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RESEARCH ARTICLE

The celebrity teacher effect on the enrolment effect of dance organisations - The mediating role of parental satisfaction

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ABSTRACT

Based on authority theory, social learning theory and signalling theory, this study constructs the mechanism of the celebrity teacher effect on the enrolment effect of dance training institutions, and empirically tests it in combination with the mediating role of parental satisfaction and the moderating role of institutional brand awareness. The questionnaire method was used to collect 352 valid samples, and SPSS 22 and STATA 18 were used to conduct the reliability test, correlation analysis and regression analysis. The findings showed that celebrity teacher popularity had a significant positive effect on enrolment effects (β=0.365, $p<0.01$), in which parent satisfaction played a partial mediating role (indirect effect β=0.302, 95%CI: [0.246, 0.360]). However, teaching ability (β=-0.090, $p<0.05$) showed a negative effect on enrolment effect, and industry influence did not show a significant effect ($p>0.05$). In addition, institutional brand awareness failed to significantly moderate the effect of the master teacher effect on the enrolment effect ($p>0.05$). This study deepens the theoretical application of the celebrity teacher effect in the art education market, reveals the key role of parental satisfaction, and provides practical insights into the enrolment strategies, teacher management and branding of dance training institutions.

Keywords: celebrity teacher effect; enrolment effect; parent satisfaction; institutional brand awareness; dance education

1. Introduction

In recent years, China's dance training market has experienced rapid development and has become an essential part of the art education industry. According to Wisdom Research Consulting, China's dance training market will reach 12.27 billion yuan in 2022, accounting for 26.6% of the overall art training market, of which the market size of children's dance training will be 10.76-billion-yuan, accounting for 87.7% of the total dance training market size[1]. However, due to the epidemic and the 'double-decrease' policy, some dance training organisations are facing enrolment pressure and market competition has intensified. As market competition becomes increasingly fierce, how to improve enrolment results has become the core concern of major dance training institutions. In this context, the 'master teacher effect' has gradually become an important factor influencing parents' decision-making. High-quality teachers not only enhance the school's brand image, but also increase student and parent satisfaction, which in turn boosts enrolment[2].

The 'master teacher effect' has gradually become an important strategy for dance organisations to

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attract students. Famous teachers usually possess high industry awareness, excellent teaching ability and extensive industry influence, which not only enhances the brand image of the institution but also strengthens parents' trust, thus promoting enrolment[3]. Existing studies have shown that parents consider the following factors when choosing an educational institution: (1) teacher quality (including visibility, and teaching ability)[4,5]; and (2) institutional brand awareness, which affects parents' trust and recognition of the institution[6]. This suggests that the content of the programme and the mode of teaching directly affects the satisfaction of parents and students. Teachers‘ professional competence, teaching style and communication skills all affect parents’ evaluation of the institution[7].

However, there is no systematic research on the effects of celebrity teacher popularity, teaching ability and industry influence on parent satisfaction in the dance education sector. Existing research suggests that parental satisfaction is an important variable influencing students’ enrolment decision[8,9], but the mediating role of parental satisfaction in the dance training market remains under-tested. Whether organisations with high brand awareness diminish or enhance the impact of the celebrity teacher effect on enrolment remains a question that deserves to be explored in depth[10].

Based on this, this study will explore the following core questions:

(1) Does the visibility, teaching ability and industry influence of master teachers significantly enhance enrolment?

(2) Does parent satisfaction mediate the relationship between the celebrity teacher effect and enrolment outcomes?

(3) Does organisational brand awareness mediate the effect of master teachers on enrolment?

Based on Authority Theory, Social Learning Theory, and Signaling Theory, the study will construct a model of the mechanism of the celebrity teacher effect on enrolment effects, and expand related research in the field of education management. To supplement the role of parent satisfaction in the art education market and fill the research gap in the existing literature. The results of the study can provide dance training institutions with scientific enrollment strategies, optimise the management of master teachers, and improve the brand influence of institutions, thus enhancing market competitiveness. By studying the mediating role of parental satisfaction, the study can help organisations develop more effective parental communication strategies and enhance customer loyalty. Studying the moderating role of institutional brand awareness provides a theoretical basis for brand building and helps institutions to develop differentiated competitive strategies.

2. Theoretical foundation and literature review

This study is based on Authority Theory, Social Learning Theory and Signaling Theory to construct the mechanism of celebrity teacher effect on enrolment effect. And review the related literature to lay the theoretical foundation for the later research.

2.1. Theoretical foundation

2.1.1. Authority theory

Authority Theory was first proposed by Max Weber[11], who divided authority into traditional authority, juridical authority and charismatic authority, Charismatic Authority refers to the authority that an individual obtains due to his or her superior talent and personal charisma. Cialdini, R. B. (2001)[12] further researched on the theory Cialdini, R. B. (2001) further researched the theory and applied it to time-limited marketing, proposing the application of the Principle of Authority in persuasion and marketing, which suggests that

authority figures (e.g., celebrity teachers, and experts) can enhance consumer trust and purchase intention. This concept has also been widely applied in the field of education, suggesting that teachers‘ personal influence and professional competence may enhance students’ and parents' trust[13]. In recent years, scholars have further expanded the application of authority theory, with Kelly, P. (2006)[14] pointing out that a teacher's authority comes not only from his or her professional knowledge but is also influenced by socio-cultural background and educational policies. In the dance training industry, the authority of renowned teachers often comes from their professional achievements and industry influence, e.g. dancers who have won international awards or have rich teaching experience are more likely to be recognised by parents and students[15]. Therefore, by introducing well-known teachers, institutions can enhance their authority, which in turn affects enrolment outcomes.

2.1.2. Social learning theory (SLD)

Social Learning Theory (SLT) was introduced by Albert Bandura in 1977, emphasising that the human learning process is influenced not only by direct experience but also by observation, imitation and the social environment[16]. In recent years, Grusec (1994)[17] further stated that the application of social learning theory in education covers teachers’ teaching styles, students’ motivation to learn and parents' decision-making behaviour. In addition, Watson (2013)[18] found that teachers’ classroom performance and interaction styles can directly influence students’ learning behaviours. In the dance education industry, parents usually obtain evaluations about teachers and teaching outcomes through social media and word-of-mouth recommendations, which can influence their choices[19]. This phenomenon suggests that parents' choice decisions are not only dependent on direct experience but are also influenced by observation and social influence.

2.1.3. Signaling theory (SOT)

Signaling Theory was first proposed by Spence (1978)[20] to explain information asymmetry in the labour market and has since been widely used in the fields of education and brand marketing. In the education industry, Ferrando & Sutjipto's (2024)[21] study pointed out that by hiring renowned teachers, showcasing cases of outstanding students, and enhancing brand awareness, institutions can signal quality education to potential customers, thus enhancing enrolment results. In the dance training market, well-known organisations often send signals of ‘quality education’ to parents through celebrity teachers, tournament results, and celebrity student cases, which increase parental trust and thus boost enrolment[22].

3. Literature review

3.1. Master teacher effect and parent satisfaction and enrolment effectiveness

Research in recent years has shown that teachers‘ professional competence, teaching quality and communication skills are important factors influencing parent satisfaction. Jacob & Lefgren (2007)[23] examined parents’ preferences for teachers in education and found that parents preferred teachers who were able to enhance student satisfaction and achievement. Denkyirah's (2012)[24] study emphasised that teachers' positive feedback enhances parental trust and involvement, which in turn influences enrolment. Watson (2013)[25] stated that teachers’ teaching methods and classroom management styles also affect students’ motivation and parental trust; furthermore, Sultana, Chaudhry and Idrees (2023)[26] found that the quality of teacher-student interactions directly affects students' motivation and parental satisfaction. Wajahat's (2024)[27] study pointed out that a teacher's personal charisma, classroom management skills, and student feedback are key to influencing parents' satisfaction with the school. Parental satisfaction is an important indicator of the quality of educational institutions and is influenced by teachers' professionalism, communication skills and

educational outcomes[28]. Research has shown that teachers' academic background, teaching experience, and classroom management skills are positively associated with parent satisfaction[29].

In the field of dance education, teachers with professional dance certifications or award-winning experiences are preferred by parents[30]. Parent-teacher relationship is one of the important variables affecting parent satisfaction. Regular feedback from teachers on students' learning progress, organising parent-teacher conferences, and providing personalised advice can enhance parent satisfaction[31]. Paulson, Kulinna, and van der Mars (2022)[32] found that active parental involvement and effective teacher communication can significantly increase parents' school satisfaction. Well-known teachers not only attract students but also influence parents' decisions. For example, a study on brand management in educational institutions noted that factors such as social media influence and industry recognition of celebrity teachers increased parent satisfaction[33]. This suggests that the Famous Teacher Effect (FTE) is an essential factor in the education industry, especially in the enrolment process of private and training institutions, which affects parent satisfaction and final enrolment results.

3.2. Parental satisfaction and enrolment effectiveness

Parent satisfaction has been widely recognised as one of the most important tests affecting the enrolment effectiveness of educational institutions, and studies have shown that parents' perceptions of education quality directly influence their school choice and satisfaction. Hartsell (2011)[34] examined the factors that contribute to parents' choices of private schools and found that a favourable learning environment and the quality of the teachers were the key determinants. Another study showed that parent satisfaction was influenced by teachers' teaching ability, communication style and school culture[35]. Good communication between schools and parents can increase parental recognition of the school, which in turn promotes enrolment. Increased parent satisfaction enhances the word-of-mouth communication of the institution, which in turn attracts more students[36]. Research has found that increased parent satisfaction enhances the word-of-mouth communication effect of an institution, which in turn attracts more potential students [37]. Satisfied parents are more likely to recommend the institution and help it attract new students through word-of-mouth marketing[38]. Research shows that more than 80% of new students originate from parent referrals, implying that increasing parent satisfaction is crucial for enrolment[26]. Highly satisfied parents are more likely to keep their children enrolled for a longer period, thus increasing the stability of the institution's student population[39]. Institutions that maintain high levels of parental satisfaction are often able to maintain a competitive advantage in enrolment[40]. In addition, Phuyal (2024)[41] found through a survey of 225 students that active parental involvement and a favourable learning environment had a significant positive effect on students' academic performance, which in turn indirectly affected the institution's enrolment results, suggesting that active parental involvement and effective school communication are key to influencing students' academic performance and enrolment results.

3.3. Moderating role of institutional brand awareness

Institutional brand awareness is believed to play a moderating role between the celebrity teacher effect and the enrolment effect.T. Poh's (2008)[42] study found that school brand awareness influences parents' choice of school, especially for private educational institutions that charge higher fees. Fernando and Sutjipto (2024)[21] found that institutional leadership, teacher incentives, and parental trust in the school are important factors that influence parents' final decisions. In addition, Tambunan's (2024)[43] study noted that 'good teachers' are important determinants of parental loyalty, and that parents' reliance on celebrity teachers may be reduced if the institution has a good brand image.

Although existing studies have explored the relationship between teacher quality, parent satisfaction and enrollment, there are still the following research gaps: (1) lack of empirical studies in the field of dance education: current studies focus on higher education and K-12 education, while parents' decision-making behaviours in the field of art education have not yet been adequately studied; (2) lack of systematic analysis of different dimensions of master teachers (popularity, teaching ability, industry influence): most of the studies only focus on the brand image of the institution, which is a determinant of parental loyalty.) are systematically analysed: most studies focus only on teachers‘ teaching ability, ignoring the possible spillover effect of industry influence on enrolment; (3) the moderating effect of institutional brand awareness has not been sufficiently verified: some studies point out that brand awareness may affect parents’ decision-making, but systematic research on the moderating effect is still lacking.

The new questionnaire was adapted from the theoretical underpinnings of Authority Theory, Social Learning Theory and Signaling Theory with a combination of well-established scales: Celebrity Teacher Effect was measured using Ohanian's (1990)[44] Celebrity Credibility Scale and Hennig-Thurau et al.'s (2001)[45] Educational Quality Measure; Institutional Brand Awareness was measured using Aaker's (1991)[46] Brand Equity Measure; Parental Satisfaction was measured using Zeithaml et al. Hennig-Thurau et al.‘s (2001)[45] measure of educational quality; institutional brand awareness was measured using Aaker's (1991)[46] measure of brand equity; parent satisfaction was measured using Zeithaml et al.’s (1996)[47] measure of service quality; and enrolment effects (which have two main dimensions: parental word-of-mouth and willingness to renew enrolment) were measured using Westbrook's (1987)[48] measure of parental word-of-mouth communication using a combination of parents‘ willingness to spread word-of-mouth and Zeithaml et al.’s (1996)[47] scale measuring parents' willingness to renew enrolment to form a new scale. The research model is shown in **Figure 1**:

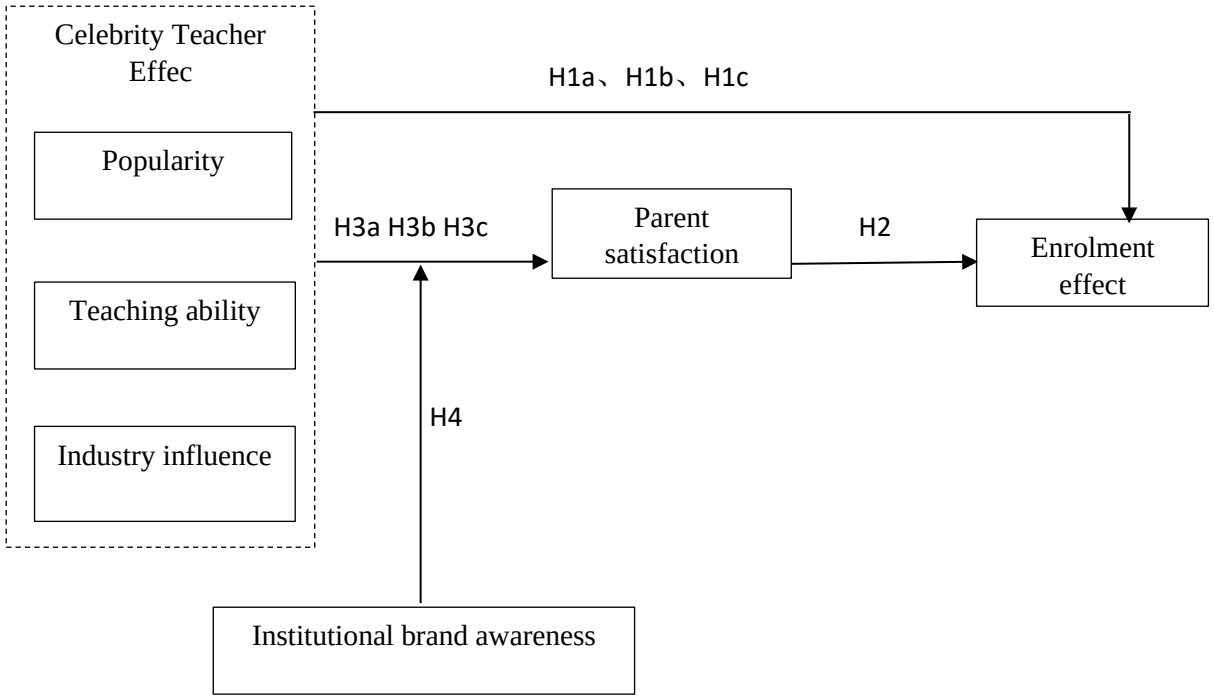


Figure 1. Research model.

The research hypotheses based on the theoretical foundation and research model are as follows:

Main effect hypothesis

H1a: Famous teacher popularity has a positive effect on enrolment effect.

H1b: Teaching ability has a positive effect on enrolment effect.

H1c: Industry influence has a positive effect on enrolment effect.

H2: Parent satisfaction has a positive effect on enrolment effect.

Intermediary effect hypothesis

H3a: Parent satisfaction mediates the relationship between celebrity teacher popularity and enrolment effect.

H3b: Parent satisfaction mediates between teaching ability and enrolment effect.

H3c: Parent satisfaction mediates the relationship between industry influence and enrolment effects.

Moderating effect hypotheses

Institutional brand awareness moderates the effect of the celebrity teacher effect on enrolment effects, and the effect of the celebrity teacher effect may be weaker when the institution's brand is stronger.

4. Data sources and analyses

4.1. Source of data

This study was conducted through a questionnaire form (Questionnaire Star) given to dance organisations in five branches to parents who bring their children to dance classes and a total of 352 valid samples were returned.

The study will use SPSS version 22 and plug-ins PROCESS V4.1 and STATA version 18 to analyse the relevant data.

4.2. Descriptive analysis of the sample

In this study, the frequency statistics of the samples were conducted by SPSS, in which 114 men accounted for 32.4% and 238 women accounted for 67.6%, the preponderance of women in the samples is in line with the reality of the actual dance organisations accompanying them; in terms of the degree of academic qualifications, there were 177 people with a bachelor's degree accounted for 50.3%, followed by 83 people with a postgraduate degree or above accounted for 23.6, 70 people with a university college degree accounted for 19.9%, high school / junior college 14 people accounted for 4%, junior high school and below only 8 people accounted for 2.3%; in the age group accounted for a more balanced, accounted for the highest is 31-35 years old accounted for 24.7%, followed by 20-30 years old and 36-40 years old are 77 people accounted for 21.9%, 41-50 years old there are 56 people accounted for 15.9%, more than 50 years old 55 people accounted for 15.6%. Specific descriptive analyses are shown in **Figure 2** and **Table 1** (ED is education, sex is gender, and age groups are age groups):

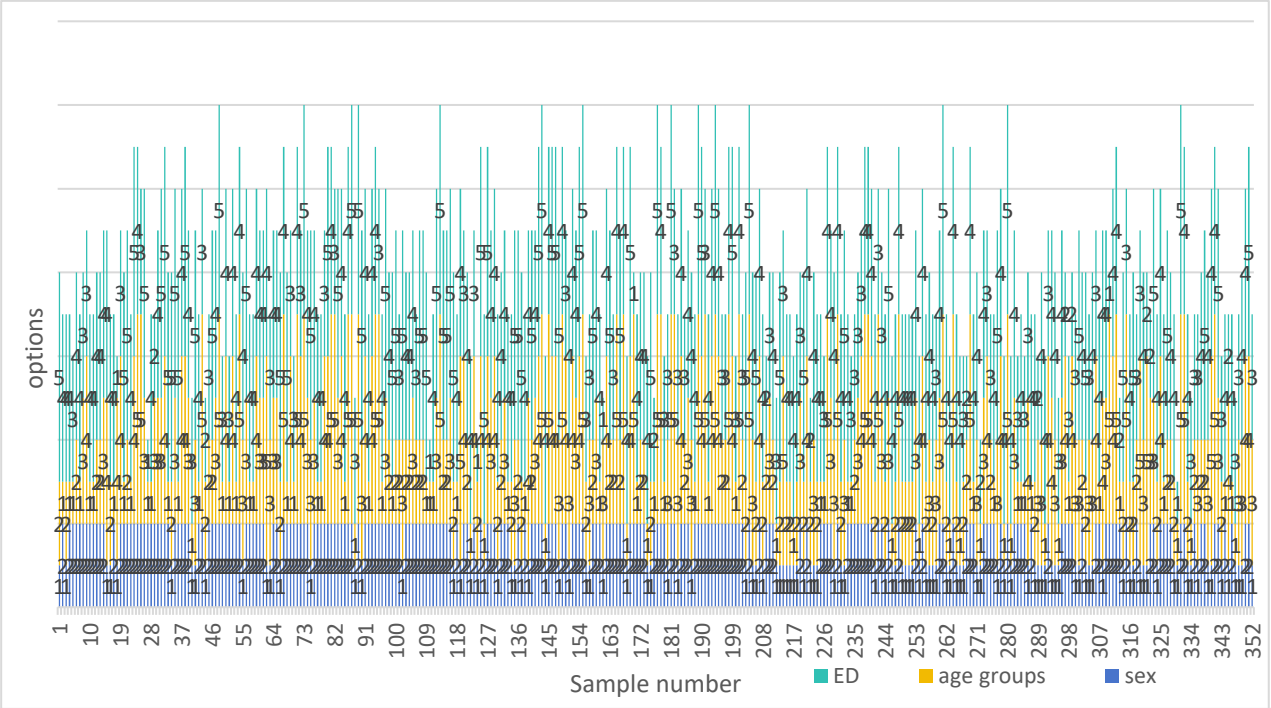


Figure 2. Sample description analysis diagram.

Table 1. Table of descriptive analysis of the sample.

Variable	Obs	Mean	SD	Min	Max
sex	352	1.676	0.469	1	2
age groups	352	2.787	1.366	1	5
ED	352	3.889	0.888	1	5

4.3. Reliability analysis

Reliability analysis was carried out in this study using SPSS version 22 and the results are shown in **Table 2**:

Table 2. Reliability analysis of variables.

variant	Number of projects	Sample size	Cronbach's α
Popularity	3	352	0.743
Teaching ability	3	352	0.715
Industry influence	3	352	0.737
Parent satisfaction	6	352	0.897
Enrolment effect	4	352	0.921
Institutional brand awareness	6	352	0.796
Total	25	352	0.826

To assess the internal consistency of the questionnaire, reliability analyses of Cronbach's α coefficients were conducted for each dimension to assess the internal consistency of the questionnaire. In general, $\alpha > 0.70$ indicates acceptable scale reliability and $\alpha > 0.80$ indicates good reliability. From the results in **Table 1**, it can be seen that the Cronbach's α coefficient for each variable is above 0.7, and the overall Cronbach's α coefficient is 0.826. then it indicates that the internal consistency of the scale is relatively good, which

ensures the reliability and validity of the results of the study laying the groundwork for conducting further research.

4.3. Validity analysis

In this study, the scale was analysed for validity using SPSS as shown in **Table 3:**

Table 3-1. KMO and bartlett's test.

KMO value		**0.862**
Bartlett's test of sphericity	Chi-square value	4635.416
	df	300
	p	0.000

In this study, the scale was analysed by factor analysis using the rotated maximum variance method. The KMO and Barlett's test of sphericity for the results of the analysis in **Table 3-1** shows that a KMO value of 0.862 implies that the correlation between the variables is strong enough to have significance with a p-value of 0.000<0.05 and a chi-square value of 4635.416 indicates that the observed correlation matrix is significantly different from the unit matrix. The degree of freedom is 300, the higher the degree of freedom, the thicker the tail of the chi-square distribution and the more difficult it is to reject the original hypothesis. This indicates that there is sufficient correlation between the variables to be suitable for factor analysis.

Table 3-2. Total variance explained table of factors.

Factors	**Initial Eigenvalues**			**Extraction of Squared Loadings**			**Rotation of Squared Loadings**		
	Eigenvalue	**Variance Percentage**	**Cumulative %**	**Eigenvalue**	**Variance Percentage**	**Cumulative %**	**Eigenvalue**	**Variance Percentage**	**Cumulative %**
1	7.105	28.421	28.421	7.105	28.421	28.421	6.488	25.950	25.950
2	3.062	12.247	40.668	3.062	12.247	40.668	3.041	12.164	38.114
3	1.984	7.935	48.602	1.984	7.935	48.602	2.151	8.605	46.719
4	1.974	7.894	56.496	1.974	7.894	56.496	2.009	8.038	54.757
5	1.569	6.275	62.772	1.569	6.275	62.772	2.004	8.015	62.772
6	0.935	3.740	66.512						
7	0.822	3.288	69.799						
8	0.813	3.251	73.050						
9	0.683	2.732	75.782						
10	0.670	2.682	78.464						
11	0.657	2.629	81.093						
12	0.585	2.342	83.435						
13	0.565	2.258	85.694						
14	0.524	2.096	87.790						
15	0.435	1.739	89.529						
16	0.431	1.722	91.251						
17	0.369	1.476	92.728						
18	0.343	1.372	94.100						
19	0.319	1.277	95.376						
20	0.270	1.080	96.456						

Factors	Initial Eigenvalues			Extraction of Squared Loadings			Rotation of Squared Loadings		
	Eigenvalue	Variance Percentage	Cumulative %	Eigenvalue	Variance Percentage	Cumulative %	Eigenvalue	Variance Percentage	Cumulative %
21	0.257	1.029	97.485						
22	0.196	0.786	98.271						
23	0.165	0.662	98.932						
24	0.154	0.616	99.549						
25	0.113	0.451	100.000						

Table 3-2. (*Continued*)

Extraction method: principal component analysis.

Through Herman's Single-Factor Test, according to the results of **Table 3-2**, the variance explained rate of the first factor extracted is 28.421%, which is less than the threshold value of 40%, and there is no common method bias in this study. From the above table, the factor analysis extracted a total of five factors, and the eigenroot value is greater than 1. The variance explained rate of these five factors after rotation is 28.421%, 40.668, 48.602%, 56.496%, and 62.772%, respectively, and the cumulative variance explained rate of the rotated factor is 62.772%>50%. While the extracted factors did not exactly match the hypothesised six factors, the five extracted factors explained 62.772% of the variance in the original variable. This is generally considered a relatively high rate of explanation, indicating that these 5 factors have captured most of the information in the data. To further verify that each question corresponded to the correct factor, this study used maximum variance rotation and the results of the analysis are shown in **Table 3-3**:

Table 3-3. Table of factor loading coefficients after rotation.

Dimension	Factor Loadings					Common Variance
	1	2	3	4	5	
Popularity			0.763			0.754
Popularity			0.770			0.617
Popularity			0.725			0.583
Teaching ability					0.897	0.807
Teaching ability					0.722	0.558
Teaching ability					0.743	0.577
Industry influence				0.892		0.802
Industry influence				0.752		0.579
Industry influence				0.770		0.619
Parent satisfaction	0.912					0.876
Parent satisfaction	0.767					0.604
Parent satisfaction	0.724					0.535
Parent satisfaction	0.774					0.605
Parent satisfaction	0.746					0.567
Parent satisfaction	0.752					0.585
Enrolment effect	0.731					0.725
Enrolment effect	0.774					0.638
Enrolment effect	0.834					0.819

Dimension	Factor Loadings					Common Variance
	1	2	3	4	5	
Enrolment effect	0.840					0.735
Institutional brand awareness		0.922				0.850
Institutional brand awareness		0.696				0.507
Institutional brand awareness		0.658				0.456
Institutional brand awareness		0.642				0.419
Institutional brand awareness		0.659				0.452
Institutional brand awareness		0.639				0.427

Table 3-3. (*Continued*)

Extraction method: principal component analysis.

Rotation method: Kaiser standardised maximum variance method.

The data in this study were rotated using Kaiser's standardised maximum variance method to find out the correspondence between factors and research items. **Table 3-3** demonstrates the information extraction of the factors for the study items and the correspondence between the factors and the study items, all the study items correspond to a common degree value higher than 0.4, which means that there is a strong correlation between the study items and the factors, and the factors can extract the information effectively. Although parent satisfaction and enrolment effect are in the same matrix, it is enough to show that parent satisfaction affects enrolment effect, because the correspondence between items and factors is basically in line with our pre-theoretical expectation, which indicates that the combined adapted questionnaire has good structural validity.

4.4. Correlation analysis

To better parse the representation of each variable, the variables are numbered (A: Popularity, B: Teaching Ability, C: Industry Influence, D: Parental Satisfaction, E: Enrolment effect, F: Institutional Brand Awareness). To argue the hypothesis of this study, the correlation analysis between the variables will be carried out using Pearson's correlation coefficient of SPSS and the results of the analysis are shown in **Table 4**:

Table 4. Correlation analysis between the celebrity teacher effect and enrolment effect.

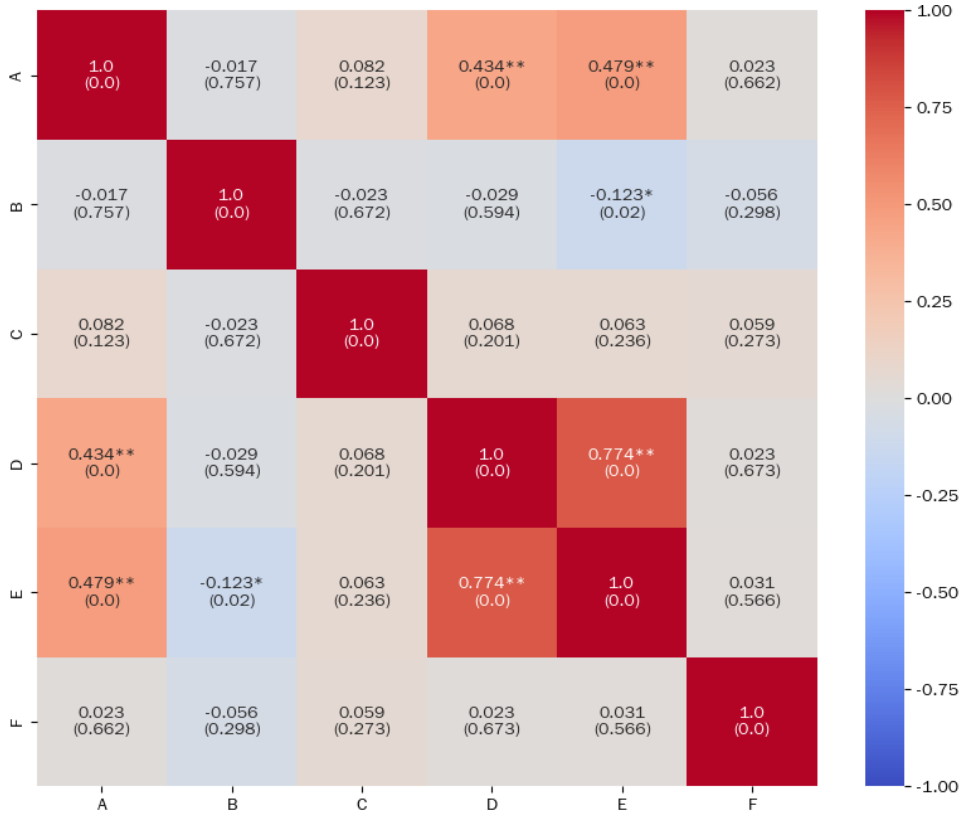
		A	B	C	D	E	F
A	*r*	1					
	p						
	N	352					
B	*r*	-0.017	1				
	p	0.757					
	N	352	352				
C	*r*	0.082	-0.023	1			
	p	0.123	0.672				
	N	352	352	352			
D	*r*	0.434**	-0.029	0.068	1		
	p	0.000	0.594	0.201			

		A	B	C	D	E	F
	N	352	352	352	352		
	r	0.479**	-0.123*	0.063	0.774**	1	
E	*p*	0.000	0.020	0.236	0.000		
	N	352	352	352	352	352	
	r	0.023	-0.056	.059	0.023	0.031	1
F	*p*	0.662	0.298	.273	0.673	0.566	
	N	352	352	352	352	352	352

Table 4. (*Continued*)

$^{*}p<0.05$ $^{**}p<0.01$

To observe the correlation between the variables more intuitively, a heat map was analysed using STATA software, and the strength of the correlation between the variables can be seen more intuitively in the heat map in **Figure 3**. The closer the colour is to a warm colour (e.g. red), the stronger the positive correlation, and the closer the colour is to a cool colour (e.g. blue), the stronger the negative correlation.



$^{*}p<0.05$ $^{**}p<0.01$

Figure 3. Heat map between variables.

Correlation analysis was used to study the correlation between popularity, teaching ability, industry influence, parent satisfaction, enrolment effect, and institutional brand awareness of a total of six items, from the results of the analysis in **Table 4** and **Figure 3**, can be seen that the popularity of the famous teachers and enrolment effect is a significant positive correlation (r=0.479>0, p=0.000<0.01), the educational ability and the enrolment effect is a significant positive correlation (r=-0.123>0, p=0.020<0.05); industry influence

does not correlate with enrolment effect (r=0.063>0, p=0.236>0.05). Parental satisfaction and enrolment effect showed a significant positive correlation (r=0.774>0,p-0.000<0.01), to sum up, there is a significant correlation between visibility, teaching ability and enrolment effect in the effect of famous teachers, and a significant positive correlation between parental satisfaction and enrolment effect can be carried out further linear regression, while there is no correlation between the industry influence of the effect of famous teachers and the effect of enrolment, therefore Hypothesis H1c does not hold.

4.5. Linear regression

To further demonstrate the relationship between popularity and teaching ability, parent satisfaction and enrolment effect of the famous teacher effect, the model formula is: enrolment effect = 1.136 + 0.134* popularity + 0.078* teaching ability, this study will use SPPS to carry out a linear regression analysis, and the results of the analysis are shown in **Table 5**:

Table 5-1. Results of linear regression analysis of multivariate and enrolment effects.

	Unstandardized Coefficients		**Standardized Coefficients**	***t***	***p***	**Collinearity Statistics**	
	B	***SE***	***β***			**Tolerance**	**VIF**
Constant	2.144	0.167	-	12.828	0.000**	-	-
popularity	0.365	0.036	0.477	10.231	0.000**	1.000	1.000
teaching ability	-0.090	0.036	-0.116	-2.481	0.014*	1.000	1.000
R^2				0.242			
Adjusted R^2				0.238			
F				F（3，349）=55.853，p=0.000			
D-W				2.112			

Dependent variable: enrolment effect

**p<0.05 **p<0.01*

From the results of the analysis in **Table 5-1**, the R2 value in the model is 0.242 by using popularity and teaching ability, which have significant correlation coefficients, as independent variables, and enrolment effect as dependent variables, which indicates that popularity and teaching ability can explain 63.4% of the reasons for the changes in enrolment effect. The result of the F-test of the model is (F=55.853, p=0.000<0.01), which indicates that at least one of popularity and teaching ability will have an influential relationship on enrolment effect. In addition, the multiple covariance of the model was tested and all the VIF values of the model were less than 5, implying that there is no covariance problem in the model, and the D-W value was 2.112, which is near the threshold 2 indicating that there is no autocorrelation in the model, there is no correlation between the sample data, and the model is better. The specific analysis shows that:

The regression coefficient of popularity is 2.144 (t=10.231, p=0.000<0.01), which indicates that popularity has a significant positive influence relationship on enrolment effect, so hypothesis H1a is valid; the regression coefficient of teaching ability is 0.365 (t=-2.481, p=0.014<0.05), which indicates that teaching ability has a positive influence relationship on enrolment effect, so Hypothesis H1b is valid. A specific comparison of regression coefficients can be found: the value of the regression coefficient of popularity (0.365) > the value of the regression coefficient of teaching ability (-0.090), i.e., the popularity of celebrity teachers has a greater impact on enrolment effects.

Table 5-2. Linear regression analysis of parent satisfaction and enrolment effectiveness.

	Unstandardized Coefficients		Standardized Coefficients	*t*	*p*	Collinearity Statistics	
	B	***SE***	***β***			**Tolerance**	**VIF**
Constant	1.115	0.087	-	12.875	0.000	-	-
Parental satisfaction	1.039	0.045	0.774	22.863	0.000	1.000	1.000
R^2			0.599				
Adjusted R^2			0.597				
F			F（1，351）=522.724，p=0.000				
D-W			2.059				

Dependent variable: enrolment effect

**p<0.05 **p<0.01*

From the results of the analysis in **Table 5-1**, the model formula for linear regression analysis with parent satisfaction as the independent variable and enrolment effect as the dependent variable is: enrolment effect = 1.115 + 1.039*parent satisfaction. The R^2 value in the model is 0.599, indicating that parent satisfaction explains 59.9% of the variation in the enrolment effect. The result of the F-test of the model is (F=522.724, p=0.000<0.01), which indicates that parent satisfaction will have an impact relationship on the enrolment effect. Specific analyses show that:

The regression coefficient of parental satisfaction is 1.039 (t=12.875,p=0.000<0.01), which means that parental satisfaction will have a significant positive impact on the enrolment effect 关 information, so hypothesis H2 is valid.

4.6. Analysis of intermediary effects

This study uses plug-in PROCESS V4.1 version plug-in model 4 to study the role of parental satisfaction in the mediating influence relationship between the popularity of the famous teacher effect, teaching ability, industry influence and enrolment effect, the specific results of the analysis are shown in **Table 6**, and the relevant mediating path diagram is shown in **Figure 4**:

Table 6. Role of parent satisfaction as a mediating effect of celebrity teacher effects and enrolment effects.

Variable	Path	*β*	*SE*	*t*	*p*	95% Confidence Interval (LLCI, ULCI)
A→D→E	A→D	0.247**	0.027	9.001	0.000**	（0.193，0.301）
	D→E	0.936**	0.049	19.154	0.000**	（0.840，1.032）
	Direct effect	0.135**	0.028	4.840	0.000**	（0.080，0.190）
	Indirect effect	0.302*	0.029	-	-	（0.246，0.360）
	Total effect	0.366**	0.036	10.199	0.000**	（0.296，0.437）
B→D→E	B→D	-0.016	0.031	-0.534	0.594	（-0.077，0.044）
	D→E	1.035**	0.045	23.033	0.000**	（0.946，1.123）
	Direct effect	-0.079*	0.026	-3.032	0.003*	（-0.130，-0.028）
	Indirect effect	-0.017	0.039	-	-	（-0.096，0 .057）
	Total effect	-0.096*	0.041	-2.328	0.020*	（-0.177，-0.015）
C→D→E	C→D	0.039	0.031	1.282	0.201	（-0.021，0.100）
	D→E	1.038**	0.046	22.759	0.000**	（0.948，1.127）

Variable	Path	*β*	*SE*	*t*	*p*	95% Confidence Interval (LLCI, ULCI)
	Direct effect	0.008	0.026	0.307	0.759	（-.0043，0.060）
	Indirect effect	0.041	0.031			（-0.022，0.102）
	Total effect	0.049	0.041	1.187	0.236	（-0.032，0 .130）

Table 6. (*Continued*)

**p<0.05 ** p<0.01*

bootstrap type:percentile bootstrap method

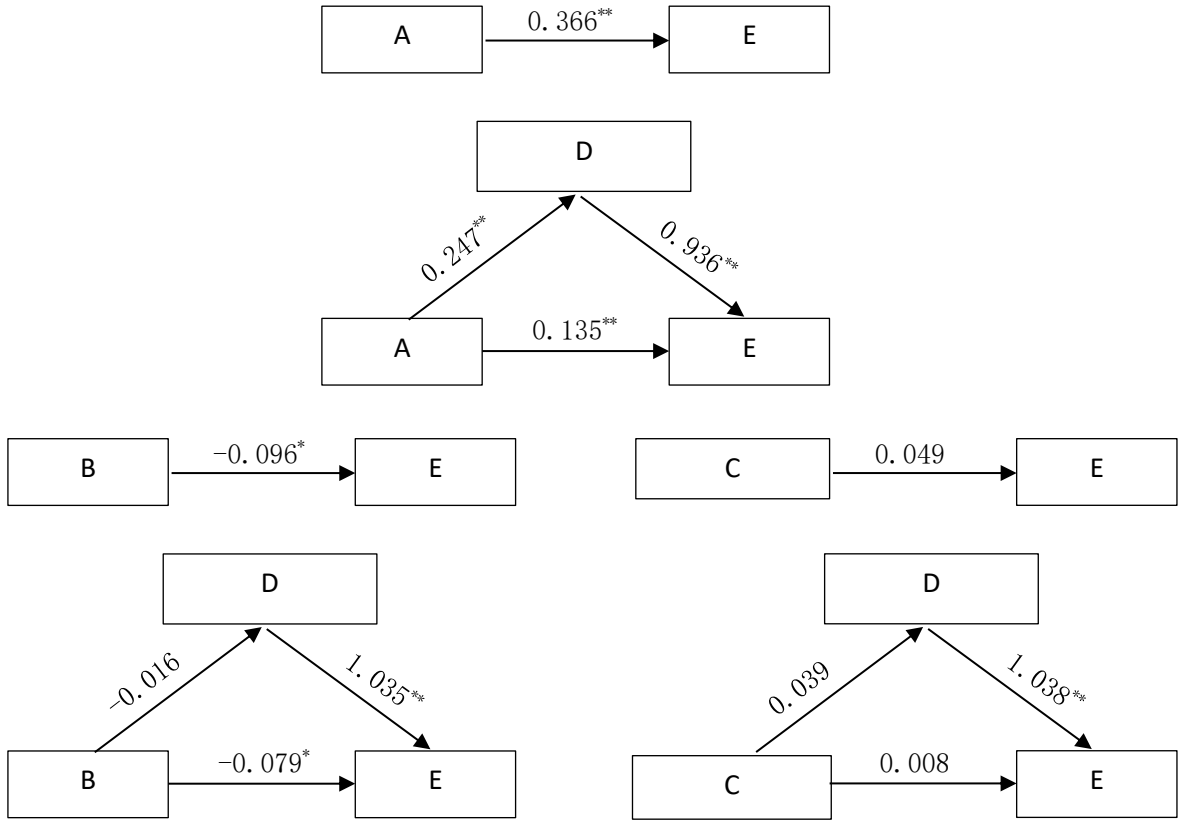


Figure 4. Path diagram of the mediating effect of parent satisfaction in the effect of celebrity teachers and enrolment effects.

The results of the analyses in **Table 6** and **Figure 4** show that the regression coefficient (β=0.247, p=0.000 <0.01) from the A → D path indicates that the popularity of celebrity teachers has a significant positive effect on parental satisfaction; and the regression coefficient (β=0.936, p=0.000 <0.01) from the D→ E path indicates that parental satisfaction has a significant positive effect on the effect of enrolment. The direct effect (β=0.135, p=0.000<0.01) is significant; the indirect effect β=0.302, with a 95% confidence interval of [0.2460.360] does not contain 0, indicating that the indirect effect is significant. The direct effect coefficient of the catalogue is smaller than the total effect coefficient of A→ (0.366), and there is a partial mediation effect, so the hypothesis of H3a is valid, i.e., parental satisfaction mediates between celebrity teacher popularity and enrolment effect.

On the B→D path, the regression coefficient (β=-0.016,p=0.594>0.05), suggests that teaching ability has no significant effect on parent satisfaction; although the D→E path is significant (β=1.035,p=0.000<0.01), the relationship is not significant due to the first step and the coefficient of the indirect effect, β=-0.017, with the 95% confidence interval of [-0.096, 0.057] contains 0, the indirect effect is

not significant, so the H3b hypothesis fails to immediately parent satisfaction does not play a mediating role between teaching ability and enrolment effectiveness.

For the C→D path, the regression coefficient (β=0.039,p=0.201>0.05) indicates that industry influence has no significant effect on parent satisfaction; although the D→E path is significant (β=1.038,p=0.000 <0.01), the first step of the relationship is not significant, and the indirect effect β=0.041, the 95% confidence interval of [-0.022, 0.102] contains 0, and the indirect effect is not significant, so the H3c hypothesis is not valid, i.e., parent satisfaction does not play a mediating role between industry influence and enrolment effects.

4.7. Analysis of moderating effects

This study used STATA version 18 to investigate the moderating effect influence role of institutional brand popularity (F) on the celebrity teacher effect of popularity (A), teaching ability (B), industry influence (C) and enrolment effect (E), which was analysed as shown in **Table 7**:

Table 7. Moderating effect of institutional brand popularity on celebrity teacher effect and enrolment effect table.

variant	*Coefficient*	*SE*	*t*	*P*	*[95% conf. interval]*
A	0.348*	0.135	2.58	0.010*	（0.083，0.614）
B	-0.131	0.138	-0.94	0.345	（-0.403，0.141）
C	0.079	0.140	0.56	0.575	（-0.198，0.355）
F	0.015	0.224	0.07	0.948	（-0.424，0.454）
A*F	0.005	0.042	0.11	0.909	（-0.078，0.087）
B*F	0.013	0.042	0.32	0.751	（-0.069，0.096）
C*F	-0.020	0.044	-0.46	0.643	（-0.107，0.066）
N	352				
R^2	0.2438				
Adjusted R^2	0.2284				
F	F(7, 344)=15.84，P=0.0000				
Root MSE	0.6707				
conclusion	not supported				

$^{*}p<0.05$ $^{**}p<0.01$

From the results of the analysis in **Table 7**, the F-test is F (7, 344) =15.84 with a p-value of 0.0000>0.01, indicating that the regression model is significant, i.e., popularity, teaching competence, industry influence, and the interaction term between them and the institution's brand popularity have a significant effect on enrolment effects. The R^2 of 0.2438 implies that the model explains 24.38% of the variance in enrolment effects; the adjusted R^2 of 0.2284 explains about 22.84% of the variance; and the overall fit is fair. 24.38% of the variance; the adjusted R^2 is 0.2284, which explains about 22.84% of the variance, and the overall fit is fair.

The coefficient of popularity is 0.348, with a p-value of 0.010<0.05, which is significantly not 0. This means that popularity has a significant positive effect on the enrolment effect when controlling for other variables, i.e. the higher the popularity, the better the enrolment effect. The coefficient of teaching ability is -0.131 with a p-value of 0.345>0.05 indicating that teaching ability has no significant effect on enrolment effect. The coefficient of Industry Influence is 0.079 with a p-value of 0.575>0.05, indicating that Industry Influence also has no significant effect on enrolment effectiveness. The coefficient of institutional brand

popularity is 0.015 with a p-value of 0.948>0.05, indicating that institutional brand popularity alone has no significant effect on the enrolment effect.

The coefficient of the interaction term between popularity and institutional brand popularity is 0.005 with a p-value of 0.909>0.05. The coefficient of the interaction term between teaching ability and institutional brand popularity is 0.013 with a p-value of 0.751>0.05. The coefficient of the interaction term between industry influence and institutional brand popularity is - 0.020 with a p-value of 0.643>0.05. The p-values of the three interaction terms are all greater than 0.05, indicating that institutional brand popularity does not significantly moderate the effect of the three celebrity teacher effects of popularity, teaching ability, and industry influence on enrolment effects.

In summary, hypothesis H4 does not hold, that is, institutional brand popularity fails to significantly change the direction and extent of the celebrity teacher effect on enrolment effect.

5. Discussion

5.1. Discussion of the study

Based on authority theory, social learning theory and signalling theory, this study constructed the mechanism of celebrity teacher effect on the enrolment effect of dance institutions and further examined the mediating role of parental satisfaction and the moderating role of institutional brand popularity. The findings indicate that a celebrity teacher's popularity has a significant positive effect on the enrolment process, while the effects of teaching ability and industry influence are relatively complex. Meanwhile, parent satisfaction plays a partial mediating role between celebrity teacher popularity and enrolment effects, while the moderating effect of institutional brand popularity is not empirically supported. These findings not only enrich the theories related to the celebrity teacher effect but also provide new insights into operational practices in the art education market.

This study verifies the significant positive effect of celebrity teacher popularity on enrolment effects, a finding that is consistent with established research. Saif (2023), in his study on art education, points out that the social influence of teachers not only affects students' motivation to learn but also directly influences parents' trust in the institution and their propensity to choose. In the art education market, parents generally lack the means to directly assess teachers' professional competence, so they tend to rely on teachers' external reputation, award-winning experiences, or industry recognition as a basis for judgment. Regression analyses of the study data further corroborate this view, with more popular teachers enhancing the market attractiveness of the institution and thus boosting enrolment.

However, teaching ability did not influence the expected direction in this study, a finding that warrants further discussion. While traditional education research has often argued that teachers' teaching competence is decisive for student learning outcomes and parental satisfaction[26], in this study, increased teaching competence did not lead to significant enrolment growth, and even showed a negative impact. This is related to the specificity of the dance training market, as one of the main goals of dance training is to develop students' interest and engagement rather than purely skill enhancement, a teaching style that is too strict or favours technical training may lead to an increase in learning pressure for some students, which in turn affects parents' satisfaction. In addition, Jiang (2023)[50], in his study on the effects of arts programmes on students' academic performance, also pointed out that parents' evaluation of arts education tends to pay more attention to the fun and interactivity of teaching rather than the mere quality of teaching. This phenomenon suggests that in the field of dance training, the value of teaching ability is not absolute, but needs to be considered in conjunction with students' learning experiences and parents' subjective evaluations[9].

The result is that industry influence fails to significantly affect enrolment outcomes challenges, to some extent, the traditional view of established research on teachers' professional background and market recognition. For example, You (2023)[51] found in his study that parents in the arts education field were more likely to rely on teachers' branding than their credentials or academic influence within the industry. The regression analyses in this study further support this view, suggesting that although teachers may have a high reputation within the industry, parents' decision-making logic is still driven more by directly visible teaching outcomes, social media influence, or word-of-mouth communication[5].

For the mediating role of parent satisfaction, this study found that parent satisfaction partially mediated the relationship between celebrity teacher popularity and enrolment outcomes, which is consistent with Skallerud (2011)[52] study. This result suggests that teachers with higher popularity not only attract students directly but also further enhance enrolment effects by increasing parent satisfaction. However, the mediating effects of teaching ability and industry influence on this pathway were not supported. This finding suggests that although parent satisfaction can enhance the effect of teacher influence on enrolment in some cases, the mechanism does not universally apply to all dimensions of the celebrity teacher effect[53].

The moderating role of institutional brand popularity failed to be empirically supported. This result suggests that in the dance training market, parents' decisions rely more on individual teachers than on the overall brand of the institution. This finding differs from the traditional view of commercial brand management theory, for example, Saif (2023)[49] states that in some areas of arts education, institutional branding enhances the market influence of teachers, but this study failed to validate this. This suggests that dance training organisations should pay more attention to the personal branding of star teachers rather than relying solely on institutional branding when developing their marketing strategies.

5.2. Research contributions

This study provides an in-depth exploration of the mechanism of the celebrity teacher effect in the art education market, deepens the applicability of the celebrity teacher effect in the art education field, and finds that the path of its influence is different from that of the traditional education market; expands the role of parental satisfaction in education consumption decisions, and finds that it has a mediating effect on specific dimensions (popularity), while its role on other dimensions (teaching ability, industry influence) is limited. The assumption of a moderating effect of institutional brand popularity was challenged, suggesting that the personal influence of teachers is more important in the dance training market.

The results of this study provide practical guidance for dance training organisations in enrolment and teacher management. Dance organisations should prioritise the creation of star teachers' brands, and use social media and tournament results to enhance teachers' market attractiveness; optimise their teaching methods, and enhance classroom interactivity while ensuring teaching quality to improve parental satisfaction; and reevaluate organisational branding strategies, adjusting the focus of their branding campaigns to focus on the personal image of teachers. The study also reassessed the brand-building strategy of the institution, adjusted the focus of brand promotion, and paid more attention to the personal image of teachers.

In conclusion, this study not only enriches the theoretical research in the field of arts education management but also provides an important reference for practice.

6. Conclusion

This study examined the effect of celebrity teacher effect on the enrolment effect of dance institutions and verified the mediating effect of parent satisfaction and the moderating effect of institutional brand

popularity. The findings suggest that celebrity teacher popularity has a significant positive effect on enrolment effects, and parents are more likely to rely on teachers' social reputation in their decision-making rather than directly assessing teaching ability or industry influence. Meanwhile, parent satisfaction partially mediated the relationship between celebrity teacher popularity and enrolment effects, suggesting that teachers' social influence not only contributes directly to enrolment but also further enhances enrolment effects by increasing parent satisfaction. The impact of teaching ability was not as expected and may even hurt enrolment in some cases, suggesting that parents' expectations of dance training may be more focused on student experience than on mere technical training. Industry influence did not show a significant effect on enrolment effects, reflecting that parents are more concerned with the market popularity of teachers rather than recognition within the industry when making decisions. In addition, the moderating effect of organisational brand popularity failed to be supported, suggesting that in the art education market, parents' choices rely more on the individual teacher's brand than on the organisation's overall image.

The contribution of this study is to deepen the applicability of the celebrity teacher effect in the art education market, reveal the critical role of parent satisfaction, and challenge the traditional moderating assumption of institutional brand popularity. For dance training organisations, the findings suggest that priority should be given to shaping the personal brands of star teachers and enhancing their market influence through social media and tournament results; at the same time, optimising teaching methods and balancing professional training and learning experience to enhance parental satisfaction; furthermore, branding strategies should be reevaluated to place more emphasis on the individual influence of teachers instead of relying on the organisational brand alone.

Although this study provides empirical support for the mechanism of the celebrity teacher effect in the dance training market, there are still limitations, such as the regional nature of the data source, the limitations of the cross-sectional study, and the failure to explore the influence of social media in depth. Future research could further expand the sample, adopt a longitudinal research design, and explore how digital media shapes teacher branding to more fully understand the mechanism of the celebrity teacher effect in the arts education market.

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Conflict of interest

The authors declare no conflict of interest.

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