

SURVEY ON THE CURRENT SITUATION OF SATISFACTION WITH THE COURSE ‘TRADITIONAL CHINESE CULTURE’ IN GUANGXI UNIVERSITY OF FOREIGN LANGUAGES*

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Received 5 November 2025; Revised 12 November 2025; Accepted 14 November 2025

Abstract

The objectives of this study are: (1) to investigate the current situation of students’ satisfaction with the course “Traditional Chinese Culture” at Guangxi University of Foreign Languages; (2) to examine the relationship between teaching quality and student satisfaction; (3) to identify the key factors influencing students’ satisfaction from five dimensions—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness; and (4) to propose improvement strategies for enhancing the teaching quality of traditional Chinese culture courses. This research adopts a quantitative design combining literature review and empirical analysis. The population consists of undergraduate students enrolled in the Traditional Chinese Culture course at Guangxi University of Foreign Languages, and the sample comprises [insert actual number if available, e.g., 300] participants selected through stratified random sampling. Data were collected using a structured questionnaire survey and analyzed through descriptive

Citation:



* Junlin Wu. (2026). Survey On The Current Situation Of Satisfaction With The Course ‘Traditional Chinese Culture’ In Guangxi University Of Foreign Languages. *Journal of Interdisciplinary Social Development*, 4(1), 40-57.;

DOI: <https://doi.org/10.>

Website: <https://so12.tci-thaijo.org/index.php/JISDIADP/>

statistics, correlation analysis, and regression analysis using SPSS software to verify the research hypotheses.

The research results show that: (1) all five dimensions of teaching quality—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness—have a significant positive impact on student satisfaction; (2) lecturers' teaching performance and course content are the most influential factors determining overall satisfaction; (3) interactive teaching methods and adequate learning resources contribute to higher engagement and learning motivation; and (4) students with higher academic performance and greater interest in traditional culture report stronger cultural identity and satisfaction levels. The study concludes that improving teaching quality is essential for enhancing students' satisfaction and promoting cultural confidence. The recommended strategies include strengthening teacher professional development, optimizing course design, enriching teaching resources, and integrating interactive learning activities to enhance the teaching effectiveness of traditional Chinese culture courses.

Keywords: Traditional Chinese Culture, Teaching Quality, Student Satisfaction, Questionnaire Survey, Higher Education

Introduction

The reform of higher education in China has increasingly emphasized the integration of excellent traditional Chinese culture into the university curriculum. As one of the key components of ideological and moral education, courses on traditional Chinese culture play a vital role in transmitting cultural heritage, shaping students' values, and fostering their cultural confidence. These courses not only strengthen students' understanding of national identity and historical continuity but also help them develop intercultural competence, which is

essential for engaging in global communication (Liu & Wu, 2008; Tian, Ding, & Zhang, 2024).

The Traditional Chinese Culture course at Guangxi University of Foreign Languages serves as a representative model for such educational initiatives. The university, located at the crossroads between China and ASEAN countries, offers programs designed to cultivate students with both an international outlook and a deep appreciation of Chinese civilization. Through this course, students explore diverse aspects of traditional Chinese thought, literature, history, and art, thereby gaining a more comprehensive understanding of their cultural roots while enhancing cross-cultural awareness. However, despite the growing significance of cultural courses, research on students' satisfaction with them remains limited—especially within local foreign language universities (Wu & Huang, 2021).

Student satisfaction has become a major indicator in evaluating the effectiveness of higher education institutions. Derived from customer satisfaction theory (Oliver, 1980), it reflects the degree to which students' educational experiences meet or exceed their expectations. A high level of satisfaction indicates that the teaching process, content, and resources align well with students' learning needs, resulting in positive engagement and improved outcomes. Conversely, dissatisfaction may signal problems in instructional design, teacher performance, or resource allocation, which can undermine motivation and learning quality (Cardoso, 1965; Ouyang, 2018). Therefore, measuring and understanding students' satisfaction can provide valuable insights for improving teaching quality and optimizing curriculum design.

Teaching quality itself is a multidimensional construct that encompasses teachers' instructional competence, curriculum design, teaching methods, learning resources, and overall learning effectiveness. According to Bloom's framework, effective teaching involves providing students with meaningful guidance, ensuring active participation, and reinforcing learning motivation through feedback and interaction (Bloom, 1956). Later studies expanded this

concept to emphasize systemic factors such as educational resources, classroom environment, and institutional management (Zhang, Gao, & Xu, 2009; Fang & Chen, 2021). In this regard, student satisfaction is not merely an outcome but also a reflection of how well the teaching process functions as a holistic system (Pei, Huang, Liu, & Jiang, 2021).

Despite extensive research on the relationship between teaching quality and student satisfaction in language education, engineering, and business fields, there is still a lack of empirical evidence focusing on the teaching of traditional Chinese culture. Most previous studies have concentrated on general education or technical courses (Yang, 2024; Fan, 2024), while few have explored how teaching quality influences satisfaction within cultural and humanities contexts. Moreover, traditional culture courses often differ from other disciplines because they integrate affective, cognitive, and cultural dimensions. Students' satisfaction in such courses may depend not only on academic performance but also on emotional resonance and cultural identification (Zhao & Li, 2023).

This study addresses this research gap by examining the relationship between teaching quality and student satisfaction with the Traditional Chinese Culture course at Guangxi University of Foreign Languages. It adopts a student-centered approach to assess satisfaction across five core dimensions: lecturers, course content, teaching methods, teaching resources, and teaching effectiveness. By applying quantitative analysis, the study aims to determine how each dimension contributes to overall satisfaction and to identify the key factors that drive students' learning experiences.

The significance of this study is twofold. Theoretically, it contributes to the growing body of literature on educational quality assessment by applying satisfaction theory to the context of cultural education. This enriches the understanding of how pedagogical quality, learner expectations, and cultural identity interact in shaping students' perceptions of teaching effectiveness.

Practically, the findings provide empirical data for curriculum reform and teaching improvement. The insights derived from this study can assist administrators and educators at Guangxi University of Foreign Languages in refining course design, enhancing teacher training, and improving the allocation of educational resources.

Furthermore, as universities across China strive to internationalize their curricula, the promotion of traditional Chinese culture through effective teaching has become an urgent task. By identifying the factors that influence student satisfaction, this research not only supports the continuous improvement of teaching quality but also contributes to the broader mission of cultural transmission and innovation in higher education (Miao, 2010; Chen & Yang, 2021). Ultimately, understanding how students perceive and evaluate their learning experience in traditional culture courses can help institutions cultivate globally competent graduates with firm cultural confidence and an appreciation of their national heritage.

Objectives

1. To investigate the current situation of students' satisfaction with the course "Traditional Chinese Culture" at Guangxi University of Foreign Languages, examining their overall perceptions and attitudes toward the course.
2. To examine the relationship between teaching quality and student satisfaction, focusing on how key dimensions of instructional quality influence learners' experiences and evaluations.
3. To identify the main factors influencing student satisfaction, analyzed across five critical dimensions: lecturers, course content, teaching methods, teaching resources, and teaching effectiveness.

4. To propose improvement strategies aimed at enhancing the teaching quality of traditional Chinese culture courses, thereby promoting higher levels of student satisfaction and cultural confidence.

Literature Review

Teaching quality is a core construct in educational research and an essential indicator of instructional effectiveness. It reflects not only the professional competence of teachers but also the extent to which educational objectives are achieved through well-designed curricula, appropriate methodologies, and adequate learning support (Liu & Wu, 2008). Scholars widely agree that teaching quality is a multidimensional and dynamic concept that involves interactions among teachers, students, teaching resources, and institutional environments (Zhang, Gao, & Xu, 2009). The quality of teaching determines the extent to which students can acquire expected knowledge, skills, and cultural understanding, especially in courses that aim to transmit intangible values such as traditional culture (Pei, Huang, Liu, & Jiang, 2021).

From a conceptual standpoint, Bloom (1956) emphasized that high-quality teaching occurs when teachers provide clear guidance, promote student engagement, and deliver timely feedback. Later educational theorists proposed that teaching quality also depends on systemic factors such as course design, assessment methods, and learning infrastructure (Fang & Chen, 2021; Tian, Ding, & Zhang, 2024). For instance, Fang and Chen (2021) highlighted that teaching quality is shaped by both objective indicators—like resource adequacy and institutional support—and subjective evaluations, such as students' perceptions of teacher enthusiasm and classroom climate. These multidimensional criteria align with the modern view that teaching quality is not a static attribute of the instructor but a dynamic outcome of continuous interaction within the teaching–learning system. Recent studies have expanded this framework to incorporate

the role of technology and blended learning models. Pei et al. (2021) argued that the use of interactive digital platforms enhances students' engagement and overall satisfaction by allowing flexible participation and immediate feedback. Similarly, Tian et al. (2024) found that blended teaching quality depends not only on instructional design but also on the effectiveness of online platforms and the degree of students' autonomy. These findings suggest that teaching quality in contemporary higher education must be understood as a synthesis of pedagogical competence, technological support, and student experience.

In parallel, the concept of student satisfaction has evolved as a central measure of educational quality. Rooted in customer satisfaction theory (Cardoso, 1965; Oliver, 1980), student satisfaction refers to the emotional response resulting from the comparison between students' expectations and their actual learning experiences. When the perceived performance of a course meets or exceeds expectations, satisfaction increases; when it falls short, dissatisfaction arises (Ouyang, 2018). In the higher-education context, this construct captures students' subjective evaluation of the teaching process, learning environment, and educational outcomes (Fan, 2024). According to UNESCO's World Declaration on Higher Education (1998), higher education should be regarded as a public service that enhances learners' intellectual and moral qualities. Under this framework, students are viewed as the principal stakeholders and "customers" of educational institutions, whose satisfaction is an essential indicator of institutional success. Consequently, measuring student satisfaction has become a vital component of modern educational management (Yang, 2024). Empirical studies indicate that student satisfaction correlates strongly with academic motivation, perceived learning effectiveness, and institutional loyalty (Zhai & Kong, 2020; Gerald & Hampton, 2015). When students experience supportive teaching, constructive feedback, and accessible learning resources, they demonstrate stronger engagement and commitment to their programs. The relationship between teaching quality and student satisfaction has been investigated across

various disciplines. Numerous studies confirm that higher teaching quality leads to higher student satisfaction and academic performance (Wu & Huang, 2021; Zhao & Li, 2023). For example, Zhao (2024) found that in professional courses, students' satisfaction levels were significantly influenced by teachers' instructional skills, course organization, and classroom interaction. Similarly, Fan (2024) demonstrated that in private universities, differences in learning motivation and family background also affect how students perceive teaching quality. These findings highlight that satisfaction is not determined by a single variable but by the integrated experience of learning. In the field of cultural education, the interaction between teaching quality and student satisfaction is particularly complex. Courses on traditional Chinese culture aim not only to convey factual knowledge but also to cultivate cultural identity and emotional resonance. As such, both cognitive and affective dimensions of learning contribute to students' satisfaction (Yuan, 2024). For instance, engaging teaching methods—such as storytelling, case studies, and cultural immersion—can enhance students' emotional connection to cultural heritage, while outdated or overly theoretical approaches tend to lower satisfaction (Wu, 2025). Moreover, interdisciplinary integration of history, literature, art, and philosophy can make cultural courses more relevant and appealing to modern learners (Qin & Wang, 2021). Research on higher education service quality further supports this link. Yang (2024) found that universities that provide comprehensive academic advising, career counseling, and technological support achieve higher satisfaction ratings. Zhai and Kong (2020) emphasized that institutional services—such as library access, online learning systems, and administrative transparency—directly influence students' perceptions of teaching quality. This suggests that teaching quality cannot be isolated from the overall educational ecosystem; rather, it must be evaluated as part of a broader service environment that shapes students' experiences. Regarding the evaluation of teaching quality, scholars advocate a

combination of quantitative and qualitative approaches. Surveys using Likert-type scales are commonly employed to capture students' perceptions across dimensions such as course content, teaching methods, and resource adequacy (Gao, Liu, & Sun, 2022). In addition, in-depth interviews and classroom observations provide qualitative insights into how teaching behaviors and learning environments affect satisfaction (Peng, 2023). Recent studies also integrate academic performance analysis to correlate students' grades with their subjective evaluations, offering a more comprehensive understanding of teaching effectiveness (Yuan, 2024).

Collectively, these findings suggest that teaching quality and student satisfaction are mutually reinforcing constructs. High-quality teaching enhances learning outcomes and student satisfaction, while positive feedback from satisfied students motivates teachers to further improve their performance, forming a virtuous cycle of continuous improvement (Shen, 2019; Liu & Zhao, 2021). In the specific context of Traditional Chinese Culture education, maintaining high teaching quality is crucial not only for students' academic success but also for sustaining cultural identity and promoting the innovative inheritance of Chinese civilization in a globalized world.

Relationship Between Teaching Quality and Student Satisfaction

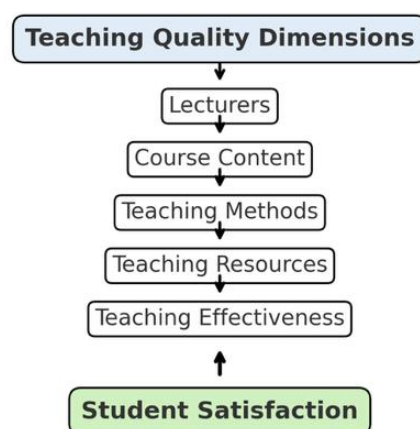


Figure 1: Conceptual Framework

Methodology

This study employed a quantitative research design integrating literature review and empirical analysis to examine the relationship between teaching quality and student satisfaction in the Traditional Chinese Culture course at Guangxi University of Foreign Languages.

A total of 300 undergraduate students enrolled in the course were selected through stratified random sampling. Data were collected using a structured questionnaire measuring five dimensions of teaching quality—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness—along with overall student satisfaction, using a five-point Likert scale.

Data analysis was conducted with SPSS, employing descriptive statistics, Pearson’s correlation, and multiple regression analysis to test the hypotheses at a significance level of $p < .05$. This methodological framework ensured the reliability and validity of findings and provided a robust quantitative basis for identifying key factors influencing student satisfaction.

Result

This section presents the results of the data analysis, including descriptive statistics, differential analysis, and correlation analysis among the five dimensions of teaching quality and student satisfaction. Statistical analysis was conducted using SPSS software to test the research hypotheses proposed in the conceptual framework. Descriptive Statistics of Key Variables in table 1 presents the means and standard deviations for the five independent variables—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness—and the dependent variable, student satisfaction. The overall mean scores of all variables are above 3.80 on a five-point Likert scale, indicating that students

generally express high levels of satisfaction with the Traditional Chinese Culture course at Guangxi University of Foreign Languages.

Table 1 Descriptive Statistics of Key Variables (n = 300)

| Variable | Mean | SD | Minimum | Maximum |
|------------------------|------|------|---------|---------|
| Lecturers | 4.25 | 0.61 | 2.80 | 5.00 |
| Course Content | 4.12 | 0.65 | 2.70 | 5.00 |
| Teaching Methods | 4.05 | 0.69 | 2.60 | 5.00 |
| Teaching Resources | 3.89 | 0.73 | 2.40 | 5.00 |
| Teaching Effectiveness | 4.18 | 0.62 | 2.80 | 5.00 |
| Student Satisfaction | 4.20 | 0.58 | 3.00 | 5.00 |

The results show that lecturers received the highest mean score ($M = 4.25$, $SD = 0.61$), suggesting that teacher professionalism, enthusiasm, and classroom interaction were highly valued by students. Teaching resources recorded the lowest mean score ($M = 3.89$, $SD = 0.73$), indicating that some students perceived limitations in the availability of digital and cultural learning materials. Overall, the descriptive analysis reveals that students hold positive perceptions of the teaching quality dimensions associated with the course.

Correlation Analysis: To examine the relationships between teaching quality dimensions and student satisfaction, Pearson's correlation coefficients were computed. The results, as presented in Table 2, show significant positive correlations among all variables ($p < 0.01$). This suggests that improvements in any dimension of teaching quality are likely to enhance overall student satisfaction.

Table 2 Correlation Matrix among Teaching Quality Dimensions and Student Satisfaction

| Variables | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------|--------|--------|--------|--------|--------|---|
| 1. Lecturers | 1 | | | | | |
| 2. Course Content | .712** | 1 | | | | |
| 3. Teaching Methods | .698** | .689** | 1 | | | |
| 4. Teaching Resources | .603** | .577** | .652** | 1 | | |
| 5. Teaching Effectiveness | .726** | .715** | .702** | .678** | 1 | |
| 6. Student Satisfaction | .764** | .743** | .708** | .665** | .751** | 1 |

The results indicate strong and positive relationships between all five dimensions of teaching quality and student satisfaction. The highest correlation is between lecturers and student satisfaction ($r = .764$, $p < .01$), followed by teaching effectiveness ($r = .751$, $p < .01$). This implies that students' satisfaction is highly influenced by the quality of lecturers and the effectiveness of teaching outcomes. In contrast, teaching resources ($r = .665$, $p < .01$) show a relatively weaker correlation, although still statistically significant, suggesting that material support plays a secondary but complementary role in shaping satisfaction.

Regression Analysis: To further verify the hypotheses, multiple regression analysis was conducted with student satisfaction as the dependent variable and the five dimensions of teaching quality as predictors. As shown in Table 3, the model was statistically significant ($F = 45.63$, $p < .001$), explaining 65.7% of the variance in student satisfaction ($R^2 = .657$).

Table 3 Multiple Regression Analysis of Teaching Quality Dimensions on Student Satisfaction

| Predictor | B | SE | β | t | Sig. |
|------------------------|--------------|-------------|------------|------|------|
| Lecturers | 0.315 | 0.052 | .352 | 6.05 | .000 |
| Course Content | 0.241 | 0.049 | .289 | 4.92 | .000 |
| Teaching Methods | 0.192 | 0.046 | .225 | 4.17 | .000 |
| Teaching Resources | 0.118 | 0.044 | .131 | 2.68 | .008 |
| Teaching Effectiveness | 0.276 | 0.050 | .301 | 5.50 | .000 |
| Model Summary | $R^2 = .657$ | $F = 45.63$ | $p < .001$ | | |

The regression results confirm that all five dimensions of teaching quality have significant positive effects on student satisfaction. The strongest predictor is lecturers ($\beta = .352$), followed by teaching effectiveness ($\beta = .301$) and course content ($\beta = .289$). These results validate all five hypotheses (H1–H5), supporting the assumption that improving teaching quality in each dimension contributes to higher student satisfaction.

The findings reveal that students at Guangxi University of Foreign Languages express high satisfaction with the Traditional Chinese Culture course. The most influential factors determining satisfaction are lecturers' performance, teaching effectiveness, and course content. Meanwhile, teaching resources, though significant, exert a relatively smaller impact. These results highlight the importance of dynamic teacher–student interaction, engaging course design, and effective instructional strategies in enhancing the quality of cultural education and promoting students' cultural identity and learning motivation.

Conclusions

The findings of this research demonstrate that teaching quality plays a decisive role in determining students' satisfaction with the Traditional Chinese

Culture course at Guangxi University of Foreign Languages. All five dimensions of teaching quality—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness—showed significant positive correlations with student satisfaction. Among them, lecturers' performance emerged as the strongest predictor, reflecting the crucial influence of teachers' knowledge, instructional ability, and enthusiasm on learners' perceptions of course value. This aligns with earlier studies suggesting that teacher competence and classroom engagement are the most influential drivers of student satisfaction (Tian, Ding, & Zhang, 2024; Zhao & Li, 2023).

The results also reveal that effective teaching methods and well-structured course content significantly enhance satisfaction, underscoring the importance of student-centered pedagogies and culturally relevant materials. Interactive teaching, project-based learning, and case analysis not only improve comprehension but also foster students' emotional connection with Chinese cultural heritage (Wu & Huang, 2021). In contrast, teaching resources, though positively correlated with satisfaction, contributed less to the regression model, implying that while facilities and materials support learning, they cannot replace the irreplaceable role of dedicated and skillful teachers (Wang & Gao, 2023). These findings support the theoretical foundation of customer satisfaction theory (Oliver, 1980), which emphasizes that satisfaction is achieved when perceived experiences meet or exceed expectations. In educational settings, students' satisfaction reflects their evaluation of teaching quality, institutional support, and learning outcomes. The present research extends this framework into the domain of cultural education, where learning effectiveness encompasses not only knowledge acquisition but also the cultivation of cultural identity and values (Yuan, 2024). From a practical perspective, several recommendations arise from these results. First, institutions should strengthen professional development for lecturers by offering continuous training in innovative teaching methods, digital

pedagogy, and intercultural communication (Fang & Chen, 2021). Second, the course design should integrate both classical and modern perspectives of Chinese culture, ensuring that students can connect traditional values to contemporary life (Tian et al., 2024). Third, universities should promote interactive and student-centered teaching practices—such as blended learning, experiential projects, and cultural fieldwork—to deepen engagement and understanding (Pei et al., 2021). Fourth, enhancing digital and material resources, such as online databases, multimedia modules, and experiential learning tools, can provide more immersive learning experiences (Liu & Zhao, 2021). Lastly, establishing a systematic feedback mechanism will help administrators track students' perceptions and continuously improve teaching quality (Yang, 2024). Although the study provides valuable insights, its limitations should be acknowledged. The research was conducted within a single university context, which may constrain generalizability. Future studies could expand to include comparative samples from multiple regions or institutions. Moreover, incorporating qualitative methods—such as interviews and classroom observations—could yield deeper insights into students' cognitive and emotional engagement with cultural learning. Longitudinal studies might also explore how improvements in teaching quality influence satisfaction and cultural identity over time, especially in the context of ongoing digital transformation in education. In conclusion, this research highlights that maintaining high teaching quality is essential not only for enhancing students' satisfaction but also for fostering cultural inheritance and confidence among university students. Teachers remain at the heart of effective cultural education, and their pedagogical innovation, cultural literacy, and emotional connection with students define the success of traditional Chinese culture courses. As Chinese higher education continues to emphasize both modernization and cultural continuity, strengthening the link between teaching quality and student satisfaction will serve as a vital pathway toward sustainable educational excellence.

Discussion

The findings of this study confirm that teaching quality plays a decisive role in shaping students' satisfaction with the Traditional Chinese Culture course. All five dimensions—lecturers, course content, teaching methods, teaching resources, and teaching effectiveness—were found to have significant positive correlations with student satisfaction, validating the research hypotheses. Among these, lecturers' performance emerged as the most influential factor, underscoring the central role of teachers' knowledge, enthusiasm, and interaction in determining students' learning experiences. This aligns with previous research emphasizing that teacher competence and engagement are key drivers of satisfaction and learning motivation (Tian, Ding, & Zhang, 2024; Zhao & Li, 2023). Furthermore, student-centered pedagogical practices such as interactive learning, project-based activities, and cultural case analysis were found to enhance both comprehension and emotional connection with traditional culture. These results highlight that effective teaching in cultural education requires not only cognitive instruction but also affective engagement that fosters cultural identity and pride (Wu & Huang, 2021; Yuan, 2024). While teaching resources also contributed positively, their influence was less pronounced, indicating that adequate materials and facilities support but cannot substitute for high-quality teaching. This suggests that universities should prioritize professional development and instructional design over infrastructure alone. The study reinforces the applicability of customer satisfaction theory (Oliver, 1980) to higher education, demonstrating that when teaching quality meets or exceeds students' expectations, satisfaction and cultural confidence are both enhanced. The results thus extend the theoretical model into the field of cultural and humanities education, emphasizing the importance of integrating academic quality with emotional resonance and cultural meaning.

Recommendation

To enhance the quality and effectiveness of Traditional Chinese Culture courses, the study recommends that universities:

Develop lecturers' professional competence through ongoing training in innovative, student-centered, and intercultural pedagogy.

Refine curriculum design by integrating classical and modern cultural perspectives to increase relevance and engagement.

Foster interactive and experiential learning to strengthen students' participation, motivation, and cultural identity.

Expand digital and educational resources to support flexible and technology-enhanced learning.

Implement systematic feedback mechanisms to ensure continuous improvement in teaching quality and student satisfaction.

Future studies should adopt a multi-institutional and mixed-method approach to gain a deeper understanding of students' cognitive and emotional engagement in cultural learning.

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