectional design. Future studies should adopt broader, longitudinal approaches and explore factors such as teacher-student interaction. A multidimensional strategy integrating pedagogy, environment, and motivation is essential for enhancing satisfaction and guiding future educational practice.

Contributions and Limitations

This study contributes to educational management and music pedagogy through three key aspects: 1) pioneering empirical examination of student satisfaction in understudied non-formal music training contexts; 2) systematic identification, via multiple regression analysis, of critical institutional (curriculum, facilities) and psychological (learning motivation) determinants of satisfaction; and 3) practical-strategic insights for institutional decision-making and curriculum development. The findings bridge educational theory-practice gaps in arts education while enabling future interdisciplinary research.

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