THE INFLUENCING FACTORS OF CLASSROOM

SATISFACTION IN MARKETING COURSES AT ZHEJIANG

INSTITUTE OF ECONOMICS AND TRADE

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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This Independent Study has been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

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ABSTRACT

This study explored the influencing factors of classroom satisfaction in marketing courses and their theoretical foundations. It constructed a structural model of the influencing factors of marketing classroom satisfaction and validated the research hypotheses and the model.

Drawing on a substantial amount of relevant literature, this study systematically reviewed Total Quality Management (TQM) Theory, self-regulated learning theory, and research findings on classroom satisfaction. By sorting through these theories and research outcomes, a solid theoretical foundation was laid for the subsequent in-depth exploration of the influencing factors of marketing classroom satisfaction.

This study investigated the impact of four factors on marketing classroom satisfaction, including student expectations, perceived quality, perceived value, and self-regulated learning ability. A quantitative research method was employed in this study. A total of 375 questionnaires were distributed, with 366 valid responses, yielding a response rate of 97.6%. The findings reveal that all four factors have a significant influence on marketing classroom satisfaction. Based on the analysis, the following suggestions are put forward for schools: (1) Strengthen orientation education to build a reasonable cognitive framework and accurately grasp student expectations. (2) Optimize teaching design, innovate teaching methods, and stimulate students' learning interests. (3) Expand practical platforms, enhance the added value of courses, and continuously improve course value. (4) Strengthen awareness guidance, impart learning methods, and improve the efficiency of self-regulated learning.

Keywords: Total Quality Management (TQM) Theory, self-regulated learning theory, classroom satisfaction, marketing courses
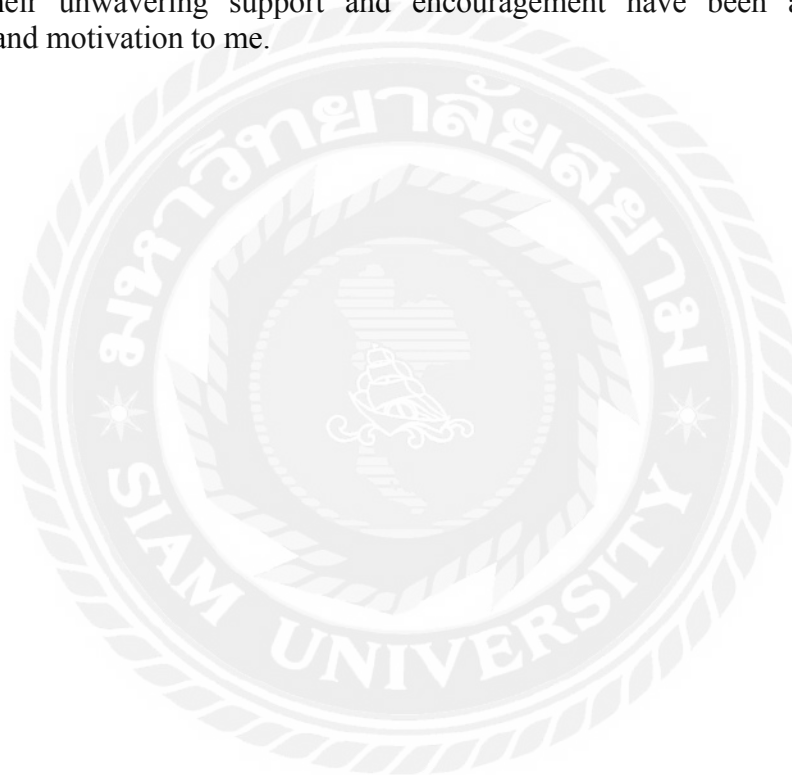
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DECLARATION

I, Zhang Siyu, hereby certify that the work embodied in this independent study entitled *" The Influencing Factors of Classroom Satisfaction in Marketing Courses at Zhejiang Institute of Economics and Trade"* is result of original research and has not been submitted for a higher degree to any other university or institution.
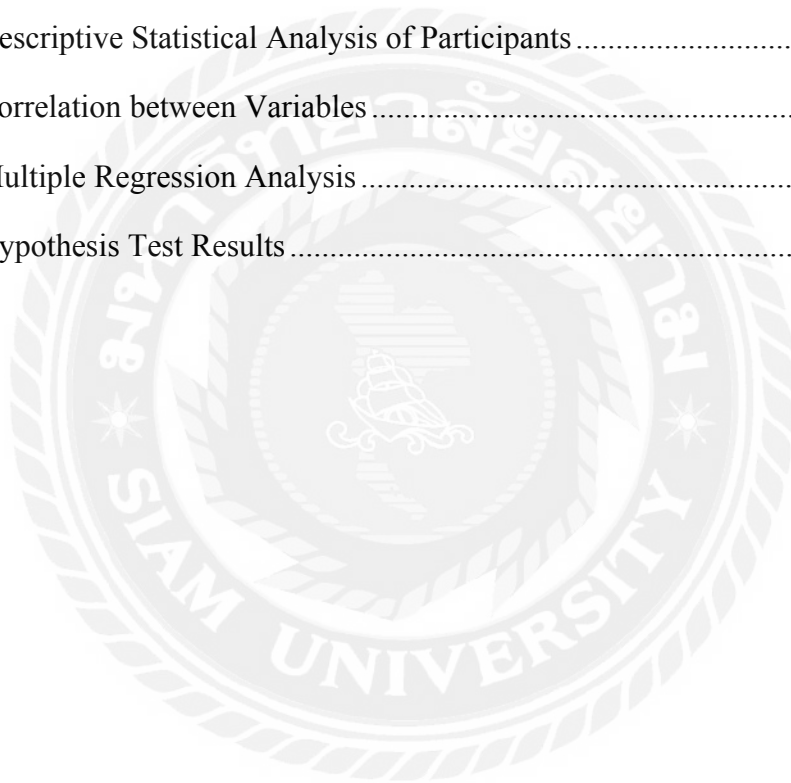
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Chapter 1 Introduction

1.1 Background of the Study

In contemporary society, higher education has gradually transitioned from elite education to mass education, and society's demands for the quality of talent cultivation in colleges and universities have been continuously rising. With the intensification of economic globalization and market competition, the demand for marketing professionals from enterprises has not only continued to grow in quantity but also set higher standards in terms of quality. As an important base for talent cultivation, colleges and universities shoulder the crucial responsibility of delivering high-quality professionals to society. The classroom, as the core component of teaching activities in colleges and universities, directly impacts students' knowledge acquisition, ability enhancement, and comprehensive quality development (Gonzalez et al., 2021). Therefore, conducting in-depth research on the influencing factors of classroom satisfaction in marketing courses is of great practical significance for improving the quality of higher education and meeting society's demand for marketing professionals.

Marketing, as a highly applied discipline, has been constantly evolving in line with market dynamics and industry development trends. With the rapid development of emerging technologies such as the Internet, big data, and artificial intelligence, profound changes have taken place in marketing theories, methods, and practices. New marketing concepts, models, and tools are constantly emerging, such as social media marketing, content marketing, and precision marketing. These changes necessitate that the teaching content, methods, and means of marketing professional courses keep pace with the times and be continuously updated and optimized. However, in actual teaching processes, ensuring the cutting-edge nature and practicality of teaching content and employing effective teaching methods to stimulate students' learning interest and initiative have become significant challenges faced by marketing classrooms. Therefore, exploring the influencing factors of classroom satisfaction in marketing helps teachers better adapt to the demands of disciplinary development and improve teaching effectiveness (Piccoli et al., 2021).

Zhejiang Institute of Economics and Trade, as a higher vocational college with distinct economic and trade characteristics, has been committed to cultivating high-quality technical and skilled talents that meet the needs of local economic development. The marketing major, as one of the key majors in the college, occupies an important position in the college's major construction and talent cultivation. The college attaches great importance to teaching quality and talent cultivation, and actively promotes teaching reform and innovation. classroom satisfaction, as one of the important indicators for measuring teaching quality, directly reflects students' recognition and acceptance of teaching activities (Torres & Weiner, 2018). By researching the influencing factors of classroom satisfaction in marketing, the college

can gain an in-depth understanding of students' needs and expectations, identify problems and deficiencies in the teaching process, and provide a scientific basis for further optimizing curriculum settings, improving teaching methods, and strengthening the construction of the teaching staff. This, in turn, enhances the educational level and talent cultivation quality of the marketing major and better serves the development of the local economy.

With the transformation of educational concepts and the continuous enhancement of students' subject awareness, students have increasingly higher levels of participation and expectations in classroom teaching. They are no longer satisfied with passively receiving knowledge but hope to actively participate in the teaching process, interact with teachers, and obtain personalized learning experiences. In marketing classrooms, students expect to be exposed to the latest industry cases and practical experiences and master practical marketing skills to lay a solid foundation for their future career development. Therefore, understanding students' satisfaction with marketing classrooms and their influencing factors helps teachers focus on students' personalized needs, adjust teaching strategies, stimulate students' learning interest and potential, and improve students' learning effectiveness and comprehensive qualities (Panadero, 2017).

Although there have been some studies on classroom satisfaction, research on the influencing factors of classroom satisfaction in specific colleges and majors (such as the marketing major) is relatively scarce. Different colleges have differences in teaching resources, faculty strength, and student characteristics, and different majors have variations in teaching content and teaching methods. Therefore, existing research findings may not be fully applicable to the teaching reality of the marketing major at Zhejiang Institute of Economics and Trade. Researching the influencing factors of classroom satisfaction in marketing at Zhejiang Institute of Economics and Trade can fill this research gap and provide more targeted theoretical support and practical guidance for the teaching reform and development of this major.

1.2 Questions of the Study

Based on Total Quality Management (TQM) Theory, self-regulated learning theory, and classroom satisfaction, this study aims to explore the influencing factors of classroom satisfaction in marketing. It focuses on revealing the mechanisms through which various elements affect classroom satisfaction from four dimensions: student expectations, perceived quality, perceived value, and self-regulated learning ability.

(1) Do student expectations influence classroom satisfaction in marketing courses?

(2) Does perceived quality influence classroom satisfaction in marketing courses?

(3) Does perceived value influence classroom satisfaction in marketing courses?

(4) Does self-regulated learning ability influence classroom satisfaction in marketing courses?

1.3 Objectives of the Study

Although there has been extensive research on customer satisfaction theory, self-regulated learning theory, there is relatively little research on the analysis of the influencing factors of classroom satisfaction based on these theories. Taking the marketing major at Zhejiang Institute of Economics and Trade as a case study, this study aims to comprehensively understand the core influencing factor framework of classroom satisfaction in marketing courses from a systematic perspective based on customer satisfaction theory and self-regulated learning theory. Through questionnaire surveys, this study examines the influencing factors of classroom satisfaction. Based on the survey data analysis, corresponding strategies are proposed to provide practical references for classroom satisfaction in colleges and universities.

(1) To explore the impact of student expectations on classroom satisfaction in marketing courses.

(2) To explore the impact of perceived quality on classroom satisfaction in marketing courses.

(3) To explore the impact of perceived value on classroom satisfaction in marketing courses.

(4) To explore the impact of self-regulated learning ability on classroom satisfaction in marketing courses.

1.4 Scope of the Study

A questionnaire survey was adopted, focusing on the marketing students of Zhejiang Institute of Economics and Trade, taking all 375 students in this major as the research subjects. To ensure the representativeness and comprehensiveness of the sample, a census sampling method was adopted. The electronic questionnaires were distributed to all students through the class enterprise WeChat groups. This distribution method not only facilitated students' participation in the survey at any time but also effectively improved the questionnaire recovery rate. The sample

covered students with different demographic characteristics including gender, grade, class leaders, and place of origin.

Data collection was carried out using the professional online questionnaire platform Wenjuanxing, which is easy to operate and convenient for data statistics, effectively improving the efficiency and quality of data collection. The data collection period was from May to June 2025. During the data analysis stage, the study combined the professional statistical analysis software SPSS and employed correlation analysis and multiple linear regression methods to deeply explore the mechanisms through which various influencing factors affect classroom satisfaction. Based on these analysis results, a series of measures were proposed to enhance classroom satisfaction in marketing courses, improve teaching quality, and create a higher-quality and more efficient learning environment for students.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study focused on the marketing classroom at Zhejiang Institute of Economics and Trade and conducted an in-depth analysis of the impact of student expectations, perceived quality, perceived value, and self-regulated learning ability on classroom satisfaction, providing a new perspective and empirical evidence for theoretical research in the field of marketing education. Although there has been some exploration of the influencing factors of classroom satisfaction in previous studies, research that specifically targets the marketing major and considers these four key factors simultaneously is relatively scarce. Through systematic data collection and analysis, this study clarifies the mechanisms through which each factor affects classroom satisfaction, enriching the theoretical system of marketing education. On the one hand, it helps to improve the theoretical model of classroom satisfaction by incorporating student expectations, perceived quality, perceived value, and self-regulated learning ability into the same framework for comprehensive research, providing a more comprehensive theoretical framework and reference for subsequent related research. On the other hand, the research results can deepen the understanding of the learning psychology and behavior of marketing major students, revealing how different factors interact to influence classroom satisfaction, providing theoretical support for further exploring the laws of marketing education and promoting the continuous development and improvement of theoretical research in this field.

1.5.2 Practical Significance

From a practical perspective, this study has important guiding value for teaching improvement and student development in the marketing major at Zhejiang Institute of

Economics and Trade. For the college and teachers, understanding these influencing factors and their mechanisms enables them to adjust teaching strategies and methods in a targeted manner. Teachers can adjust teaching content and progress according to students' expectations to better meet students' expectations and improve their learning enthusiasm and participation. By enhancing teaching quality and optimizing the allocation and utilization of teaching resources, teachers can strengthen students' perception of classroom quality. The college can improve students' perceived value by reasonably setting course fees and providing additional learning resources. Teachers can also focus on cultivating students' self-regulated learning ability and guide them to explore and learn marketing knowledge. These measures help to improve classroom satisfaction in marketing courses, thereby enhancing teaching quality and students' learning effectiveness. For students, clarifying these influencing factors helps them better adjust their learning attitudes and methods, improve their learning abilities and comprehensive qualities, and lay a solid foundation for their future career development. The research results can also serve as a reference for the teaching reform of marketing majors in other colleges and universities, promoting the improvement of teaching standards in the entire field of marketing education.

1.6 Definition of Key Terms

Classroom satisfaction refers to students' subjective feelings and comprehensive evaluations of the teaching process and effects in the classroom. It reflects the degree of match between students' actual experiences and expectations during classroom learning and covers various aspects including teaching content, teaching methods, teacher performance, classroom atmosphere, and learning gains.

Student expectations refer to the subjective expectations and predictions that students form about classroom teaching before participating in teaching activities, based on factors such as their own learning experiences, knowledge reserves, interests, hobbies, and preliminary understanding of teachers and courses.

Perceived quality refers to students' actual feelings and evaluations of the teaching content, teaching methods, teaching organization, and management provided by teachers during the classroom teaching process.

Perceived value refers to students' subjective feelings and evaluations after participating in classroom teaching activities, which are generated by weighing the learning benefits they obtain against the costs they pay (including time, energy, and fees).

Self-regulated learning ability refers to a comprehensive ability that enables students, under the guidance of teachers, to actively set learning goals, choose learning methods, monitor the learning process, evaluate learning results, and possess

the abilities of self-motivation and self-adjustment to achieve learning goals.

Chapter 2 Literature Review

2.1 Introduction

This chapter reviews the major literature related to customer satisfaction theory and self-regulated learning theory about classroom satisfaction, providing a theoretical foundation for the variable relationships and research hypotheses of this study. The literature review covers key factors influencing classroom satisfaction, including student expectations, perceived quality, perceived value, and self-regulated learning ability. By systematically reviewing existing literature, this chapter provides theoretical support for each variable in the research model, helps determine the relationships between these variables, and offers a basis for subsequent hypothesis testing.

2.2 Literature Review

2.2.1 Customer Satisfaction Theory

The study of customer satisfaction holds significant value in the field of economics. The concept of customer satisfaction was first introduced and applied to the marketing field in the 1960s (Cardozo, 1965). During the 1970s and 1980s, research on satisfaction theory gradually emerged, entering a developmental phase where numerous experimental studies enriched the variables within satisfaction models and explored the relationships between them, leading to the establishment and gradual refinement of satisfaction models (Olshavsky & Miller, 1972; Anderson, 1973; Oliver, 1977). With the advancement of research, the 1990s marked the mature phase of satisfaction model research, with many countries and regions beginning to use satisfaction models for satisfaction index assessments. During this period, not only were industry-specific satisfaction index models formed, but also national-level customer satisfaction index models were established, such as the Swedish Customer Satisfaction Barometer (SCSB), the American Customer Satisfaction Index (ACSI), and the European Customer Satisfaction Index (ECSI). Since the 21st century, with rapid socioeconomic development and the advent of the information age, research in this field has further advanced, leading to the enrichment and refinement of satisfaction models.

Some scholars have focused on investigating whether there exists a "halo effect" among the variables in satisfaction models (Pang, 2001). Other researchers have explored the relationships between moderating variables such as target populations, product types, and satisfaction measurement methods with satisfaction (Szymanski & Henard, 2001). Research on customer satisfaction in China began in the 1990s and led to the establishment of the Chinese Customer Satisfaction Index (CCSI) based on

foreign satisfaction models. Subsequently, customer satisfaction research has continued to deepen, resulting in the establishment of more comprehensive models. Some studies have introduced new variables based on industry characteristics (Wang et al., 2005), while others have further subdivided the variables within satisfaction models (Zhou, 2004). With the vigorous development of the market economy, the connotation of customer satisfaction theory has been continuously enriched through the gradual refinement and innovation of satisfaction models.

There is no universally accepted definition of customer satisfaction. Some scholars consider it a psychological state, defined as "a state of emotional psychology that arises when a customer's expectations, formed through consumption experiences, align with their actual consumption experiences" (Oliver & Linda, 1981). Customer satisfaction is a psychological feeling experienced by customers after a consumption behavior. Other scholars view it as an evaluation, defined as "the overall evaluation by customers of all consumption experiences related to a particular product or service provider" (Oliver & Linda, 1981). Regardless of the definition, it is evident that customer satisfaction reflects a subjective and process-oriented nature, involving both pre-consumption and post-consumption stages.

This study draws on the American Customer Satisfaction Index (ACSI) model for its research. The ACSI model was created by Anderson et al. based on the Sweden Customer Satisfaction Barometer (SCSB) model (Anderson et al., 1994). This model consists of six structural variables forming a causal structure model: customer expectations, perceived quality, perceived value, customer satisfaction, customer complaints, and customer loyalty. Customer expectations, perceived quality, and perceived value serve as independent variables, customer satisfaction as the dependent variable, and customer loyalty and customer complaints as outcome variables.

2.2.2 Self-Regulated Learning Theory

Self-regulated learning theory does not refer to a single specific theory; rather, different theoretical schools offer varying definitions of the concept of autonomous learning. Western research on autonomous learning has a long history. Before the 20th century, masters such as Socrates, Plato, Aristotle, and Rousseau paid attention to students' autonomy in learning, emphasizing the importance of students' initiative and enthusiasm. In the 1950s, researchers represented by Dewey emphasized students' learning by doing and respected students' dominant position and autonomous learning. Behaviorist psychologist Skinner founded the programmed instruction method. Subsequently, numerous psychological schools explained autonomous learning from different theoretical perspectives, forming various views such as the operationalist view, the information processing view, the social cognitive view, and the verbal guidance view of autonomous learning. The reason for the differences in the

explanations of the essence of autonomous learning among various theoretical schools is that they focused on only one or two aspects of autonomous learning based on their own theoretical stances and research perspectives (Zimmerman & Martinez-Pons, 1988). After the 1990s, scholars such as Zimmerman drew on the research findings of various schools and established a distinctive self-regulated learning theory, attracting widespread attention in the educational community. Chinese scholar Pang (1999) introduced the latest developments in foreign self-regulated learning theory.

Since the 21st century, with the development of computers and the Internet, students have gained more opportunities and conditions for autonomous learning, leading to even richer research findings in this area. For instance, some studies have explored how to promote students' autonomous learning in language teaching, and scholars have investigated how to achieve computer-assisted autonomous learning. As the information age continues to evolve, self-regulated learning theory is being enriched and developed, giving rise to numerous theoretical schools and distinctive theories. Although these schools differ in their research entry points and methods, they all reveal aspects of the connotation of autonomous learning from different perspectives. The advent of the information age has provided favorable conditions for students' autonomous learning and promoted more in-depth research on autonomous learning (Xu & Zhu, 2013).

There is no completely unified standard for the definition of "autonomous learning," with each school providing different definitions based on its own theoretical stance. For example, the operationalist school considers the essence of autonomous learning to be an operational behavior, including processes such as self-monitoring, self-guidance, and self-reinforcement. The humanistic school believes that autonomous learning is an inevitable result of the development of an individual's self-system (McCombs, 1989). The cognitive constructivist school views it as a form of metacognitively monitored learning, including self-monitoring and self-adjustment. Zimmerman (1989) defines autonomous learning as a process in which learners actively participate in their learning activities to a certain extent from metacognitive, motivational, and behavioral perspectives. Jiang (2018) defines autonomous learning from two dimensions: learning dimensions and learning processes. Zhai (2016) defines it from five aspects based on the characteristics of autonomous learning. Regardless of the definition, the core connotations of autonomous learning involve students' autonomy, self-regulation, self-monitoring, and self-evaluation, fully reflecting students' individuality and independence in learning.

Research on autonomous learning goes beyond mere definition and interpretation; it has also resulted in numerous representative autonomous learning models, such as the autonomous learning model by Winne and Butler, the autonomous learning model by McCombs, and the autonomous learning model by Zimmerman. Research on autonomous learning also includes the classification of self-regulated learning ability

levels, the construction of autonomous learning scales, and the further refinement of autonomous learning models. Self-regulated learning theory is not a single theory but a complex theoretical system formed by the convergence and integration of numerous theories. The definition of autonomous learning, autonomous learning models, and the methods and dimensions of measuring self-regulated learning ability all vary depending on the research stance and perspective.

2.2.3 Classroom Satisfaction

2.2.3.1 Concept of Classroom Satisfaction

Classroom satisfaction refers to students' subjective evaluations and feelings about the teaching process and outcomes in the classroom, reflecting their comprehensive experiences during classroom learning. It is influenced not only by direct classroom factors such as teaching content, teaching methods, and teacher performance but also by students' own learning needs and expectations. In the field of higher education, classroom satisfaction is an important indicator for measuring teaching quality and holds significant value for improving students' learning outcomes and promoting their holistic development. Numerous studies have shown that enhancing classroom satisfaction helps increase students' learning motivation, improve academic performance, and foster positive learning attitudes.

The concept of classroom satisfaction has gradually developed in educational theory and practice. However, the systematic discussion and research on classroom satisfaction can be traced back to the mid-20th century. From the 1950s to the 1960s, with the development of modern pedagogy and educational research, classroom satisfaction gradually became a focal point of educational research. Tyler (1949), in his renowned book Basic Principles of Curriculum and Instruction, proposed a goal-based teaching evaluation model, which had a significant impact on subsequent classroom satisfaction research. His work emphasized the importance of setting teaching goals and evaluating students' learning outcomes, promoting the recognition of self-regulated learning ability.

The definition of classroom satisfaction depends on the complex and multifaceted meaning of quality. Through literature review, it is found that there are multiple ways to define quality in the field of higher education, as the definition of quality is related to stakeholders (Rowley, 1996). Different stakeholders may derive different definitions of classroom satisfaction based on their interests. Therefore, some scholars believe that classroom satisfaction is a dynamic rather than a static concept, representing a continuous process of improvement to meet customer needs and reduce or eliminate defects (Hau, 2016).

Classroom satisfaction arises from the application of the quality concept in the

teaching context. There are three main value orientations in defining classroom satisfaction. The student-centered perspective focuses on classroom satisfaction as the relevance of the knowledge students acquire to human environmental conditions and needs (Traugh & Tilford, 1978). The teacher-centered perspective considers teachers as the key factor in classroom satisfaction (Liu, 2014), with teachers' teaching levels influencing classroom satisfaction (Brown, 2003; Markic & Eilks, 2010). The society-centered perspective views classroom satisfaction as the extent to which the knowledge, skills, and values provided by education meet the standards set by the educational goal system (Páez et al., 2017). Educational quality reflects the degree of satisfaction and the extent to which it meets the needs and expectations of target audiences such as the government, schools, teachers, students, and parents.

The student-centered view of classroom satisfaction focuses on students (Traugh & Tilford, 1978). As participants and service recipients in teaching, students are the starting point and endpoint of all teaching activities (Pineda & Ashour, 2022). The pursuit of this view is students' holistic development, strong learning motivation, and effective learning outcomes. Therefore, student-oriented classroom satisfaction refers to the quality of students, reflected in the growth and development they achieve through participating in teaching activities (Zheng, 2022). Classroom satisfaction is manifested in the overall gains in knowledge, abilities, emotions, attitudes, and values during the learning period, rather than merely an increase in knowledge (Huang, 2023).

The teacher-centered view of classroom satisfaction focuses on teachers (Brown, 2003; Markic & Eilks, 2010). Teachers determine how to make teaching more effective, and teachers are the independent variables of classroom satisfaction. Classroom satisfaction changes with teachers' teaching abilities (Sumedi & Rovino, 2020). High-level teaching by teachers leads to high-quality teaching. The teacher-centered view takes teacher development as its value orientation, with student development being a concomitant result of teacher development (Yoshida et al., 2023).

The society-centered view of classroom satisfaction focuses on the degree of achievement of educational goals, primarily positioning classroom satisfaction from the perspective of education's function in promoting economic and social development (Páez et al., 2017; Tsim, 2019). Classroom satisfaction represents the social expectations invested in the educational and teaching process by the government and society. Teaching promotes social development, meets social requirements, and realizes social value. Comparing the teaching process to a production process, the society-centered view of classroom satisfaction defines it in terms of the quality of resource input, the quality of the teaching process, and the quality of teaching outcomes (Basirat & Taghizadeh, 2021).

Whether viewed from a student-centered, teacher-centered, or society-centered

perspective, classroom satisfaction is a judgment of the extent to which social needs are met. This study defines classroom satisfaction from a teacher-centered perspective as the degree to which students' knowledge, skills, and comprehensive qualities are improved through the effective integration of student expectations, perceived quality, and perceived value in the teaching process. Classroom satisfaction encompasses four dimensions: student expectations, perceived quality, perceived value, and self-regulated learning ability (Liu, 2014).

2.2.3.2 Research on Measurement of Classroom Satisfaction

The measurement of educational quality is a key issue in educational research and practice. Different researchers have proposed various measurement frameworks and models based on different dimensions and purposes of education. Through literature review, the main content of educational quality measurement dimensions can be summarized, revealing the impact of different dimensions on educational quality. Burns (1967) was the first to point out that the concept of educational quality generally consists of three interrelated dimensions: the quality of human and material resources available for teaching, the quality of teaching practices, and the quality of outcomes. Helburn & Howes (1996) divided the quality of preschool education into three basic dimensions: structure, process, and practice (or curriculum). Liu (2014) proposed that classroom satisfaction includes four measurement dimensions: student expectations, perceived quality, perceived value, and self-regulated learning ability. In 1996, the Student Evaluation of Educational Quality (SEEQ) at the University of Manitoba included nine aspects: academics, enthusiasm, organization, teamwork, personal communication, course expansion, examinations, assignments, and overall impression of the instructor (Coffey & Gibbs, 2001).

2.2.3.3 Research on Influencing Factors of Classroom Satisfaction

Numerous studies have shown that teachers' teaching abilities are closely related to classroom satisfaction. Gamze Görel et al. (2023) pointed out that teachers' clear, organized, and vivid explanations can significantly enhance students' understanding and acceptance of classroom content, thereby improving classroom satisfaction. Teachers must not only possess solid professional knowledge but also master effective teaching techniques, such as using questions and case analyses to guide students' active participation in classroom interactions (Gråstén et al., 2022). Teachers' teaching attitudes are also crucial. Day (2019) found that teachers' enthusiasm, patience, and responsibility can create a positive classroom atmosphere, enhance students' learning motivation, and make students more willing to invest in classroom learning, thereby improving classroom satisfaction. When teachers give students sufficient attention and encouragement, students feel respected and recognized, and this positive emotional experience further translates into high

satisfaction with the classroom (Graham et al., 2020).

The applicability and interest of course content are key factors influencing classroom satisfaction. Ganiev et al. (2024) believed that course content should closely align with students' actual needs and interests. Outdated or impractical course content can make students feel bored and reduce their learning enthusiasm, thereby affecting classroom satisfaction. In today's rapidly developing information technology era, if course content cannot be updated promptly and remains at outdated technical and theoretical levels, students will find it difficult to acquire valuable knowledge and skills in the classroom, leading to a decline in classroom satisfaction. Tasnia (2023) pointed out that course content that is too difficult or too easy is not conducive to improving classroom satisfaction. Overly difficult content can make students feel frustrated and undermine their learning confidence, while overly easy content cannot meet students' learning needs and make the classroom lack challenge. Therefore, course content should be scientifically arranged based on students' knowledge levels and cognitive abilities to enhance classroom satisfaction.

Classroom environment factors also have an impact on classroom satisfaction. The classroom environment includes both physical and psychological aspects, both of which significantly affect classroom satisfaction. In terms of the physical environment, Torres & Weiner (2018) found that classroom conditions such as lighting, ventilation, and temperature directly affect students' learning experiences. A well-lit, well-ventilated, and appropriately tempered classroom can create a comfortable learning environment for students, helping to improve their learning attention and classroom participation, thereby enhancing classroom satisfaction. Conversely, a poor physical environment can distract students, cause irritability, and reduce classroom satisfaction. In terms of the psychological environment, the harmony of the classroom atmosphere is crucial. Lindgreen et al. (2021) emphasized that a positive, friendly, and inclusive classroom atmosphere can make students feel safe and free, encouraging them to express their views and ideas and promoting good interactions between teachers and students and among students. This positive psychological environment can enhance students' sense of belonging and satisfaction in learning, thereby improving classroom satisfaction.

Student individual factors, such as learning motivation and learning style, also affect classroom satisfaction. Van Geyte & Hadjianastasis (2021) pointed out that students with strong intrinsic learning motivation are more willing to participate in classroom learning, showing higher interest and investment in classroom content, and are therefore more likely to feel satisfied with the classroom. In contrast, students with extrinsic learning motivation, such as learning to obtain good grades or rewards, may have classroom satisfaction more influenced by academic performance and rewards, which is relatively less stable (Manning et al., 2017). Students' learning styles also affect classroom satisfaction. Miyajima (2008) found that students with different learning styles have different preferences for teaching methods and

classroom activities. Visual learners prefer to learn through visual materials such as pictures and charts, while auditory learners prefer to learn through lectures and discussions. When teachers' teaching methods match students' learning styles, students can better understand and absorb knowledge, thereby improving classroom satisfaction.

2.2.4 Student Expectations

Student expectations refer to the subjective anticipations that students form regarding the learning process, learning outcomes, and teacher-student relationships before participating in learning activities. These expectations are based on their own experiences, knowledge reserves, and perceptions of the educational context. Although scholar Bandura did not directly mention student expectations in his social learning theory, he emphasized that an individual's expectations about the results of a behavior influence their behavioral choices and motivation levels, providing a theoretical basis for research on student expectations (Hinz, 2017).

In terms of composition, student expectations encompass multiple dimensions. Rivai et al. (2019) pointed out that student expectations include expectations about the difficulty level of course content and teaching methods. Expectations about learning outcomes are also crucial, as students hope to master specific professional skills or enhance their overall competencies after completing the course.

The formation of student expectations is a complex and dynamic process influenced by a variety of factors (Taghizadeh & Hajhosseini, 2020). The family environment is an important factor. The cultural atmosphere at home, parents' educational levels, and expectations all shape students' expectations. Hinz's (2017) research indicates that in families where parents have higher educational levels and place a strong emphasis on education, students tend to have higher expectations for learning, aiming to achieve excellent grades and enter ideal institutions. School educational experiences are equally critical. Past teaching styles of teachers, the rationality of course curricula, and the school's learning atmosphere all lead students to form specific expectation patterns.

Student expectations have a profound impact on learning behaviors and learning outcomes. Positive and reasonable student expectations can stimulate students' learning motivation and enthusiasm. When students believe that their expectations (such as achieving good grades, receiving praise from teachers, and recognition from peers) can be met through hard work, they will be more proactive in learning, actively participate in classroom interactions, complete assignments on time, and take the initiative to engage in extracurricular learning. Lodhi et al. (2019) argued that an individual's internal expectations and goals can promote the development of autonomy and intrinsic motivation. Conversely, unrealistic or negative student

expectations may hinder the learning process. If students expect the learning content to be too difficult for them to master, they may develop a fear of difficulties, reduce their learning investment, and even avoid learning, thereby affecting learning outcomes and leading to poor academic performance.

Given the significant impact of student expectations on learning, educators need to adopt effective strategies to guide and adjust students' expectations. Teachers should strengthen communication with students and use methods such as questionnaires and individual interviews before the start of a course to understand students' expectations, so as to provide targeted guidance during teaching (Rivai et al., 2019). For students with excessively high or low expectations, teachers can help them adjust their expectations to be more reasonable and feasible based on the actual situation of the course and the students' abilities. Teachers should continuously improve teaching quality by using lively and interesting teaching methods, providing diverse teaching resources, and offering timely and effective feedback and evaluations, enabling students to have positive experiences during the learning process, thereby reinforcing positive expectations and changing negative ones. Schools and families should also form an educational synergy to jointly create a positive educational environment, help students establish correct learning goals and expectations, and promote their all-around development.

2.2.5 Perceived Quality

The concept of perceived quality in this study originates from the field of customer satisfaction research. In the context of marketing classrooms, perceived quality refers to students' subjective evaluations and feelings about the overall teaching level, organization of teaching content, and teachers' teaching abilities in marketing courses. It is not based on objective teaching standards but rather on students' own learning experiences and expectations, forming a comprehensive perception of classroom teaching quality that directly affects their satisfaction with the classroom (Jaiswal, 2019).

Romero & Kalmpourtzis (2020) demonstrated that perceived quality is influenced by multiple dimensions. The practicality and cutting-edge nature of teaching content are key factors. If the course content can closely align with actual market dynamics and update theoretical knowledge promptly, allowing students to access the latest and most practical marketing concepts and cases, students tend to perceive the course quality as high (Zheng, 2022). Teachers' teaching methods and skills are also crucial. Lively and diverse teaching methods, such as case analysis, group discussions, and marketing simulations, can enhance students' sense of participation and improve their perception of teaching quality.

There is a significant positive correlation between perceived quality and

classroom satisfaction. When students perceive a high level of teaching quality in marketing classrooms, they are more likely to have positive emotional reactions, believing that they can acquire valuable knowledge and skills in the course, and thus show higher satisfaction with the classroom. Conversely, if students find the course content boring and the teaching methods monotonous, resulting in a low perception of teaching quality, classroom satisfaction will also decline (Daumiller et al., 2021).

Teachers need to continuously improve their professional competence and teaching abilities, stay updated on market trends, and integrate the latest marketing knowledge and concepts into teaching. Schools and educational institutions should increase investment in teaching resources, provide rich teaching equipment and materials, and support teachers in delivering high-quality teaching. Schools should establish an effective teaching quality evaluation system to promptly collect students' feedback, enabling teachers to adjust teaching strategies based on the feedback and continuously improve teaching quality (Safrankova, 2021).

2.2.6 Perceived Value

Perceived value emphasizes consumers' evaluation and trade-off between the benefits obtained and the costs incurred when purchasing products or services. In the context of marketing classrooms, perceived value refers to students' subjective perception of the value of marketing courses, formed after comprehensively comparing the benefits (such as knowledge, skills, and experiences gained) with the costs (such as time, energy, and fees invested) during their participation in the course. This perception affects students' satisfaction with the course and their subsequent learning behaviors (Sumedi & Rovino, 2020).

Perceived value consists of multiple components. In terms of benefits, it includes knowledge acquisition, that is, the marketing theoretical knowledge students master through learning. Regarding skill enhancement, it involves practical operational abilities such as market research, marketing planning, and communication and negotiation. In terms of personal development, it includes improvements in teamwork ability, leadership, and innovative thinking (Graham et al., 2020). From the perspective of costs, the main considerations are learning time costs, learning energy investment, and course fees. Students will comprehensively consider these benefits and costs to form a judgment on the perceived value of the course.

Perceived value plays an important role in influencing classroom satisfaction. When students believe that the benefits obtained from the course far outweigh the costs incurred, they will perceive the course as having high value and thus have higher satisfaction with the classroom. Conversely, if students feel that the costs and benefits are not commensurate and the perceived value is low, it will hurt classroom satisfaction. Perceived value also indirectly affects classroom satisfaction by

influencing students' learning attitudes and participation. High perceived value will stimulate students' learning enthusiasm, making them more proactive in participating in classroom activities, thereby improving classroom satisfaction (Kim et al., 2019).

To enhance perceived value, scholars and practitioners have conducted numerous explorations. In terms of teaching design, teachers should focus on the practicality and pertinence of course content to ensure that the knowledge students learn can be directly applied to actual market situations, increasing the practical benefits of knowledge (Lindgreen et al., 2021). Teachers should reasonably arrange course schedules and teaching links, optimize teaching methods, improve teaching efficiency, and reduce students' learning time costs and energy investment. Schools can increase the added value of the course by providing scholarships, internship opportunities, and career guidance services, thereby improving students' overall perception of the course value.

2.2.7 Self-Regulated Learning Ability

Self-regulated learning ability refers to students' ability to proactively and consciously set learning goals, formulate learning plans, select learning methods, monitor the learning process, and evaluate learning results during the learning process (Hamann et al., 2000). In marketing classroom learning, students with strong self-regulated learning ability can actively explore marketing knowledge without relying on teachers' supervision and guidance. They can arrange learning time and progress according to their own learning needs and characteristics, flexibly utilize various learning resources, and continuously improve their learning outcomes. Self-regulated learning ability is characterized by initiative, independence, self-monitoring, and self-evaluation, and is an essential ability for students to adapt to lifelong learning and future career development.

Self-regulated learning ability is influenced by multiple factors. From the perspective of internal individual factors, learning motivation is a key factor affecting self-regulated learning ability (Nikolic et al., 2023). Students with strong intrinsic learning motivation have a keen interest in and pursuit of knowledge, are more willing to invest time and energy in learning voluntarily, and thus have relatively strong self-regulated learning ability. The ability to apply learning strategies, self-efficacy, and cognitive styles also affects self-regulated learning ability. From the perspective of external environmental factors, the family environment, school teaching atmosphere, and peer relationships all influence students' self-regulated learning ability to a certain extent. A school environment that encourages autonomous learning and provides rich learning resources helps cultivate students' self-regulated learning ability.

There is a close relationship between self-regulated learning ability and

marketing classroom satisfaction. Students with strong self-regulated learning ability can better adapt to the learning requirements of marketing courses, actively acquire knowledge, deeply understand course content, and gain a greater sense of achievement during the learning process, thus having higher satisfaction with the classroom (Frazer et al., 2017). Students with strong self-regulated learning ability can actively interact and communicate with teachers and classmates, participate in classroom discussions and practical activities, enrich their classroom learning experiences, and further improve classroom satisfaction. Conversely, students with weak self-regulated learning ability may encounter more difficulties during the learning process, are prone to frustration, and their satisfaction with the classroom will also be affected. In terms of teaching, teachers should transform their teaching concepts from traditional knowledge transmitters to learning facilitators, stimulate students' learning motivation, guide them to master effective learning methods and strategies, and cultivate their self-monitoring and self-evaluation abilities (Lindgreen et al., 2021). Schools can offer specialized learning method guidance courses, provide students with time and space for autonomous learning, and establish learning resource centers to facilitate students' access to various learning materials. Families should also create a good learning atmosphere, encourage children to learn autonomously, and cultivate their independent thinking and problem-solving abilities.

2.2.8 Summary

With the development of modern pedagogy, classroom satisfaction has gradually become a core research topic. Tyler (1949) was the first to elaborate on classroom satisfaction and construct a teaching evaluation model. As pedagogy has evolved, different scholars have defined and interpreted classroom satisfaction from their perspectives, forming three main value orientations. The student-centered approach regards classroom satisfaction as the degree of fit between the knowledge, skills, and values that students acquire and social needs and environmental changes. The teacher-centered approach emphasizes the core role of teachers, believing that teachers' teaching abilities directly determine classroom effectiveness. The society-centered approach, starting from the educational goal system, holds that classroom satisfaction lies in whether what students learn meets established social and educational standards.

Regarding the measurement research on classroom satisfaction, various scholars have proposed multiple measurement methods and frameworks based on different teaching scenarios and needs. Burns (1967) first pointed out that classroom satisfaction can be examined from three interrelated dimensions: the quality of teaching resources, the quality of teaching practices, and the quality of teaching outcomes. Scholars have further developed and reconstructed the measurement dimensions of classroom satisfaction, including teachers' understanding of student expectations, the depth and breadth of perceived quality, the innovativeness of

perceived value, and ultimately, self-regulated learning ability. These dimensions reflect the multi-level and multi-angle evaluation criteria for classroom satisfaction. The SEEQ system, developed by the University of Manitoba, divides teacher classroom satisfaction into nine aspects: academic level, enthusiasm, organizational ability, teamwork, personal communication, course expansion, exam difficulty, assignment design, and students' overall impression of teachers (Coffey & Gibbs, 2001), providing a relatively complete framework.

As for the factors influencing classroom satisfaction, the research field covers a wide range. Teacher characteristics such as gender, grade level, whether serving as a class leader, and students' place of origin, students' learning attitudes and abilities, the level of support in the classroom environment, as well as broader educational policies and concepts, all have a significant impact on classroom satisfaction.

2.3 Introduction to Zhejiang Institute of Economics and Trade

Zhejiang Institute of Economics and Trade is a higher education institution with a profound historical heritage and distinctive educational characteristics. The institute is equipped with complete and advanced teaching facilities. It has modern multimedia classrooms, professional training rooms, and advanced experimental equipment, providing students with a good platform for practical operations, enabling them to closely integrate theoretical knowledge with practical operations and improve their professional skills. At the same time, the college library has a rich collection of books covering various disciplines, providing sufficient knowledge resources for teachers' and students' learning and research.

Zhejiang Institute of Economics and Trade has gathered a high-quality and professional faculty team. Teachers not only have solid academic foundations and rich teaching experience but also keep up with industry trends and integrate the latest market information and practical cases into teaching. With a rigorous academic attitude and a dedicated spirit, they guide students to actively explore knowledge, cultivate students' innovative thinking and practical abilities, and lay a solid foundation for students' growth and development.

Zhejiang Institute of Economics and Trade emphasizes practical teaching and school-enterprise cooperation. The college has established long-term and stable cooperative relationships with many well-known enterprises, providing students with abundant internship and employment opportunities. Through school-enterprise cooperation projects and the construction of internship bases, students can gain practical work environments, accumulate practical experience, and enhance their employment competitiveness. At the same time, the college actively carries out international exchanges and cooperation, broadening students' international perspectives and cultivating high-quality talents with international competitiveness.

The marketing major at Zhejiang Institute of Economics and Trade is one of the key majors of the college, with distinct characteristics and strong advantages. This major is closely aligned with market demands, aiming to cultivate applied talents with a solid theoretical foundation in marketing, proficient marketing skills, and good innovation abilities. The curriculum is rich and diverse, covering core courses such as Marketing, Consumer Behavior, Market Research and Forecasting, Marketing Planning, and Sales Management, as well as cutting-edge courses such as E-commerce Marketing and New Media Marketing, enabling students to master the latest marketing concepts and technical means.

In terms of practical teaching, the marketing major has a complete practical teaching system. A comprehensive marketing training room is established on campus, equipped with advanced marketing simulation software, allowing students to conduct marketing real-world drills in a virtual market environment. In addition, the major has established off-campus internship bases in cooperation with multiple well-known enterprises, enabling students to participate in the planning and execution of marketing projects in real enterprise environments and accumulate valuable practical experience. Through the close integration of theory and practice, the marketing major cultivates students with strong market analysis and marketing planning abilities, who are highly welcomed and well-received by employers.

2.4 Conceptual Framework

Based on customer satisfaction theory and self-regulated learning theory, and after analyzing relevant research results, this study proposes an influencing factor model for marketing classroom satisfaction. This model encompasses the influencing factors of marketing classroom satisfaction as four dimensions: student expectations, perceived quality, perceived value, and self-regulated learning ability. The model is shown in Figure 2.1.
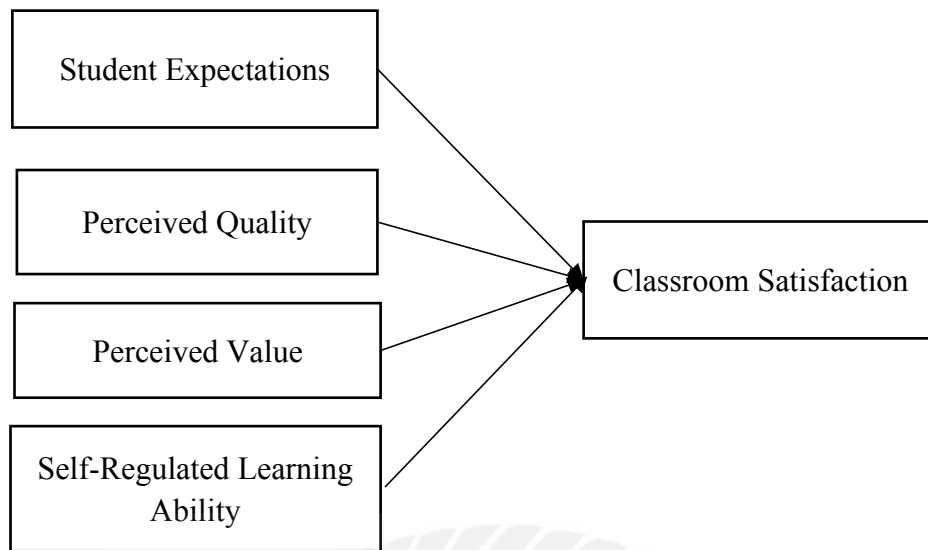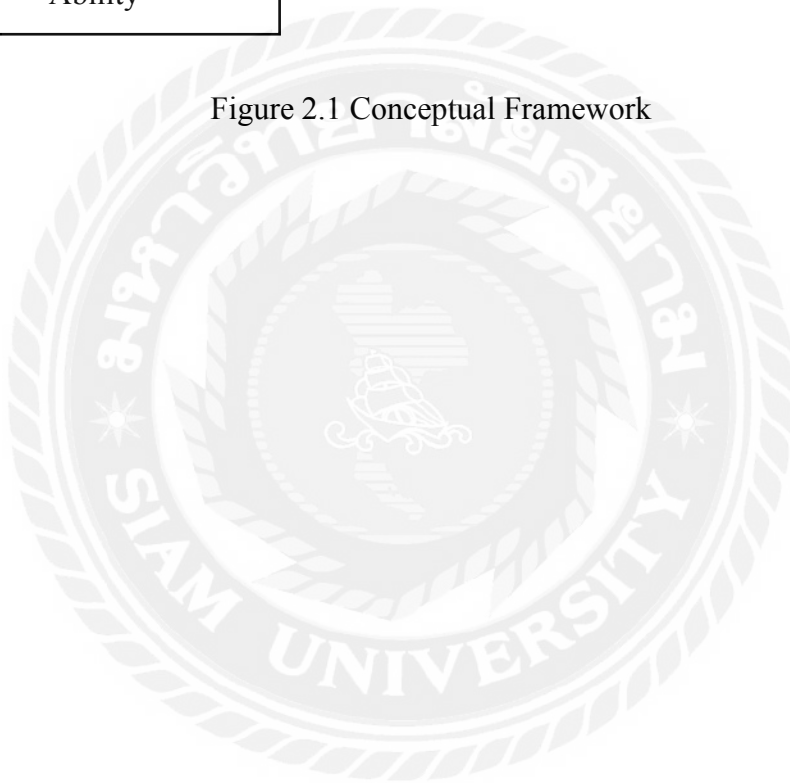
Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study adopted a quantitative research approach, aiming to explore the influencing factors of classroom satisfaction among marketing students at Zhejiang Institute of Economics and Trade. Based on a questionnaire survey method, the research focused on examining the relationships between student expectations, perceived quality, perceived value, self-regulated learning ability, and classroom satisfaction. Data collection employed a structured questionnaire using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Descriptive statistics were calculated, including means and standard deviations, to present the demographic characteristics of the sample and the data distribution patterns of core variables. Correlation analysis utilized Pearson's correlation coefficient to test the strength of associations between variables. Multiple regression analysis was conducted by constructing regression models to evaluate the effects of student expectations, perceived quality, perceived value, and self-regulated learning ability on classroom satisfaction. To ensure the scientific rigor of the research methodology, SPSS software was used to conduct reliability and validity tests on the questionnaire before data analysis, ensuring the reliability of the measurement tools. The research design emphasized objective revelation of the influencing mechanisms of marketing classroom satisfaction through systematic validation.

3.2 Population and Sample

This study focused on all marketing students at Zhejiang Institute of Economics and Trade, with a total of 375 students identified as the research example. To comprehensively and precisely investigate the influencing factors of marketing classroom satisfaction, a census sampling method was adopted, surveying all individuals within the research population. This sampling method maximized the coverage of all students within the major, avoiding sampling bias that could distort research results and ensuring that the findings accurately reflected the overall status of classroom satisfaction among marketing students at Zhejiang Institute of Economics and Trade, providing a reliable data foundation for subsequent in-depth analysis.

During the sampling process, careful consideration was given to different demographic characteristics to ensure sample representativeness. Specifically, attention was paid to key factors including students' gender, grade level, class positions, and place of origin. Different genders may exhibit variations in learning styles and classroom participation; students in different grades may have different knowledge bases and learning needs; holding class positions may influence students' roles and experiences in the classroom; and different places of origin may bring

diverse cultural backgrounds and learning habits. By considering these demographic characteristics, the sample can better reflect the diversity of students within the major, ensuring that the research findings have broad applicability and generalizability, providing more targeted recommendations for improving the quality of classroom teaching in the marketing major at Zhejiang Institute of Economics and Trade.

3.3 Hypothesis

This study aims to verify, the specific impacts of student expectations, perceived quality, perceived value, and self-regulated learning ability on marketing classroom satisfaction, providing theoretical support and practical guidance for enhancing classroom satisfaction. Therefore, the following hypotheses are proposed:

H1: Student expectations have a significant impact on marketing classroom satisfaction.

H2: Perceived quality has a significant impact on marketing classroom satisfaction.

H3: Perceived value has a significant impact on marketing classroom satisfaction.

H4: Self-regulated learning ability has a significant impact on marketing classroom satisfaction.
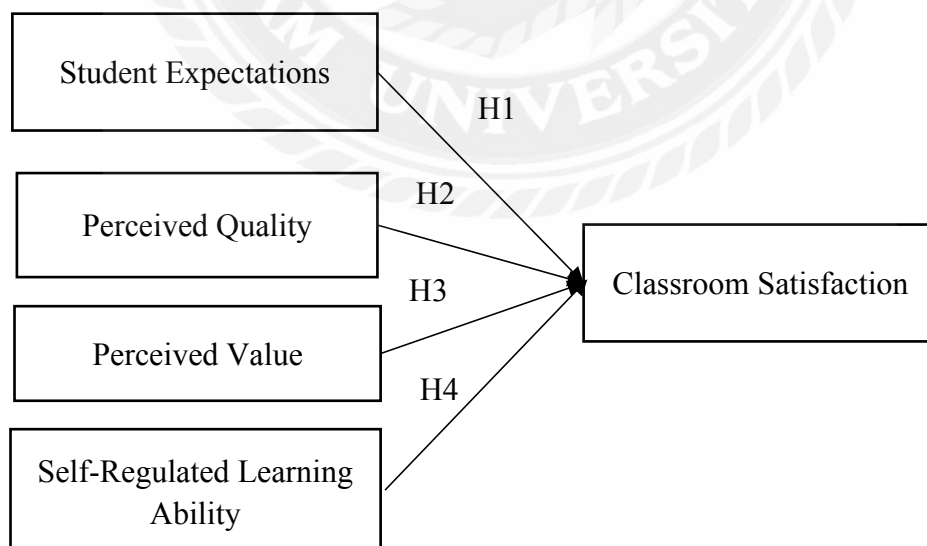
Figure 3.1 Hypotheses

3.4 Research Instrument

Table 3.1 Measurement Items

Influencing Factor	Measurement Item	NO.
Student Expectations	I expect to master marketing theoretical knowledge through this course to lay a foundation for my career development.	1
	I expect the classroom to provide practical case analyses to help understand theories.	2
	I expect sufficient interaction with teachers and peers in the classroom to broaden my thinking.	3
	I expect the course to enhance practical abilities such as market research and marketing planning.	4
	I expect the classroom to keep up with industry trends and update marketing concepts.	5
Perceived Quality	The teacher has rich professional knowledge and explains concepts clearly and understandably.	6
	The teaching materials (textbooks, cases, courseware, etc.) are rich in content and of high quality.	7
	The teaching methods are diverse (group discussions, case analyses, etc.), stimulating learning interest.	8
	The classroom order is good, and the learning atmosphere is strong.	9
	The assessment methods are reasonable and can comprehensively evaluate learning outcomes.	10
Perceived Value	The investment of time and effort in course knowledge and skills is very worthwhile.	11
	The course greatly helps improve comprehensive qualities and competitiveness, with high value.	12
	Compared with other courses, the content is more practical and interesting, with higher value.	13
	I am willing to recommend this course to others because of its high learning value.	14
	The gains from the course will bring long-term benefits to my future career development.	15
Self-Regulated Learning Ability	I can actively make learning plans and arrange my time reasonably.	16
	When facing difficulties, I will actively consult materials or ask others for help.	17
	I pay attention to industry trends and combine them with practical thinking about what I have learned.	18

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	In group discussions, I actively express my views and complete tasks.	19
	I regularly summarize and reflect on my learning situation and adjust my learning strategies.	20
Classroom Satisfaction	I am very satisfied with the overall teaching effectiveness of the classroom.	21
	The classroom meets my learning needs and expectations, and I am very satisfied.	22
	I am satisfied with the teaching content, methods, atmosphere, etc.	23
	If I had to choose again, I would still select this course, indicating high satisfaction.	24
	Overall, I have a high level of satisfaction and am willing to give a positive evaluation.	25

In the study of the influencing factors of marketing classroom satisfaction at Zhejiang Institute of Economics and Trade, student expectations, perceived quality, perceived value, and self-regulated learning ability are set as independent variables, while classroom satisfaction is set as the dependent variable, all measured using a 5-point Likert scale. Regarding the independent variables, student expectations are designed with five items covering knowledge accumulation and the practicality of teaching methods. Perceived quality is considered from five dimensions, including teacher competence and the quality of teaching materials. Perceived value is measured from five perspectives, including cost-benefit analysis and personal development. Self-regulated learning ability is examined from five aspects, including time management and problem-solving skills. The dependent variable, classroom satisfaction, is measured through five items designed to assess the overall teaching effectiveness and the fulfillment of expectations.

The questionnaire consists of 29 items and is divided into two main sections:

The first section contains four questions, primarily focusing on the personal basic information of the respondents, including gender, grade level, class positions, and place of origin.

The second section comprises 25 questions, mainly targeting the influencing factors of marketing classroom satisfaction. Corresponding items are set for student expectations, perceived quality, perceived value, self-regulated learning ability, and classroom satisfaction, as detailed in Table 3.1.

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Table 3.2 Reliability Evaluation Criteria

Cronbach's Alpha	Reliability
Cronbach's Alpha<0.6	Unreliable
0.6<Cronbach's Alpha<0.7	Moderately Reliable
0.7<Cronbach's Alpha<0.8	Relatively Reliable
Cronbach's Alpha>0.8	Highly Reliable

Reliability measures the consistency of test results. It reflects the stability of measurement tools across different time points or samples, that is, whether the same measurement object can yield consistent results under similar conditions. For this purpose, the study used Cronbach's Alpha coefficient, widely applied in questionnaire analysis, to assess the internal consistency of the questionnaire as a whole and its various sub-scales. Cronbach's Alpha is a reliable reliability test method that can evaluate the degree of intercorrelation among a set of items. Generally, when the Cronbach's Alpha coefficient is higher than 0.7, the reliability of the measurement tool is considered satisfactory; if the coefficient approaches or exceeds 0.8, it indicates that the questionnaire has very good internal consistency.

In this survey, the questionnaire is divided into multiple dimensions, covering measurement items related to student expectations, perceived quality, perceived value, self-regulated learning ability, and classroom satisfaction. Each dimension contains several items aimed at comprehensively capturing students' views on classroom satisfaction. Cronbach's Alpha coefficient was used to test the internal consistency of these dimensions one by one, with specific evaluation criteria shown in Table 3.2.

Table 3.3 Reliability Test

Variate	Cronbach's Alpha	No. of Items
Student Expectations	0.902	5
Perceived Quality	0.815	5
Perceived Value	0.800	5
Self-Regulated Learning Ability	0.912	5
Classroom Satisfaction	0.871	5
Total	0.856	25

The overall Cronbach's Alpha coefficient of the questionnaire is 0.856, and the Cronbach's Alpha coefficients for each dimension are all greater than 0.8, indicating that the scale is highly reliable.

3.5.2 Questionnaire Validity Analysis

Table 3.4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.884
Bartlett's Test of Sphericity	Approx. Chi-Square	4021
	df	268
	Sig.	0.000

The KMO value of the classroom satisfaction scale is 0.884, and the results of Bartlett's test of sphericity show p < 0.001, completely rejecting the null hypothesis of Bartlett's test of sphericity and meeting the conditions for conducting factor analysis.

Table 3.5 Rotated Component Matrix from Factor Analysis

	1	2	3	4	
Q1	0.774				
Q2	0.742				
Q3	0.741				
Q4	0.747				
Q5	0.785				
Q6		0.746			
Q7		0.736			
Q8		0.778			
Q9		0.758			
Q10		0.774			
Q11			0.745		
Q12			0.777		
Q13			0.731		
Q14			0.732		
Q15			0.754		
Q16				0.717	
Q17				0.731	
Q18				0.753	
Q19				0.730	
Q20				0.712	
Q21					0.735
Q22					0.746
Q23					0.734
Q24					0.721
Q25					0.744

In the study on the influencing factors of classroom satisfaction in the marketing courses at Zhejiang Institute of Economics and Trade, it can be observed from the rotated component matrix of factor analysis that Q1-Q5 have relatively high factor

loadings on Component 1, corresponding to the measurement items of student expectations. This suggests that issues related to student expectations are closely tied to this component and that measuring various dimensions of student expectations is effective.

Q6-Q10 exhibit significant factor loadings on Component 2, aligning with the measurement items of perceived quality. This suggests that the measurement indicators of perceived quality can be well aggregated under this factor. Q11 - Q15 have prominent factor loadings on Component 3, corresponding to the measurement items of perceived value, reflecting the consistency of the measurement content regarding perceived value.

Q16 - Q20 show clear factor loadings on Component 4, matching the measurement items of self-regulated learning ability, which reflects the internal correlation among the issues related to self-regulated learning ability. Q21 - Q25 correspond to the measurement items of classroom satisfaction. Although the direct aggregation relationship between them and the previous four components is not explicitly shown in the matrix, when considering the study as a whole, they jointly contribute to the exploration of the influencing factors of classroom satisfaction in the marketing course.

3.6 Data Collection

This study selected marketing students at Zhejiang Institute of Economics and Trade as the research subjects, with data collection conducted from May to June 2025. Questionnaire distribution and collection were mainly carried out through the Wenjuanxing online platform, with questionnaires collected online. A total of 375 questionnaires were distributed. During the questionnaire collection process, the research team conducted strict checks to eliminate invalid questionnaires, including those that were incomplete or inconsistent. A total of 366 responses were collected, with a questionnaire recovery effectiveness rate of 97.6%. Through this process, the research team of valuable data for in-depth analysis of the influencing factors of marketing classroom satisfaction.

3.7 Data Analysis

3.7.1 Descriptive Statistics

Descriptive statistical analysis involved analyzing personal background variable information to understand the distribution characteristics of the demographic background data (demographics) of marketing students.

3.7.2 Factor Analysis

Exploratory factor analysis was conducted on the survey data using SPSS to extract common factors and determine the common dimensions of the influencing factors of marketing classroom satisfaction. The reliability and validity of the constructed model were confirmed, providing a theoretical basis for improving marketing classroom satisfaction.

3.7.3 Multiple Regression

In this study, the multiple regression method was a comprehensive and in-depth exploratory approach that significantly enriched the dimensions and accuracy of the research. By using the multiple regression method, this study overcame the limitations of univariate model analysis, not only enriching the content and hierarchy of the research but also improving its accuracy and practicality, providing strong support and guidance for enhancing marketing classroom satisfaction.

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

Table 4.1 Descriptive Statistical Analysis of Participants

Variable	Options	Number	Percentage%
Gender	Male	174	47.5
	Female	192	52.5
Grade	Freshman	148	40.4
	Sophomore	164	44.8
	Junior	54	14.8
Class Leadership Status	Yes	85	23.2
	No	281	76.8
Place of Origin	Urban	85	23.2
	County Town	108	29.5
	Rural	173	47.3
Total		366	100.0

In the research on the factors influencing classroom satisfaction among marketing students at Zhejiang Institute of Economics and Trade, descriptive statistics enable us to understand the distribution of basic characteristics of the student group.

From the perspective of gender, 192 female students participated in the survey, accounting for 52.5%, while 174 male students were involved, representing 47.5%. This indicates that the proportion of female students is slightly higher than that of male students.

In terms of grade distribution, there are 148 freshmen, making up 40.4% of the total; 164 sophomores, accounting for 44.8%; and 54 juniors, representing 14.8%. Sophomores and freshmen constitute the main body of this survey.

Regarding whether students hold class leadership status, 85 students serve as class leadership members, accounting for 23.2%, while a substantial 281 students, or 76.8%, do not hold such positions. This shows that the majority of students do not undertake class committee duties.

As for students' places of origin, students from rural areas are the most numerous, with 173 individuals, making up 47.3% of the total. This is followed by students from

county town, with 108 students, accounting for 29.5%. Students from urban areas number 85, representing 23.2%.

These data on basic characteristics provide fundamental data for subsequent in-depth exploration of how gender, grade, class leadership status, and place of origin influence classroom satisfaction among marketing majors.

4.1.2 Correlation Analysis

Table 4.2 Correlation between Variables

	Student Expectations	Perceived Quality	Perceived Value	Self-Regulated Learning Ability	Classroom Satisfaction
Student Expectations	1				
Perceived Quality	.502**	1			
Perceived Value	.451**	.574**	1		
Self-Regulated Learning Ability	.592**	.501**	.532**	1	
Classroom Satisfaction	.405**	.455**	.485**	.521**	1

NOTE: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 is an analysis of the correlations between student expectations, perceived quality, perceived value, self-regulated learning ability, and classroom satisfaction:

The data show that the correlation coefficient between student expectations and classroom satisfaction is 0.405**, indicating a moderate positive correlation between the two. In other words, the higher students' expectations for the marketing classroom, the higher their classroom satisfaction tends to be. This may be because when the actual performance of the classroom meets or exceeds students' pre-existing expectations, they experience positive emotions, thereby enhancing their satisfaction with the classroom. For example, if students expect the teacher to adopt novel and interesting teaching methods before the course begins, and the teacher indeed uses a variety of teaching approaches in actual teaching, students may feel satisfied with the classroom because their expectations are met.

The correlation coefficient between perceived quality and classroom satisfaction

is 0.455**, showing a moderate and significant positive correlation. Perceived quality refers to students' subjective perceptions of various aspects of the classroom, including teaching content, teaching methods, and teacher performance. When students believe that the classroom has high teaching quality, such as rich and practical teaching content, appropriate teaching methods, and professional and enthusiastic teachers, they are more likely to be satisfied with the classroom. This reflects that classroom teaching quality is an important factor influencing student satisfaction, as high-quality teaching can attract students' attention, stimulate their learning interest, and thus enhance satisfaction.

The correlation coefficient between perceived value and classroom satisfaction is 0.485**, indicating a moderately high and significant positive correlation. Perceived value is students' subjective evaluation after a comprehensive comparison of the learning benefits they obtain and the costs they incur. In the marketing classroom, students expect to gain knowledge, skill improvements, and the expansion of thinking abilities, among other benefits, while also considering the time and effort they invest in the learning process. When students believe that the benefits they obtain from the classroom outweigh the costs they incur, they perceive a high value, which in turn increases their classroom satisfaction.

The correlation coefficient between self-regulated learning ability and classroom satisfaction is 0.521**, the highest among the four variables, indicating a strong positive correlation between the two. Students with strong self-regulated learning ability can better adapt to the classroom rhythm, actively participate in classroom interactions, and deeply understand the teaching content. They can arrange their learning time and methods according to their own learning needs and progress, improving learning efficiency. This proactive learning attitude and behavior help students have a better learning experience in the classroom, thereby enhancing their classroom satisfaction.

In summary, student expectations, perceived quality, perceived value, and self-regulated learning ability all show significant positive correlations with classroom satisfaction. This suggests that in the teaching process, teachers should not only focus on optimizing teaching content and methods to improve perceived quality but also guide students to form reasonable expectations, help them recognize the value of classroom learning, and pay attention to cultivating their self-regulated learning ability.

4.1.3 Multiple Regression Analysis

Table 4.3 Multiple Regression Analysis

Item	B	Beta	t	Sig.	VIF	F	Durbin-Watson
C	1.362	-	7.023	0			
Student Expectations	0.168	0.188	3.412	0.000	1.562		
Perceived Quality	0.362	0.353	1.926	0.003	1.632	52.369 ***	1.756
Perceived Value	0.189	0.203	3.979	0.000	1.365		
Self-Regulated Learning Ability	0.365	0.377	4.766	0.002	1.652		
R Square	0.741						
Adjusted R Square	0.656						

NOTE: *$P<0.05$, **$P<0.01$, ***$P<0.001$

Table 4.3 presents the results of a multiple regression analysis aimed at examining the factors influencing classroom satisfaction in the marketing courses. The constant term (C) has a coefficient (B) of 1.362, with a highly significant t-value of 7.023 (Sig. = 0), indicating its substantial contribution to the model.

Among the predictor variables, student expectations have a positive coefficient (B = 0.168, Beta = 0.188), with a significant t-value (3.412, Sig. = 0.000), suggesting that higher student expectations are associated with increased classroom satisfaction.

Perceived quality also shows a positive impact (B = 0.362, Beta = 0.353), with a significant t-value (1.926, Sig. = 0.003), indicating that better perceived quality enhances satisfaction.

Similarly, perceived value has a positive and significant effect (B = 0.189, Beta = 0.203, t = 3.979, Sig. = 0.000), highlighting the importance of students perceiving value in the course.

Self-regulated learning ability emerges as a strong predictor (B = 0.365, Beta = 0.377), with a highly significant t-value (4.766, Sig. = 0.002), suggesting that students' ability to regulate their learning independently significantly contributes to their satisfaction.

The overall model fit is robust, with an R Square of 0.741 and an Adjusted R Square of 0.656, indicating that the model explains a substantial portion of the variance in classroom satisfaction. The F-value of 52.369 (***P<0.001) further confirms the model's significance. Additionally, the Durbin-Watson statistic of 1.756 suggests that there is no significant autocorrelation in the residuals, validating the

model's assumptions. The Variance Inflation Factor (VIF) values for all predictors are below 2, indicating that multicollinearity is not a concern in this model.

Therefore, according to the results of the data analysis, student expectations have a significant impact on marketing classroom satisfaction, which supports Hypothesis 1. Perceived quality has a significant impact on marketing classroom satisfaction, which supports Hypothesis 2. Perceived value has a significant impact on marketing classroom satisfaction, which supports Hypothesis 3. Self-regulated learning ability has a significant impact on marketing classroom satisfaction, which supports Hypothesis 4.

4.2 Discussion

4.2.1 Student Expectations Have a Significant Impact on Marketing Classroom Satisfaction

Student expectations refer to their subjective predictions about the classroom effectiveness formed before the course begins based on past learning experiences, course promotion content, others' evaluations, or social perceptions. These expectations not only include expectations for knowledge and skills (such as mastering marketing strategies and data analysis methods) but also involve conceptions of the learning experience (such as classroom interaction forms and teachers' teaching styles). In the marketing classroom, if student expectations are that the course can solve practical problems in the workplace and the classroom content precisely provides operable solutions through case analysis and simulated projects, students will feel satisfied due to the "fulfillment of expectations," thereby enhancing their overall satisfaction with the classroom. Conversely, if the classroom content is disconnected from students' expectations, they may feel disappointed because they "learn nothing useful," and their satisfaction will decrease accordingly. Therefore, teachers need to accurately grasp student expectations through questionnaires or focus groups before course design and dynamically adjust the content during the teaching process to ensure a match between expectations and reality.

The gap between student expectations and actual classroom experience is the core mechanism for the formation of satisfaction. According to the "Expectancy Disconfirmation Theory," when the experience exceeds expectations, students will experience positive disconfirmation, and their satisfaction will increase significantly. When the experience falls short of expectations, negative disconfirmation will occur, and satisfaction will decrease. If expectations remain consistent with reality, satisfaction will remain neutral. For example, if students expect the classroom to adopt a traditional "lecture + discussion" model, but the teacher introduces virtual reality (VR) technology to simulate the market environment, this "unexpected

experience" will surprise students and lead to a higher evaluation of the classroom. Conversely, if students expect to gain industry connections through the course, but the classroom only focuses on theoretical explanations without involving corporate cooperation or alumni sharing sessions, students may lower their satisfaction due to "unmet expectations." Teachers need to reasonably manage student expectations through course introductions and opening remarks to avoid over-promising.

Different students may have diverse expectations due to differences in learning goals, professional backgrounds, or career plans. For example, undergraduate students may be more concerned with building a basic theoretical framework, while MBA students expect to solve practical management problems through the course. Marketing majors may hope to deepen their knowledge in the field, while cross-disciplinary students may be more eager to understand the industry overview. If a "one-size-fits-all" teaching model is adopted in the classroom, it may not be able to meet the diverse expectations of all students simultaneously, leading to lower satisfaction among some students. Therefore, teachers need to enhance classroom flexibility through stratified teaching, modular design, or personalized guidance. Teachers can divide the course content into basic and advanced modules, allowing students to choose according to their own needs. Teachers can also organize group projects, allowing students to design their research topics and provide targeted guidance. This design can cover core expectations while accommodating individual needs, thereby improving overall satisfaction.

4.2.2 Perceived Quality Has a Significant Impact on Marketing Classroom Satisfaction

Perceived quality refers to students' subjective evaluations of various aspects of the classroom, such as teachers' professional competence, teaching content design, teaching method innovation, and the richness of learning resources. It is a core prerequisite for the formation of satisfaction. In the marketing classroom, if teachers have a solid professional background and can make abstract theories concrete through vivid cases, students will enhance their perception of quality due to the reliability of the course content. If teachers adopt interactive teaching methods such as group discussions and role-playing, students will consider the classroom excellent because of their strong sense of participation. These positive perceptions will directly translate into high satisfaction with the classroom. Conversely, if teachers read from the textbook, use outdated courseware, or respond perfunctorily to students' questions, students may lower their satisfaction due to the low quality of the course. Therefore, teachers need to optimize classroom quality from multiple dimensions to build a foundation for satisfaction.

Perceived quality includes multiple sub-dimensions (such as teachers' competence, material quality, and classroom atmosphere), and the impact weights of

different dimensions on satisfaction may vary. Teachers' professional competence may be a core indicator for students to evaluate classroom quality. If teachers' explanations are vague or their knowledge is outdated, even if other dimensions (such as the aesthetics of courseware) perform well, students may still give a low overall quality evaluation. Therefore, teachers need to prioritize strengthening key quality dimensions while also taking into account secondary dimensions to maximize satisfaction.

The impact of perceived quality on satisfaction needs to be judged in combination with student expectations. If students have high expectations for classroom quality and the actual perceived quality only reaches an average level, even if the objective quality is acceptable, students may still lower their satisfaction because their expectations are not met. Conversely, if students have low expectations and the actual perceived quality exceeds their expectations, satisfaction may increase significantly. Therefore, teachers need to dynamically monitor changes in student expectations and continuously improve quality to narrow the expectation gap.

Classroom quality is not static. Teachers need to continuously optimize teaching based on student feedback, peer evaluations, or self-reflection. For example, teachers can collect students' suggestions on course content and methods at the end of each semester and adjust the teaching design for the next semester. Teachers can also participate in teacher training to learn the latest teaching techniques and enhance classroom interactivity. Additionally, teachers can maintain sensitivity to industry trends through academic research or corporate cooperation and integrate the latest trends into the classroom to improve the timeliness and attractiveness of the content. When students continuously experience quality improvements (such as from "outdated courseware" to "real-time case updates"), their trust and identification with the classroom will increase, leading to long-term and stable high satisfaction.

4.2.3 Perceived Value Has a Significant Impact on Marketing Classroom Satisfaction

Perceived value refers to students' subjective judgments about whether the classroom is "worthwhile" based on a comparison of their inputs (time, effort, tuition) and gains (knowledge, skills, opportunities, emotional satisfaction). When students believe that the benefits they obtain from the course far exceed the costs they incur, their perceived value will increase significantly, thereby driving up satisfaction. If students master market research methods through the course and successfully apply them in internship projects, or gain employment opportunities through classroom connections, or enhance their teamwork abilities by collaborating with classmates on projects, these benefits will make students feel that "the time and effort invested are well worth it," leading to a higher evaluation of the classroom. Conversely, if students believe that the course content is irrelevant to their needs or that teachers' guidance is

insufficient, resulting in poor learning outcomes, even if the tuition is low, students may still lower their satisfaction due to a "low sense of value." Therefore, teachers need to design courses based on students' needs to ensure a balance between "input and benefit" and improve perceived value.

Different students may have different definitions of value due to differences in learning goals, career plans, or personal interests. Students planning to pursue postgraduate studies may value the course's role in improving the theoretical system, while students planning to enter the workforce may be more concerned with the cultivation of practical skills. Students interested in digital marketing may consider "learning social media operation tools" as high-value content, while those interested in traditional marketing may value an in-depth explanation of the "4P theory." The same student may also evaluate value differently at different stages. Students in the job-seeking stage may increase their value perception because the course provides resume modification guidance, while students in the deep-learning stage may lower their evaluation because the course lacks training in academic research methods. Therefore, teachers need to clarify students' core value demands through needs surveys and provide diverse choices in course design to meet value demands in different situations, thereby improving satisfaction.

Perceived value does not exist independently but is closely related to student expectations and perceived quality. Student expectations influence their perception of quality, and quality directly affects value perception. The match between value perception and expectations determines satisfaction. If students expect to improve practical abilities through the course, the classroom quality is high, and students indeed master practical skills, satisfaction will increase significantly. Conversely, if the quality is high but the gains do not match expectations, perceived value may decrease, thereby weakening satisfaction. Therefore, teachers need to coordinate the relationships among expectations, quality, and value to ensure that they are aligned.

When students perceive high value in the course, not only will their satisfaction increase, but they may also attract more students to take the course through word-of-mouth, creating a virtuous cycle. Students with high perceived value are more likely to participate in the classroom, further optimizing the classroom atmosphere and indirectly improving the satisfaction of other students. Therefore, improving perceived value is a key strategy for building a classroom brand and achieving sustainable satisfaction.

4.2.4 Self-Regulated Learning Ability Has a Significant Impact on Marketing Classroom Satisfaction

Self-regulated learning ability refers to students' ability to actively plan learning goals, choose learning methods, monitor the learning process, and reflect and improve.

It is an internal driving force for the formation of satisfaction. Students with strong self-regulated learning ability are more likely to fully utilize classroom resources, deeply participate in the learning process, and thus obtain richer gains and a sense of achievement, thereby enhancing satisfaction. For example, students who actively consult industry reports to supplement classroom knowledge often have a higher evaluation of the course than those who passively receive information because they can combine classroom content with actual cases to form a more systematic understanding. In contrast, students who rely solely on teachers' explanations may feel dissatisfied due to insufficient learning content. Students with strong self-regulated learning ability are better at managing their learning time, avoiding poor learning outcomes due to procrastination, and thus maintaining a positive evaluation of the classroom. Therefore, cultivating students' self-regulated learning ability is a fundamental way to improve classroom satisfaction.

Even if there are certain defects in classroom quality or value (such as outdated content or limited practical opportunities), students with strong self-regulated learning ability can still make up for the gaps through self-exploration and expanded learning, thereby maintaining high satisfaction. For example, if the classroom cases are outdated, students can search for the latest cases for analysis and share their findings with classmates, enriching classroom discussions while improving their abilities. If the classroom lacks corporate cooperation resources, students can accumulate practical experience through industry competitions or internships and provide feedback to the classroom (such as suggesting improvements), which not only enables students to have a more comprehensive learning experience but also enhances their identification with the classroom. Therefore, cultivating students' self-regulated learning ability is an important measure to improve classroom satisfaction, especially in courses with limited resources.

Self-regulated learning ability is not completely independent of the classroom environment. Teachers' guidance methods can significantly stimulate students' autonomy. Learning is a process in which learners actively construct knowledge, and teachers' roles should shift from knowledge transmitters to learning facilitators. When students feel supported and trusted by teachers, their autonomous learning motivation will increase, leading to deeper participation in the classroom and higher satisfaction. Conversely, if teachers excessively control the learning process, they may suppress students' autonomy, resulting in passive learning and lower satisfaction. Therefore, teachers need to design teaching strategies to promote students' autonomous learning and achieve satisfaction improvement.

Short-term satisfaction may be directly influenced by classroom quality or value, but long-term satisfaction depends more on whether students can cultivate continuous learning abilities through the course. When students possess self-regulated learning ability, they can continuously update their knowledge and adapt to industry changes even after the course ends, thereby maintaining competitiveness and continuously

recognizing the value of the course. Therefore, teachers need to incorporate the cultivation of self-regulated learning ability into course objectives (such as through reflection logs or project reviews) to achieve the transformation of satisfaction from "short-term satisfaction" to "long-term identification."

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Student expectations have a significant impact on marketing classroom satisfaction	Supported
H2	Perceived quality has a significant impact on marketing classroom satisfaction	Supported
H3	Perceived value has a significant impact on marketing classroom satisfaction	Supported
H4	Self-regulated learning ability has a significant impact on marketing classroom satisfaction	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study centered on marketing classroom satisfaction, delving into the impacts of student expectations, perceived quality, perceived value, and self-regulated learning ability on marketing classroom satisfaction. The following conclusions were drawn:

Student expectations have a significant positive impact on marketing classroom satisfaction. Student expectations encompass the anticipations and assumptions that students hold regarding various aspects of the marketing course, including content, teaching methods, teacher competence, and learning outcomes, before participation. When students have higher expectations, such as anticipating the acquisition of cutting-edge and practical marketing knowledge and experiencing engaging and interactive teaching, their satisfaction with the marketing classroom tends to be higher after actual participation. Conversely, if expectations are low, even if the classroom performance is commendable, satisfaction may still be affected due to the gap between expectations and reality.

Perceived quality has a significant positive impact on marketing classroom satisfaction. Scientific, reasonable perceived quality that aligns with professional training objectives and students' learning needs serves as the foundation for enhancing classroom satisfaction. In the marketing field, with the continuous evolution of the industry and societal demands, perceived quality also requires timely updates and optimizations. This study found that perceived quality that keeps pace with industry trends and incorporates cutting-edge theories and practical cases is more conducive to students' systematic mastery of professional knowledge and skills, enhancing the practicality and relevance of the knowledge.

Perceived value has a significant positive impact on marketing classroom satisfaction. Diversified perceived value can improve teaching efficiency, meet students' individualized learning needs, and enhance their classroom participation. In the marketing teaching process, teachers can flexibly employ various teaching methods such as lectures, discussions, case studies, group cooperative learning, and role-playing based on perceived quality and students' characteristics. This enables students to achieve more comprehensive development in different learning contexts.

Self-regulated learning ability has a significant positive impact on marketing classroom satisfaction. Self-regulated learning ability is not only reflected in students' knowledge acquisition and skill enhancement but also in their overall quality development and long-term growth. In marketing, good self-regulated learning ability implies that students not only acquire professional knowledge and skills during the learning process but also cultivate comprehensive qualities such as self-regulated

learning ability, innovative thinking ability, and social adaptability. The improvement of these comprehensive qualities will have a positive impact on students' future development and is also an important manifestation of high classroom satisfaction.

5.2 Recommendation

(1) Strengthen Orientation Education to Build a Reasonable Cognitive Framework and Accurately Grasp Student Expectations

Schools should attach great importance to the orientation education for new students, treating it as a crucial opportunity to help students establish reasonable expectations for marketing classrooms. During the orientation education phase, schools should meticulously plan and organize a series of professional introduction activities. They can invite senior experts in the marketing field to deliver special lectures, explaining the development history, current industry situation, and future trends of the marketing major in an accessible manner, providing students with a macro-level understanding of the major. Schools can also arrange for outstanding graduates to return to campus and share their learning experiences and career insights, enabling students to understand the practical applications and value of the marketing major in real-world work through real-life cases. Professional teachers should provide a detailed introduction to the marketing curriculum system during orientation education, covering the teaching objectives, content frameworks, and connections with other courses in each course, allowing students to have a clear plan for their learning during university. Through these measures, schools can enable students to have a relatively comprehensive and accurate understanding of the marketing major and the classroom at the beginning of their enrollment, preventing unrealistic expectations due to information gaps or misunderstandings.

Before the start of marketing courses, teachers should actively conduct pre-class research to gain a deep understanding of students' initial thoughts and expectations regarding the classroom. Teachers can design detailed questionnaires covering students' expectations and concerns regarding course content, teaching methods, and assessment formats. They can also organize classroom discussion activities, encouraging students to express their expectations and worries about the marketing classroom. During the research process, teachers should listen attentively to students' voices and record their needs and opinions. For issues of widespread concern among students, such as whether the course emphasizes practical operations or whether enterprise experts will be invited to teach, teachers should provide positive responses during subsequent teaching.

During the marketing course teaching process, teachers should continuously monitor changes in students' expectations and make dynamic adjustments and guidance based on actual situations. As the course progresses, students' understanding

of the marketing major and the classroom will deepen, and their expectations may also change. Teachers should promptly identify gaps between student expectations and actual teaching through classroom observations and post-class communications. When student expectations are found to be excessively high or low, teachers should communicate with students promptly, using case analyses and data presentations to make students aware of the actual situation of the marketing major and the teaching objectives of the course. When students have overly low expectations regarding course difficulty, teachers can introduce challenging cases and cutting-edge industry knowledge to make them recognize the complexity and professionalism of the marketing field. When students have overly high expectations regarding course practicality, teachers can explain the connections and differences between theoretical knowledge and practical applications based on actual teaching situations, guiding students to establish reasonable expectations.

(2) Optimize Teaching Design, Innovate Teaching Methods, and Stimulate Students' Learning Interests

Teachers should emphasize the teaching design of marketing courses to create high-quality and practical course content. Firstly, teachers should closely follow the latest developments and trends in the marketing field and promptly update the teaching content. They should pay attention to hot topics, emerging technologies, and innovative marketing models within the industry and integrate them into course teaching. When delivering courses, teachers should highlight key and difficult points, helping students understand and master them through in-depth explanations and rich case analyses. Teachers can also design personalized teaching content based on students' majors and interests to meet different students' learning needs and enhance their satisfaction with the course content.

The innovation of teaching methods is crucial for improving the quality of marketing classroom teaching. Teachers should adopt diverse teaching approaches to stimulate students' learning interest and initiative. Case teaching is a highly effective method. Teachers can select representative marketing cases and guide students in analysis and discussion, enabling them to master marketing theories and methods through practice. Group discussion can cultivate students' teamwork spirit and communication skills. Teachers can pose challenging questions and have students discuss and research them in groups, followed by representatives from each group presenting their findings. Role-playing allows students to immerse themselves in real marketing work scenarios. Teachers can design simulated marketing scenarios and have students play different roles, such as marketing managers, sales personnel, and customers, to conduct simulated marketing activities. Teachers can also leverage modern information technology tools such as online teaching platforms and virtual simulation experiments to enrich teaching resources and enhance teaching effectiveness.

Teachers are the core of marketing classroom teaching, and their teaching ability and professional competence directly affect classroom teaching quality. Schools should strengthen the training and development of marketing professional teachers, encouraging them to participate in academic seminars, enterprise practices, and other activities to update their knowledge structures and enhance their professional levels. Teachers should stay informed about the latest research findings and practical experiences in the marketing field and integrate them into teaching to make the teaching content more cutting-edge and practical. Teachers should continuously improve their teaching abilities, including teaching design, classroom organization, and language expression skills. During the teaching process, teachers should pay attention to the application of teaching methods and feedback on teaching effectiveness, adjusting teaching strategies in a timely manner to ensure the smoothness and effectiveness of the teaching process. Teachers should also focus on their own professional ethics and teacher ethics, establishing a good teacher image. By demonstrating a rigorous academic attitude and noble professional ethics, teachers can inspire and gain the respect and trust of students, thereby ensuring the quality of marketing classroom teaching and improving student satisfaction.

(3) Expand Practical Platforms, Enhance the Added Value of Courses, and Continuously Improve Course Value

To enhance students' perceived value of marketing classrooms, schools, and teachers should actively expand practical platforms and provide students with more marketing-related practical opportunities. Schools can establish long-term and stable cooperative relationships with local enterprises and set up internship bases to offer students internship positions. Through internships, students can apply the marketing theoretical knowledge they have learned to practical work, accumulate practical experience, and improve their professional skills. Enterprises can also provide students with real marketing projects, allowing them to complete project planning and implementation under the guidance of teachers, such as market research, marketing planning, and advertising promotion. Schools can also organize various marketing competitions, such as marketing planning competitions and entrepreneurship competitions, to stimulate students' innovative and competitive spirits and cultivate their practical abilities and teamwork spirit. Through these practical activities, students can experience the actual benefits brought by marketing classrooms, enhance the added value of the courses, and thus improve their perception of the courses' cost-effectiveness.

When setting marketing course fees, schools should fully consider students' economic affordability to ensure that course fees match teaching quality. Schools should scientifically calculate the teaching costs of the courses, including teacher salaries, textbook expenses, and teaching equipment purchase and maintenance costs, to reasonably determine course fees. Schools can reduce teaching costs through various means, such as utilizing free online teaching platforms and open-source

textbooks, to minimize unnecessary expenses. Schools can also establish scholarship and grant policies to help students from economically disadvantaged families complete their studies smoothly. During the teaching process, teachers should also pay attention to the rational use of teaching resources and avoid waste. By reasonably controlling course costs, schools can enable students to receive high-quality teaching services at relatively reasonable fees, improve their perception of the courses' cost-effectiveness, and thereby enhance their satisfaction with marketing classrooms.

Schools and teachers should attach great importance to students' feedback on marketing courses and use it as an important basis for improving the course value. Schools can regularly conduct student satisfaction surveys and organize seminars to collect students' opinions and suggestions on course content, teaching methods, and practical aspects. For the issues and suggestions raised by students, schools should promptly analyze and research them, identify the root causes of the problems, and formulate corresponding improvement measures. Schools should promptly feedback the improvement measures to students, making them feel the school's and teachers' attention and care. By continuously paying attention to student feedback, schools can continuously improve course value and enhance student satisfaction with marketing classrooms.

(4) Strengthen Awareness Guidance, Impart Learning Methods, and Improve the Efficiency of Self-Regulated Learning

To cultivate students' self-regulated learning ability, schools should first strengthen their awareness of autonomous learning. Teachers should guide students to establish an autonomous learning concept through various means during the marketing course teaching. At the beginning of the course, teachers should emphasize to students the importance of autonomous learning in marketing major studies, making them understand that the marketing field has rapidly changing knowledge and that only by possessing self-regulated learning ability can they continuously adapt to industry development and changes. Teachers can stimulate students' learning interest and motivation by introducing the autonomous learning experiences of successful individuals in the marketing field. Teachers should guide students to recognize that autonomous learning is not merely about completing teacher-assigned tasks, but an active and positive learning attitude and approach. Teachers should encourage students to read relevant professional books and journal articles after class, pay attention to industry trends and hot topics, and broaden their knowledge and horizons.

Mastering effective autonomous learning methods is the key to improving students' autonomous learning efficiency. Teachers should systematically impart autonomous learning methods to students during the marketing course. Teachers should teach students how to make learning plans. They should guide students to develop reasonable learning plans based on their learning objectives and time arrangements, clarifying learning tasks and progress for each stage. Teachers should

impart methods for literature retrieval and information screening to students. In the marketing field, information is abundant and diverse. Teachers should teach students how to use library resources, databases, and the Internet to quickly and accurately retrieve the required information and screen and analyze it to extract valuable content. Teachers should also cultivate students' ability to summarize and organize knowledge points, enabling them to systematically arrange the knowledge they have learned and form their knowledge systems. By imparting learning methods, teachers can help students improve their autonomous learning efficiency, enabling them to gain a sense of achievement during the autonomous learning process and thereby enhance their enthusiasm and initiative for autonomous learning.

To cultivate students' self-regulated learning ability and practical application ability, teachers should design challenging autonomous learning tasks. Teachers can require students to independently complete a small-scale market research project, from determining the research topic and designing the research plan to collecting and analyzing data and writing the research report, all of which should be completed independently by the students. During this process, students need to apply the marketing theoretical knowledge they have learned and combine it with actual situations for research and analysis, which can not only improve their self-regulated learning ability but also cultivate their practical application and problem-solving abilities. Teachers can also organize group autonomous learning activities, having students complete a marketing planning project in groups. Each group member should collaborate and complete the project planning, implementation, and evaluation together. Through group cooperative learning, teachers can cultivate students' teamwork spirit and communication skills. During the process of students completing autonomous learning tasks, teachers should provide timely guidance and feedback to help them solve problems encountered and encourage them to explore and innovate.

5.3 Further Study

Although this study conducted a relatively in-depth exploration of the influencing factors of marketing classroom satisfaction, it still has certain limitations, and there are numerous aspects worthy of further research in the future.

This study only focused on the marketing major. However, there are differences in educational policies, economic development levels, and cultural backgrounds among different regions in China, which may lead to variations in the factors influencing classroom satisfaction. Future research can expand the geographical scope to other cities or provinces' private colleges and universities. By comparing and analyzing the differences in the influencing factors of classroom satisfaction among private colleges and universities in different regions, a more comprehensive understanding of the regional characteristics of the influencing factors of classroom satisfaction in private colleges and universities in China can be obtained, providing

more targeted suggestions for private colleges and universities in different regions to improve classroom satisfaction.

Currently, there are various types of private colleges and universities, including application-oriented undergraduate institutions and higher vocational colleges. Different types of institutions have differences in training objectives, major settings, and teaching models, and the influencing factors of classroom satisfaction may also have different emphases. Future research can further refine the types of institutions and conduct in-depth research on application-oriented undergraduate private colleges and universities and higher vocational private colleges and universities separately, exploring the characteristics and patterns of the influencing factors of classroom satisfaction in different types of institutions, to formulate personalized strategies for improving classroom satisfaction for various institutions.

This study explored the impacts of student expectations, perceived quality, perceived value, and self-regulated learning ability on classroom satisfaction, but there may be other potential factors. For example, the school's campus culture, teacher-student relationships, and the degree of intelligence of teaching facilities. Future research can adopt qualitative research methods, such as in-depth interviews and case studies, to deeply explore the mechanisms of action of these potential factors on classroom satisfaction and enrich the theoretical system of the influencing factors of classroom satisfaction.

The influencing factors are not isolated but interrelated and mutually influential. Future research can use statistical methods such as structural equation modeling to deeply study the interactive relationships among the influencing factors and reveal the complex mechanisms by which they jointly affect classroom satisfaction, providing a more scientific theoretical basis for improving classroom satisfaction.

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Appendix

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part Ⅰ：

Please fill in the following basic information:

1. Your gender
A Male
B Female
2. Your grade
A Freshman
B Sophomore
C Junior
4. Do you have a class committee position
A Yes
B No
5. Your place of origin
A Urban
B County Town
C Rural

Part Ⅱ：

      Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√. " The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree, two indicates relatively disagree, three indicates neutral, four indicates relatively agree, and five indicates strongly agree

Measuring Item	Strongly Disagree	Relatively Disagree	Neutral	Relatively Agree	Strongly Agree
Student Expectations					
I expect to master marketing theoretical knowledge through this course to lay a foundation for my career development.					
I expect the classroom to provide practical case					

analyses to help understand theories.					
I expect sufficient interaction with teachers and peers in the classroom to broaden my thinking.					
I expect the course to enhance practical abilities such as market research and marketing planning.					
I expect the classroom to keep up with industry trends and update marketing concepts.					
Perceived Quality					
The teacher has rich professional knowledge and explains concepts clearly and understandably.					
The teaching materials (textbooks, cases, courseware, etc.) are rich in content and of high quality.					
The teaching methods are diverse (group discussions, case analyses, etc.), stimulating learning interest.					
The classroom order is good, and the learning atmosphere is strong.					
The assessment methods are reasonable and can comprehensively evaluate learning outcomes.					
Perceived Value					
The investment of time and effort in course knowledge and skills is very worthwhile.					
The course greatly helps improve comprehensive qualities and competitiveness, with high					

value.					
Compared with other courses, the content is more practical and interesting, with higher value.					
I am willing to recommend this course to others because of its high learning value.					
The gains from the course will bring long-term benefits to my future career development.					
Self-Regulated Learning Ability					
I can actively make learning plans and arrange my time reasonably.					
When facing difficulties, I will actively consult materials or ask others for help.					
I pay attention to industry trends and combine them with practical thinking about what I have learned.					
In group discussions, I actively express my views and complete tasks.					
I regularly summarize and reflect on my learning situation and adjust my learning strategies.					
Classroom Satisfaction					
I am very satisfied with the overall teaching effectiveness of the classroom.					
The classroom meets my learning needs and expectations, and I am very satisfied.					
I am satisfied with the teaching content, methods,					

atmosphere, etc.					
If I had to choose again, I would still select this course, indicating high satisfaction.		55			
Overall, I have a high level of satisfaction and am willing to give a positive evaluation.					