



## A Study of Parents' Satisfaction in A Street Dance Training Organization in Heilongjiang Province

Feng He<sup>1</sup>, and Jareeporn Chotipiboonsub<sup>2</sup>

Southeast Bangkok University, Thailand

<sup>1</sup>E-mail: 1875317088@qq.com, ORCID ID: <https://orcid.org/0000-0002-3306-3820>

<sup>2</sup>E-mail: jareepornc@hotmail.com, ORCID ID: <https://orcid.org/0009-0003-8299-9494>

Received 25/12/2023

Revised 25/01/2024

Accepted 05/02/2024

### Abstract

**Background and Aims:** With the advent of the television media era Street dance has become a symbol of fashion and trends. Street dance training institutes therefore compete fiercely for teaching services. This research therefore aims to know and find ways to improve parents' satisfaction.

**Methodology:** This study utilized a quantitative research methodology and chose to use a questionnaire to collect data based on the five dimensions of the SERVQUAL model (tangibles, reliability, responsiveness, assurance, empathy) to expand and consider the contents corresponding to each of these five dimensions. The sample comprised 420 parents from a street dance training organization in Heilongjiang Province.

**Results:** the results showed that the percentage of parents' satisfaction was 71.35% in the tangibility dimension, 71.63% in the reliability dimension, 71.13% in the responsiveness dimension, 71.13% in the assurance dimension, and 71.14% in the reliability dimension. dimension, the parent satisfaction percentage was 71.73%; and in the empathy dimension, the parent satisfaction percentage was 77.02%. Parental satisfaction is generally at the middle to upper level, indicating that parents are more satisfied with and recognize the service quality of a street dance training institution in Heilongjiang Province.

**Conclusion:** The correlation analysis shows that the teachers' strengths as well as the charging strategy have a significant effect on overall satisfaction.

**Keywords:** Street Dance Training Organization; Parent Satisfaction; Enhancement Strategies

### Introduction

With the advent of the television media era, street dance has become synonymous with fashion and trends, street dance training schools and street dance studios focusing on the teaching of street dance courses have appeared in major cities, and the television variety show This is Street Dance! has created a craze that has gradually brought street dance into the public eye, and the official Olympic website announced on December 6, 2016, Three new sports to join the Buenos Aires 2018 YOG program, the Street Dance (Breaking) became the official competition program of the Youth Olympic Games, which means that Street Dance has been officially recognized. In Heilongjiang, street dance groups and street dance competition activities are very active. There are many street dance groups in various places, and these groups often participate in various kinds of competitions and performances, bringing wonderful visual feasts to the public. In addition, street dance competitions, such as street dance competitions and street dance battles, are regularly held in various cities in Heilongjiang Province, which attract street dance enthusiasts from all over the country and play a positive role in promoting the development of street dance in Heilongjiang. Street dance training has become a new choice for parents in various cities, and some well-known street dance training organizations have perfect services, such as Red House, 5KM, OLDDOG, and so on. Parents are no longer simply concerned about the institution's high or low fees and brand image but need the institution to standardize the quality of training and management system for students, which leads to the training institutions from the external marketing approach to focus on their quality of education, quality of service, parental satisfaction, parental issues, the relationship between parents and the training institution, and so on. Satisfaction is guaranteed in the same way that the best efforts of a good coach do not guarantee a consistent victory in sports. Administrators can only develop strategies that they hope will work based on the best data available at the time. By taking a behavioral focus. However, management may be able to "see" the consumer's mental activity and thus be able to better satisfy the customer (Oliver (2014). Therefore, in an environment of many competitors and new students in the street dance training industry, organizations need to fully understand the customer's mindset, improve parental satisfaction, retain more old customers, and attract more new customers to gain a foothold in the training market.





## Objectives

1. To study parents' satisfaction with the quality of services of A Street Dance Training Organization's course.
2. To propose guidelines for improving parents' satisfaction with the service quality of A Street Dance Training Organization's courses.

## Literature Review

### Related Theories

There are many theories about service quality, and one of the most famous theories is the SERVQUAL model, which is a service quality assessment tool proposed by A. Parasuraman, Valarie Zeithaml, and Leonard L. Berry in 1985. The model assesses service quality in five dimensions: tangibles, reliability, responsiveness, assurance, and empathy, based on the gap between customers' expectations and their experience. The basic idea of the SERVQUAL model is that the gap between customers' expectations and their experience of a service affects their evaluation of the quality of the service. The SERVQUAL model is based on the idea that the gap between customers' expectations and their experience affects their evaluation of the quality of the service. The SERVQUAL model is based on the idea that the gap between customers' expectations and their experience of a service affects their evaluation of the quality of the service. experience affects their evaluation of service quality. If the experience exceeds the expectation, the customer will be satisfied; if the experience is lower than the expectation, the customer will be dissatisfied.

To assess service quality, the SERVQUAL model uses a set of multi-indicator scales to measure the gap between expectations and experience for each dimension through customer feedback. By calculating the gap between the expectation score and the experience score, service quality can be determined.

### Related Research

#### Research on Satisfaction

Fornell (1992). A national customer satisfaction barometer: *Journal of Marketing*, 56(1), 6-21. In general, higher customer satisfaction increases loyalty among existing customers, reduces price elasticity, insulates existing customers from competition, reduces the cost of future transitions, reduces the cost of failure, reduces the cost of attracting new customers, and improves a firm's reputation. costs, and improves the reputation of the organization. Increasing the loyalty of existing customers means that more of them will buy again (retain) in the future. If a company has a high level of customer loyalty, it is reflected in the company's financial returns as it ensures a stable cash flow (Reichheld and Sasser, 1990).

Firms with high levels of customer satisfaction should have lower costs of attracting new customers (Fornell, 1992). For example, satisfied customers are more likely to engage in positive word-of-mouth about the firm and less likely to engage in negative and destructive word-of-mouth (Anderson, E. W. 1998; Howard and Sheth, 1969; Reichheld and Sasser, 1990)

#### Service Quality Studies

Parasuraman & Berry (1985, 1988) conducted a comprehensive assessment of a high-tech service company, comparing the company's performance with customers' general expectations of companies in the industry. Through focus group interviews, they initially identified 10 service quality assessment dimensions (1985). Through empirical validation and a rigorous scale development process, they later simplified these dimensions into five separate service quality dimensions (1988): tangibles, reliability, responsiveness, assurance, and empathy. A closer look at the items within each dimension reveal that the majority of all items are elements that point directly to interpersonal interactions.

Parasuraman et al (1988) noted that items representing service quality were generated from different aspects of the 10 service quality dimensions to form the initial item pool for the SERVQUAL instrument. This process resulted in 97 items (approximately 10 items per dimension). Each item was adapted into two statements, one to measure the overall expectations of the companies in the surveyed service category and the other to measure the perceptions of the particular company whose service quality was being assessed. According to the suggested scale development procedure (Churchill, 1979), approximately half of the statement pairs were positively worded and the remainder were negatively worded. Each statement was accompanied by a seven-point scale ranging from "Strongly Agree" (7 points) to "Strongly Disagree" (1 point), with scores 2 through 6 on the scale being unlabeled in the text (the scale values for the negative statements were reversed before data analysis). Expectation statements were clustered together to form the first half of the questionnaire.



Parasuraman et al (1988) stated that data collection and scale purification was conducted in two phases involving a 97-item questionnaire. The first stage focused on (1) compressing the scales to retain only those items that could well differentiate between respondents' perceptions of the different qualities of several types of firms, and (2) examining the dimensionality of the scales to determine the reliability of their components. The second stage was primarily a confirmatory study, in which the dimensionality and reliability of the compression scales were reassessed by analyzing data from four independent samples. In this phase, some further improvements were made to the scale.

### Conceptual Framework

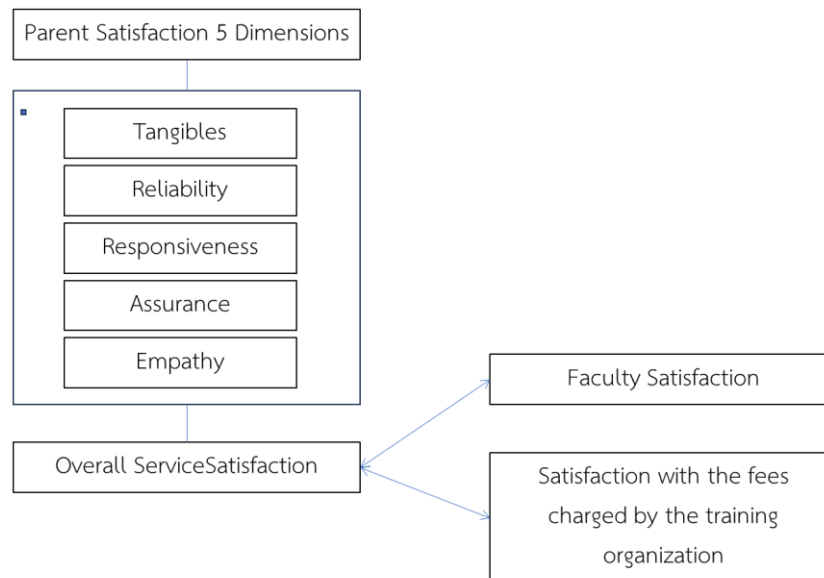


Figure 1 Conceptual Framework

### Methodology

The survey was designed for parents of students who attended street dance training this semester, as well as a portion of the parents of students who had attended A Street Dance Training Institute. The randomly selected sample group was 420 students' parents evenly distributed among these new and old students.

#### 1. Research tools

The questionnaire of this study is divided into two parts: the first part is the basic information, and the second part is investigated by using the matrix scale, SERVQUAL model to establish the original scale with 22 questions, but considering the region and the current situation of the operation of A Street Dance Training Center, so this paper in the study summarizes the theoretical research of previous scholars based on the research and rearranges the 25 questions, covering 5 dimensions, tangibility, Reliability, Responsiveness, Assurance, and Empathy, with five questions under each dimension, each corresponding to seven different levels of satisfaction, i.e., expectation value and satisfaction value after getting the service. Satisfaction levels include: very dissatisfied, dissatisfied, less satisfied, not sure, less satisfied, and very satisfied; and the expectation value includes: not expected at all, not expected, less expected, unsure, expected, more expected, and very expected. Expectations are divided into a total of 7 dimensions from very dissatisfied to very satisfied, and 7 levels are set from very dissatisfied to very satisfied, corresponding to scores from 1 to 7; Satisfaction is divided into a total of 7 dimensions from not at all expected to very expected, and 7 dimensions are set from not at all expected to very expected, corresponding to scores from 1 to 7.

Parents' satisfaction in 5 dimensions

Data is analyzed using descriptive statistics by finding the average, and standard deviation (SD.) and dividing the average into levels of satisfaction in each dimension according to the following criteria. (Leekitchwatana, 2022, 417)



Average	Means	Level of satisfaction
6.50 - 7.00	Means	Very satisfied
5.50 - 5.49	Means	Satisfied
4.50 - 5.00	Means	Less satisfied
3.50 - 4.49	Means	Not Sure
2.50 - 3.49	Means	Less dissatisfied
1.50 - 2.49	Means	Dissatisfied
1.00 - 1.49	Means	Very dissatisfied

This questionnaire was tested for validity and reliability as follows.

KMO and Bartlett's test for analysis. The KMO test value is .980, its suitable for factor analysis.

Cronbach's coefficient method is used to analyze the reliability of the overall questionnaire, the reliability is.971

## 2. Population and Sample

2.1 The population was approximately 1,280 parents of students in A Street Dance Training Organization in Heilongjiang Province.

2.2 The sample group was 420 parents of students in A Street Dance Training Organization in Heilongjiang Province, obtained from simple random sampling. The number of samples was calculated using Taro Yamane's formula (Yamane, 1973) with a confidence level of 95% and a margin of error of  $\pm 4\%$ .

## 3. Research step

3.1 This study utilized a quantitative research methodology and chose to use a questionnaire to collect data.

3.2 This paper is based on the five dimensions of the SERVQUAL model (tangibles, reliability, responsiveness, assurance, empathy) to expand and consider the contents corresponding to each of these five dimensions.

## 4. Statistics

4.1 Descriptive statistics and using the method of weighted average to calculate the parent satisfaction index and

4.2 Test hypothesis with correlation analysis.

## Results

**1. In the tangibility dimension parent satisfaction is 4.9948 and the percentage of satisfaction is 71.35 percent**

### 1.1 Parental satisfaction in the tangibility dimension

Table 1 Parental satisfaction in the tangibility dimension

Survey Indicators	Average	Weighting	Satisfaction	Satisfaction Percentage
1. Satisfaction with the modernization of teaching facilities	5.00	0.202	4.9948	71.35%
2. Satisfaction with the school's location	4.91	0.201		
3. Satisfaction with Staff Appearance	5.02	0.199		
4. Satisfaction with the curriculum	4.93	0.200		
5. Satisfaction with the hygiene of the teaching environment	5.09	0.199		

**1.2 In the reliability dimension parent satisfaction is 5.01427 and the percentage of satisfaction is 71.63 percent**



Table 2 Parental Satisfaction in Reliability Dimension

Survey Indicators	Average	Weighting	Satisfaction	Satisfaction Percentage
1. Consistency of course content with advertised promotions	4.98	0.196	5.01427	71.63%
2. The quality of teaching is consistent with the advertisement and promotion	4.97	0.200		
3. Teacher team is consistent with the advertisement and promotion	5.07	0.202		
4. The teaching mode is consistent with the advertisement and promotion.	5.05	0.201		
5. Teaching classes are consistent with advertisements and promotions	5.00	0.201		

*1.3 In the responsiveness dimension parent satisfaction is 4.97878 and the percentage of satisfaction is 71.13 percent*

Table 3 Parental Satisfaction on Responsiveness Dimension

Survey Indicators	Average	Weighting	Satisfaction	Satisfaction Percentage
1. Satisfaction with the atmosphere of the teaching classroom	5.04	0.199	4.97878	71.13%
2. Satisfaction with staff's solutions when encountering problems	5.04	0.199		
3. Satisfaction with teachers' supervision of students' study	4.95	0.201		
4. Satisfaction with staff's service attitude	4.90	0.201		
5. Satisfaction with the timeliness of the staff's service delivery time	4.99	0.199		

*1.4 In the assurance dimension parent satisfaction is 5.0211 and the percentage of satisfaction is 71.73 percent*

Table 4 Parental Satisfaction on the Assurance Dimension

Survey Indicators	Average	Weighting	Satisfaction	Satisfaction Percentage
1. Satisfaction level of teachers	5.02	0.202	5.0211	71.73%
2. Satisfaction with student performances and competitions	5.08	0.201		
3. Satisfaction with teacher training	5.00	0.200		
4. Satisfaction with students' learning motivation.	5.01	0.198		
5. Satisfaction with teacher mobility	4.97	0.200		

*1.5 In the empathy dimension parent satisfaction is 5.39169 and the percentage of satisfaction is 77.02 percent*





Table 5 Parental Satisfaction in the Empathy Dimension

Survey Indicators	Average	Weighting	Satisfaction	Satisfaction Percentage
1. Satisfaction with the fees charged by the training organization	5.35	0.195	5.39169	77.02%
2. Students' willingness to continue training	5.34	0.203		
3. Satisfaction with advertising and promotion	5.33	0.199		
4. Satisfaction with the training center's service for all	5.42	0.203		
5. Satisfaction with the overall service	5.49	0.201		

## 2. Test hypothesis

2.1 *There is a strong positive correlation between faculty strength and overall satisfaction with services*

Table 6 Correlation test between faculty satisfaction and overall service satisfaction

Pearson Correlation			
	Average	S.D.	Satisfaction with overall services
Faculty Satisfaction Level	5.04	1.656	.694**
Satisfaction with overall services	5.16	1.520	1.000

\*\*p<.01 (two-tailed)

2.2 *There is a strong positive correlation between satisfaction with the fees charged by the training organization and satisfaction with the overall service delivery*

Table 7 Correlation test between fee satisfaction and overall service satisfaction of training organizations

Pearson Correlation			
	Average	SD	Satisfaction with overall services
Satisfaction with the fees charged by the training organization	5.00	1.606	.677**
Satisfaction with overall services	5.16	1.520	1.000

\*\*p<.01 (two-tailed)

## Conclusion

Through the research work on parent satisfaction of A street dance training institution in Heilongjiang Province, we understand the needs and expectations of parents, learn and refer to the experiences and practices of street dance training institutions in the market in improving parent satisfaction, etc., and give specific countermeasures to improve parent satisfaction in A dance training center, based on the definition of a service quality assessment tool - SERVQUAL model - proposed by A. Parasuraman, Valarie Zeithaml, and Leonard L. Berry in 1985, a service quality assessment tool - SERVQUAL model on the definition of tangibles, reliability, responsiveness, assurance, empathy, we conducted a questionnaire survey on the parent satisfaction of A Street Dance Training Center in Heilongjiang Province, and through data analysis found that the parent satisfaction of A Street Dance Training Center is positively correlated with all five dimensions, that is, improving services in the dimensions of tangibility, reliability, responsiveness, assurance, and empathy can improve the overall satisfaction of A Street Dance Training Organization in Heilongjiang Province.

Parental satisfaction can be improved by optimizing school service facilities and environment, diversifying curricula, improving teaching methods and supervision, upgrading teacher qualifications, establishing a pool of teachers, improving after-sales service, vocational training, personalized service, marketing and publicity, adjusting fees, and conducting promotional activities.





## Discussion

### 1. Discussed in each of the five dimensions

#### 1.1 Tangible dimension

Parasuraman, et al (1988) Tangibles represent the physical facilities, equipment, and appearance of personnel, as well as other visible elements that customers can observe during the service encounter. During the service encounter." Combined with the data analysis of the questionnaire survey on parents' satisfaction in A street dance training institution in Heilongjiang Province, According to Table 1 the average values of customers' satisfaction in the five dimensions of tangibles, from high to low, are satisfaction with the hygiene of teaching environment 5.09, satisfaction with the staff's clothing and instrumentation 5.02, satisfaction with the modernization of teaching facilities 5.00, satisfaction with teaching curriculum 4.93, satisfaction with the teaching environment 4.00, satisfaction with the teaching curriculum 5.00, satisfaction with the teaching facilities 5.00, and satisfaction with the curriculum 4.00. Satisfaction with the curriculum was 4.93, and satisfaction with the school's location was 4.91, so the main focus was on the satisfaction with the teaching curriculum, the satisfaction with the school's location of the two factors to investigate and analyze the reasons for the low scores.

##### 1.1.1 The curriculum is relatively homogenous

When the curriculum of a street dance training institution is too homogeneous, it may result in the student's interest in learning being limited, thus affecting their motivation and satisfaction with learning. This kind of problem in street dance training institutions is mainly manifested in the lack of diversity of street dance styles: A street dance training institution in Heilongjiang Province only provides courses in the three street dance styles of HIPHOP, JAZZ, and URBAN, and some of the courses are only for recruiting new students have been offering basic courses, which may not allow some old students with basic knowledge to learn new knowledge, which will limit the student's exposure to more different types of street dance and cannot cultivate or continue their interest and passion for different styles.

##### 1.1.2 No advantage in school location

Since the school opened earlier, there is no direct bus stop near the school, so if you come to the class by bus, you may need to walk for some distance after arriving. Secondly, A Street Dance Training Organization is close to the road, which may have some noise and safety issues. Furthermore, there are no shopping centers, medical facilities, or recreational facilities near the school, so parents may not be able to relax during their children's classes and have to sit outside for hours, which may affect the results of their satisfaction ratings.

#### 1.2 Reliability Dimension

Combined with the data analysis of the questionnaire survey of parents' satisfaction with A street dance training institution in Heilongjiang Province, in the five dimensions of reliability, According to Table 2, the average value of customer satisfaction from high to low are, respectively, the faculty team is consistent with the advertisement and promotion of the situation 5.07, the teaching mode is consistent with the advertisement and promotion of the situation 5.05, the teaching division is consistent with the advertisement and promotion of the situation 5.00, the course content is consistent with the advertisement and promotion of the situation 4.98, the teaching quality is consistent with the 4.97, so the investigation and analysis of the reasons for the relatively low scores were mainly focused on the two factors of the consistency of course content with advertising and promotion and the consistency of teaching quality with advertising and promotion.

##### 1.2.1 Relatively boring course content

Because there are many new students, each class takes about 40-50 minutes to practice basic skills, so the course content that parents see may be a little different from what is advertised.

##### 1.2.2 Lack of personalized teaching

The teaching form in A Street Dance Training Institution is mainly centralized classes and group training, which is similar to the way students attend classes in schools. In addition to the teaching form, the teaching method also has some problems. If teachers rely too much on traditional teaching methods, such as lectures and demonstrations, and neglect interactive, practical, and innovative teaching methods, students may feel that classes lack interest and participation, and thus lose their interest in learning street dance.

### 1.3 Responsiveness Dimension

According to the analysis of the data from the questionnaire survey of parents' satisfaction with A Street Dance Training Organization in Heilongjiang Province, in the five dimensions of responsiveness, According to Table 3, the average value of customer satisfaction from high to low, respectively, the degree of satisfaction with the teaching classroom atmosphere and the degree of satisfaction with the solution given by the staff when encountering a problem is 5.04, the degree of satisfaction with the timeliness of the staff to provide service time is 4.99, the degree of satisfaction with the teacher's supervision of students' learning is 4.95, the degree of satisfaction with staff service attitude is 4.90. 4.95, staff service attitude satisfaction level of 4.90, so the main focus is on staff service time timeliness, teachers' supervision of students' learning, and staff service attitude the three factors to analyze the reasons for the relatively low scores.

#### 1.3.1 Teachers' slow response to after-class student counseling

As teachers' working hours are more on Saturdays and Sundays, the rest of the time teachers have other administrative work or performance activities to deal with in addition to teaching, resulting in time being scattered and making it difficult for them to respond to students' tutoring requests on time.

#### 1.3.2 Unfamiliarity of the front desk staff with the business

Because there are more students in the training institution and only two front desk staff, the front desk staff may face greater work pressure and busy work rhythm, and do not take the initiative to learn and familiarize themselves with the business affecting the degree of familiarity with the business.

#### 1.3.3 Service attitude needs to be strengthened

Because the organization will have corresponding performances and competitions at each stage, the staff may take on too many work tasks in the fast-paced work state, resulting in the inability to focus on the service, which affects the service attitude, the

### 1.4 Assurance Dimension

According to the analysis of parent satisfaction data survey of A Street Dance Training Institution in Heilongjiang Province, According to Table 4, the average value of satisfaction in the assurance dimension, in descending order, is as follows: satisfaction with students' performances and competitions 5.08, satisfaction with teachers 5.02, satisfaction with students' motivation to learn 5.01, satisfaction with the training of the teacher team 5.00, and satisfaction with teachers' mobility 4.97. Therefore, the other questions in the assurance dimension average values are above 5 and only the teacher turnover satisfaction level is 4.97, so the reason for their low satisfaction level needs to be analyzed.

In A street dance training organization, there may be greater pressure on teachers' work, for example, teachers need to attend classes for a long time, and the more famous teachers' courses are scheduled to be fuller, with heavy teaching tasks and time constraints, which will affect their satisfaction with their work. The salary level of teachers in the street dance training industry is usually not too high, and the salary level and benefits may not meet their expectations, which may lead to an increased willingness to turnover.

### 1.5 Empathy Dimension

According to the analysis of the data of the questionnaire survey on parents' satisfaction of A Street Dance Training Institution in Heilongjiang Province, in the five dimensions of empathy, According to Table 5, the average value of customer satisfaction from high to low are, respectively, the degree of satisfaction with the overall service is 5.49, the degree of satisfaction with the service of the training center for the whole group is 5.42, the degree of satisfaction with the fees of the training institution is 5.35, the willingness of the students to continue the training is 5.34, and the degree of satisfaction with the advertising and publicity is 5.33, and through the above The data can be learned that the satisfaction of the questionnaire is 7 points out of 7, and the average value of the five questions of the empathy dimension is above 5 points, the satisfaction is 5.39169, and the percentage of satisfaction is 77.02%, so we know that the parents are relatively satisfied with the empathy dimension. However, to improve empathy, the following questions may need to be changed:

#### 1.5.1 Insufficiently flexible fee policy



The charging policy of training organizations is not flexible enough, and they do not offer very suitable concessions to new students, and the charging methods and fee structures of training organizations are not transparent enough.

#### 1.5.2 Single form of advertisement and promotion

In the face A street dance training institution's advertisement promotion form is consistent in pushing the 18 years 19 years competition, the performance of the video, and not timely updates may make potential customers feel fatigue and boredom, reduce the attraction and effect of advertising.

### 2. Discussion of the relevance analysis of the hypotheses

2.1 As can be seen from Table 6, the significance is less than 0.01, which proves that the correlation between faculty strength and satisfaction with the overall service is significant ( $r_{xy}=0.694$ ) which proves that there is a strong positive correlation between faculty strength and satisfaction with the overall service. It also shows that the higher the parents' satisfaction with faculty strength, the higher the overall service satisfaction.

2.2 As can be seen from Table 7, the significance is less than 0.01, which proves that the correlation between the satisfaction level of the training organization's fees and the satisfaction of the overall service is significant ( $r_{xy}=0.677$  which proves that there is a strong positive correlation between the satisfaction level of the training organization's fees and the satisfaction level of the overall service. It also shows that the higher the level of satisfaction with the fees of the training organization, the higher the level of satisfaction with the overall service.

## Recommendation

### 1. Improve the service quality of tangible aspects

1.1 Unify the dress code of front desk staff and strengthen service training. Professional image training for front desk staff, including instrumentation, clothing, dress, speech and demeanor, etc., to ensure that the staff maintains a neat, decent, and civilized image during working hours.

1.2 Focus on the teaching environment and keep it clean and hygienic. Regularly clean and disinfect classrooms and study areas to ensure that the teaching place is clean and hygienic.

### 2. Enhance the service quality in terms of reliability.

2.1 Strengthen internal communication and collaboration. Strengthen internal communication and collaboration to ensure consistency between course content advertising and promotion.

2.2 Strengthen the authenticity of advertising. In the multimedia era, it is necessary to make full use of the Internet platform to accurately respond to the characteristics of the course content in the advertisement, so that parents can have a true understanding of the advertised courses and avoid over-exaggeration and false propaganda.

### 3. Enhance the quality of service in terms of responsiveness.

3.1 Increase teaching interaction and enhance the classroom atmosphere. Teachers can actively interact with students, in the classroom teachers can be fuller of some sense of humor, can be appropriate to exaggerate the dance movements, to the student's demonstration and explanation, and then select the students who dance well to show, and then let everyone encourage.

3.2 Establishing a feedback mechanism for problems and providing professional training. Encourage parents and students to raise questions and comments at any time. Staff should reflect on the problems raised by parents and students promptly and actively solve their troubles.

3.3 Reasonable arrangement of service time. A street dance training organization can ensure that the staff at the front desk are at their posts even when there are many people according to the flow of customers and workload, and reasonably arrange the service time of staff members.

### 4. Enhance the service quality in terms of assurance.

4.1 Develop incentive mechanism. Praise students in class on time, near the end of the class can encourage students and close friends to perform at the same time, encourage students to participate in a variety of learning activities and competitions, and set up incentive programs.

4.2 Enrich the teaching content. Continuously optimize the teaching content, introduce new and interesting dance courses and elements, and invite famous dance masters to give master classes.



4.3 Encourage parental participation. Invite parents to observe classes, parent exchange meetings, etc. Parents can also supervise students' practice and encourage class. Parents' participation helps to stimulate students' interest in learning and enhances their motivation.

#### **5. Enhance the service quality in empathy.**

5.1 Transparent charging standards. Training organizations should set clear standards for class fees and provide parents with detailed fee descriptions, including information on the cost of each class, the length of the course, and the fee cycle.

5.2 Establish a good reputation. Providing quality teaching and ensuring the quality of teaching is the primary task of street dance training organizations. It has a team of teachers with rich teaching experience and a high professional level, and constantly optimizes the teaching content and methods.

#### **References**

- Anderson, E.W. (1998). Customer Satisfaction and Word of Mouth. *Journal of Service Research*, 1(1), 5-17.
- Churchill, G.A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, 16(1), 64-73.
- Fornell, C. (1992). A national customer satisfaction barometer: The Swedish experience. *Journal of Marketing*, 56(1), 6-21.
- Howard, J.A., & Sheth, J.N. (1969). *The theory of buyer behavior*. John Wiley & Sons.
- Leekitchwatana, P. (2022). *Educational research methods*. Bangkok: Chulalongkorn University Press.
- Oliver, R. L. (2014). Whence Consumer Loyalty? *Journal of Marketing*, 63, 33-44.  
<https://doi.org/10.2307/1252099>
- Parasuraman, A., Zeithaml, V.A., & Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41-50.
- Parasuraman, A., Zeithaml, V.A., & Berry, L.L. (1988) SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing*, 64 (1), 12-40.
- Reichheld, F.F., & Sasser, E. (1990). *Zero Defections: Quality Comes to Services*. Harvard Business Review, 68, 105-111.
- Yamane, T. (1973). *Statistics: An Introductory Analysis*. 3rd Edition, Harper and Row, New York.

