A study on the factors influencing the continuous learning of college students' dance learning under perceived value

Wenyun Li, Zhenghua Li*

School of Education, Sehan University, Mokpo, Jeollanam-do, 57447, Korea
Corresponding author

Abstract: This study centers on an in-depth discussion of the factors that influence the persistence of college students' dance learning under the perspective of perceived value. This study first identified perceived value, individual interest, self-efficacy and teaching support as key factors that may affect college students' persistence in dance learning through literature review and theoretical analysis. Subsequently, questionnaires and interviews were used to conduct an empirical study with college students. The results of the study showed that perceived value plays a key role in the persistence of college students' dance learning. When college students perceived that dance learning could bring them physical and mental pleasure, enhance their social skills, or help them in their future career development, their motivation and persistence increased significantly. In addition, individual interest and self-efficacy are also important factors affecting the persistence of college students' dance learning. Instructional support, such as guidance from teachers and encouragement from peers, was also effective in promoting college students' persistence in dance learning. The results of this study have important theoretical and practical implications for understanding the motivators of college students' persistence in dance learning, as well as providing strong strategic recommendations for optimizing college dance education. Future research can further explore other factors that may affect persistence in learning to enrich and deepen the results of this study.

1. Introduction

1.1 Research Need and Purpose

Dance is a kind of cultural art that focuses on the behavior of individuals, such as body and language, to show their own character, ideas and principles. College students learning dance can shape their bodies, sharpen their wills, motivate their self-expression to the greatest extent, improve their cultural taste, express their personal emotional communication with society and nature, and thus bring people an astonishing, moving, and profoundly memorable personal image. There are many kinds of modern dances with complicated movements, and dance movements are formed by

the combination of many basic movements, so dance learning needs certain basic skills. College students with weak foundation are prone to frustration and emotions of failure in dance learning. The study found that most of the college students' dance learning was abandoned halfway (Zhang Shan, 2009), and some of them were able to learn until they mastered the basic dance movements, and very few of them finally learned to the professional dance level. The lack of continuity of dance learning among college students leads to the waste of time and money[1], and the role of dance in improving the core literacy of college students cannot be played in the end.

1.2 Research questions

Most of the previous studies on dance learning among college students have been conducted on the individual characteristics of learners, and the subjects are often those who are studying or have completed the course, with varying degrees of sustained participation and different reasons for discontinuing dance learning, and without distinguishing which kind of learners they belong to, so the results obtained are mostly a general concept[1]. Therefore, based on the psychological theory of perceived quality, this study focuses on the group of learners who have completed more than one dance course consistently. What factors influence the occurrence of continuous learning, which factors have the highest degree of influence, and what is the relationship between these factors? Based on the above analysis, this study uses a structural equation modeling approach based on the concept of social cognition to explore the factors influencing the learning persistence of college students learning dance in order to contribute to the development of the field of college dance education[2].

1.3 Definition of terms

(1) Continuous learning
In this study, the consistency of learning and the state of enthusiasm for learning exhibited by learners facing knowledge and skill-related courses are referred to as continuous learning.
(2) Motivation for learning
In this study, the internal psychological motivation of learners due to the imposition of external conditions or the design of motivational strategies that lead to motivation is referred to as motivational incentives for learning.
(3) Perceived quality
Perceived quality is the result of a learning process in which learners assess their expectations in comparison to the learning they have already received, i.e., perceived quality is the result of comparing the desired level of learning before the learner receives the learning with the actual level of learning after the experience.[2]

2. Theoretical Background

2.1 Continuous learning

(1) Concept
The concept of continuous learning is not authoritatively defined, but in general, willingness to learn refers to the state of consistency and enthusiasm for learning that learners exhibit when learning certain knowledge and skills, characterized by continuity, enthusiasm, and focus[3]. Willingness to continue learning is one of the indicators used to measure learning outcomes, and refers to the willingness of learners to complete their learning expectations, such as completing a course of study and finishing it, or earning a degree. It considers those who persist in completing

the course as those who have the willingness to continue learning (Jung Y, 2018).

(2) Constituent elements

Continuous learning is a state of behavioral motivation and enthusiasm, and the elements that are sufficient for continuous learning to occur can come from oneself or from outside. The constituent elements of continuous learning can broadly include individual factors, curriculum factors, perceived value factors, etc.

(3) Prior Research

Most of the research directed at improving learning persistence is in the field of pedagogy, and strategy research has focused on improving learning outcomes, assessed as improvements in the quality of learning. The study by Ping Yu et al. improved teaching strategies to improve students' motivation to learn, thus enhancing learning persistence. The study by Hu Hang et al. used brain-computer interaction technology to analyze students' attention and found that brain-computer technology could be used to achieve the purpose of cohesion of students' attention.

2.2 Motivation for learning

(1) Concept

Motivation for learning is generally considered to be the internal drive to make a certain action, which was defined by the American scholar Wudworth in 1918 and rationalized using the knowledge of psychology, which believes that motivation is the internal drive that determines action, and motivation possesses three functions, one of which is the ability to motivate individuals to apply their abilities to the goal, the other is the ability to motivate individuals to act all towards the same goal, and the third The third is the ability to maintain individual behaviors so that these behaviors are consistent in the short term (Yeh, 2010).

(2) Components

Academic research on learning motivation is richer. Mallett et al. conducted an observational survey on learning motivation in 2007 and concluded that learning motivation mainly includes options such as interest, ability, effort, value, pressure, and subjective choice (Mallett C, 2007). Ye et al. measured the components of learning motivation in competitive activities and found that social recognition, recreational level, perceptual experience, effort orientation, and motor level were the main components of learning motivation. guay et al. concluded that learning motivation is composed of internal motivation, internal regulation, lack of motivation, and discriminative regulation of external motivation. eccles and Wigfield et al. conducted a study based on expected value theory Eccles and Wigfield, based on expected value theory, argue that motivation consists of three dimensions: task value, efficacy expectation, and outcome expectation, with task value referring to the subjective benefits that can be obtained from learning, efficacy expectation referring to the determination of one's ability to achieve a goal, and outcome expectation referring to the objective benefits that can be obtained. Expectancy value theory also points to learning motivation consisting of rights, status, dignity, etc. (Xie Qiaoyu, 2017); or will, cognition, emotion, behavior, etc. (Chang Hecho, 2021).

(3) Prior research

In terms of theory, Western scholars put forward many theoretical systems about learning motivation as early as the 20th century. The achievement motivation theory proposed by American social psychologist David is an important theoretical achievement in the field of learning motivation, which believes that achievement motivation is a kind of psychological motivation spawned by people's desire for success in the pursuit of goals. It thus proposes a task-driven teaching method, i.e., by making students learn and achieve success, it triggers their psychological motivation, which in turn makes them learn actively, forming a complete virtuous circle, so that the driver of the

learning task is transformed from the teacher to the students themselves[4].

In terms of the reality of learning motivation for learning dance covered in this study, Liu Junhua (2007) argues that learning motivation drives students to learn intrinsically, and that the factors that form this motivation are primarily intrinsic to the individual. Music and dance are strongly interrelated, and Feng (2019) conducted an extensive study of music learners, which found that most music learners have a period of enthusiastic learning, but as the initial freshness passes and the content gradually becomes deep and boring, students lose their motivation to learn. In studies conducted on the educational approach to street dance, it was found that family environment, education level, students' psychological characteristics, and socio-cultural background all affect students' motivation to learn (Gu Qiang, 2019). Among foreign scholars, Dornyei conducted a study on Hungarian students' motivation for language learning and summarized nine factors related to motivation based on interviews and survey results, including teacher's professionalism, teaching environment, students' intrinsic self-confidence, attitude toward the learned content itself, whether it is forced learning, availability of other learning programs, attitude toward the origin of the learned content, degree of peer friendship, level of teaching materials (Dornyei, Z, 2001). Japanese scholars Sakai & Kikuchi have also studied the motivation of learning foreign languages in Japan and have come up with similar experiences, in which Japanese scholars have added two items, namely, test scores and teaching style, which shows that test levels have a very special significance in the East where more emphasis is placed on grades (Sakai, H, 2009)[3].

2.3 Perceived quality

(1) Concept

In 1972, Olson and Jacoby's team was the first to conduct a study on perceived quality, suggesting that perceived quality matches the buyer's rating of matching the quality of the product and the judging segment. 1982, Lehtinen argued that people's perception of service quality is mainly joined with subjective motivation and their own feelings. In 1987, Garvin classified it as the judgment made by the buyer from the quality of products and services after generalizing several factors, so it is a subjective decision. 2007, Hu Jing pointed out that perceived quality is contains the product being purchased and the service provided when the customer gets the real feeling. Based on the measurement scale of perceived quality, the current measurement indicators include product reliability, quality and whether the corresponding services meet the level of consumer demand.

This study considers perceived quality as learners' subjective thoughts about dance learning courses, and is the overall valuation of learners' recognition of dance learning outcomes or teaching quality and meeting their own needs.

(2) Component elements

The dimension of perceived quality is the content of quality that can be perceived by the service personnel through the perceived service product, the perceived service process and the perceived service environment. 1994 Rust and Oliver proposed that perceived quality is the superposition of the process and result of the product changing in the corresponding environment to the user, i.e., perceived quality includes the service product, the process of the whole service occurring and the environment of the service[5]. In 2001, Cronin and Brady argued that perceived quality includes both environmental and outcome quality conditions, plus reinforced that quality perception is a closely linked communication process between the person being served and the service provider, thus proposing a central framework of interaction quality in this situation condition. The conclusions of different experts measuring perceived quality differ.

Through Rust and Brady's conclusions and synthesizing the in-depth discussions of previous

scholars, this paper concludes that the four dimensions of teaching quality, management level, teaching environment, and faculty-student relationship can accurately reflect the perceived quality standards of college dance programs, which can enable learners to implement measurements from many conditions such as location distance, faculty strength, service details, and faculty quality of college dance programs.

(3) Prior research

Usually companies measure perceived quality in terms of customer satisfaction, but customer satisfaction is not the same as perceived quality; perceived quality is one of the factors that influence customer satisfaction, and there are thousands of other reasons besides. Service marketer Valarie A. Zeithaml outlines five dimensions of perceived quality, without good perceived quality, customers will not be satisfied. But even if the perceived quality is good, customers may be dissatisfied with the service process for other reasons, such as excessive attention to other students by the teacher during the teaching process. Perceived quality is from the perspective of customer perception and consists of two factors: result quality and process quality. As a multidimensional concept, the perceived quality of different service industries contains different elements. Perceived quality has not only objective factors of the service itself, but also uncertain reasons of customer perception.

2.4 Relationships of the main variables

(1) The relationship between perceived motivation and continuous learning

Perceived quality refers to the degree of need matching and contextual engagement experience that learners perceive after taking a college dance course, and mainly includes two aspects: user needs and self-perception, where user needs have two indicators of consistency and recognition, and self-perception has three indicators of perceived trust, perceived competence, and immersion experience. , most likely because the technology and knowledge functionally satisfies certain needs of the learner. Learners' perceived service experiences with college dance courses can contribute to their positive feelings about the usefulness of the course.

(2) The relationship between motivation and continuous learning

Motivation motivation is derived from the ARCS model, which is an important theoretical foundation in management. In this study, it mainly refers to the internal psychological motivation of learners as a result of imposing external conditions or designing motivational strategies, including three indicators such as task value, efficacy expectation, and outcome expectation. It has been pointed out that learners' cognitive beliefs and social motivation have a moderating effect on learner satisfaction. Motivation acts as a moderating element of instructional design in the content and organization of instruction, and can resonate with learners' perceived value to a certain extent.[4]

3. Research Methodology

3.1 Research model

Based on the description and analysis of the above observed variables and their relationships, and based on the existing theoretical foundation, an attempt was made to construct a hypothetical model of the factors influencing the continuous learning of dance study among college students (Figure 1).
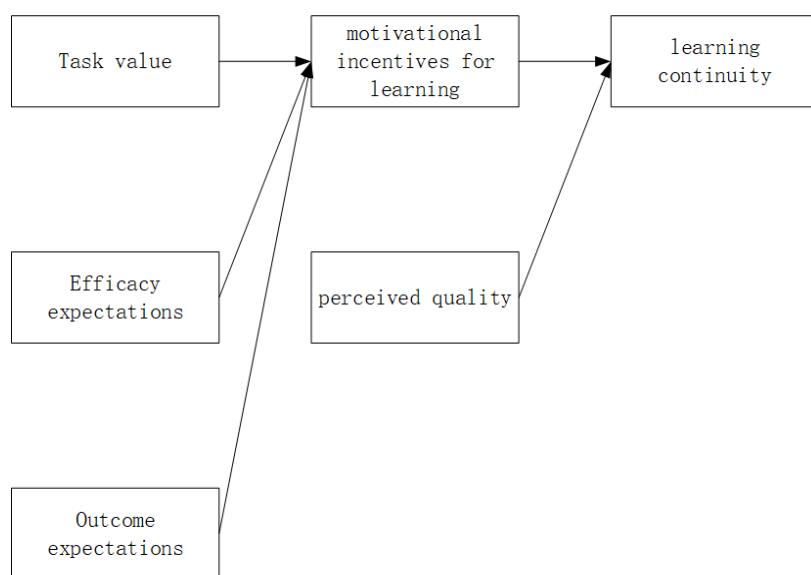
Figure 1: Study model

3.2 Research Subjects

The research subjects were selected as students studying dance at a university. Unlike general studies, the students selected for this study were all groups of students who had completed a university dance course and had acquired certain dance skills. A total of 400 questionnaires were distributed, and 373 were collected.

3.3 Research tools

(1) Learning motivation scale

The learning motivation scale was referred to 2.3.4, and the learning value scale was selected as a reference, and the scale was modified according to the actual dance learning, as follows(Table 1):

Table 1 Learning motivation scale

Variables	Title item
Mission Value	The gains of dance learning may be important to me
	The process of learning dance may make me enjoyable
	The gains of dance study may be of real value to me
	Dance learning may not take up much of my time and energy
	Overall, dance study has been of certain value to me
Performance expectations	College students are expected to be physically flexible enough to be able to learn dance
	College students are expected to have the physical coordination to be able to learn dance competently
	College students are expected to be physically fit to learn dance
Results Expectations	Learners are able to shape their bodies through dance learning
	Learners can learn to perform dance through dance learning
	Learners are able to make quality peers through dance learning
	Learners can earn valuable certifications
	All in all, something has been gained

(2) Perceived value scale

The perceived value scale is divided into two aspects: objective environment and emotional experience, and the reference here is the Australian curriculum perceived value questionnaire (Yuan Yaozong, 2010), the contents of which are appropriately modified for this study, such as the dance

learning content. The details are shown in the following table(Table 2):

Table 2 Perceived value scale

Variables	Title item
Learning Objective Environment	Dance materials are all available
	The faculty is very well equipped
	Bright and spacious training area
	Thought-provoking teaching material resources
	A wide variety of dances
Student emotional experience	The teacher's teaching style is very attractive to me
	The teacher is willing to help me when I have difficulties in my study
	Friendship and mutual support among classmates
	Well-paced learning

(3) Continuous Learning Intention Scale(Table 3)

Table 3 Willingness to continue learning

Variables	Title item
Willingness to continue learning	In the future, I have the intention of insisting on learning a kind of dance after
	In the future, I have the intention of insisting on learning a variety of dances after
	In the future, I would like to continue and complete the study of dance
	In the future, I still intend to learn dance through existing means
	I would like to learn dance as a way of self-improvement
	If I encounter difficulties in my studies, I am still willing to seek help from my current teachers and classmates, etc.

There are few authoritative scales available for learning persistence, and only similar scales can be drawn upon for reference. Among them, the expectation confirmation model developed by Anol Bhattacherjee in 2001 mainly evaluates users' willingness to continue to use, which has some similarity with learning persistence. In this paper, the following scales were developed according to this model in conjunction with the reality of dance learning:

3.4 Material collection and analysis methods

The questionnaires were distributed by the teachers in charge, and the questionnaires were filled out in the form of Richter scale, with each item having a maximum score of 5, indicating strong agreement, and a minimum score of 1, indicating strong disagreement. A total of 400 questionnaires were distributed, and the questionnaires with obvious errors and extreme values were discarded, and 373 valid questionnaires were finally collected, with a valid recovery rate of 93.25%.

After the questionnaire data were collected and entered into excel, spss26.0 was used for the empirical analysis. In the hypothesis test analysis, $p<0.05$ is a significant difference (*) and $p<0.01$ is a highly significant difference (**).

4. Study results

4.1 The basic information of the survey respondents is shown below

Table 4 Basic information of survey respondents

Name	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Gender	Female	279	74.799	74.799
	Male	94	25.201	100.000
Grade	Sophomore	219	58.713	58.713
	Junior	99	26.542	85.255
	Senior	33	8.847	94.102
	Freshman year	22	5.898	100.000
Annual household income	Below 150,000	173	46.381	46.381
	150,000-300,000	148	39.678	86.059
	Over 300,000	52	13.941	100.000
Dance Basics	Had a short study	155	41.555	41.555
	Understanding basic movements	128	34.316	75.871
	Zero Basics	63	16.890	92.761
	Has a long history of study	27	7.239	100.000
Total		373	100.000	100.000

As the table above shows, most of the survey respondents are female, accounting for 74.799%, which is consistent with the expected actual results, most of those studying dance are female. In terms of grade, sophomores are the main students, followed by juniors, accounting for 58.713% and 26.542% respectively, with fewer seniors and freshmen, who need to prepare for work and papers and often have less time, and freshmen, who generally do not yet have courses in dance and therefore do not participate much. Annual family income is mainly below 150,000 yuan, accounting for 46%, 150,000-300,000 yuan also accounted for 39%, more than 300,000 yuan is less, the overall distribution is still relatively even, a variety of family circumstances of students. In terms of dance fundamentals, most of the students have had short-term study or have understood the basic movements, accounting for 41% and 34% respectively, indicating that those who can attend public dance classes are students who have some understanding of dance, although 16% of the students are zero-based students who have no understanding of dance at all. Overall, the survey results are consistent with the research expectations and social reality, and have a certain degree of credibility. (Table 4)

4.2 Reliability analysis

To demonstrate the feasibility of the study data, a reliability analysis of the scale was conducted and the results are shown in the following table(Table 5):

Table 5 Reliability analysis

Item	Cronbach's α Coefficient	Item number	Sample size
Learning Motivation Scale	0.893	12	373
Perceived Value Scale	0.862	9	373
Continuous Learning Intention Scale	0.806	6	373
Overall Scale	0.843	27	373

As shown in the table above, the Cronbach's alpha coefficients for all three scales as well as the

overall scale ranged from 0.8 to 0.9, indicating good reliability of the questionnaire.

The scale was then analyzed for validity and the results are shown in the following table(Table 6):

Table 6 Validity analysis

KMO test and Bartlett's test			
Learning Motivation Scale	KMO value		0.866
	Bartlett's sphericity test	Approximate cardinality	2500.694
		df	66.000
		p	0.000***
Perceived Value Scale	KMO value		0.913
	Bartlett's sphericity test	Approximate cardinality	1313.574
		df	36.000
		p	0.000***
Continuous Learning Intention Scale	KMO value		0.822
	Bartlett's sphericity test	Approximate cardinality	618.872
		df	15.000
		p	0.000***
Overall Scale	KMO value		0.869
	Bartlett's sphericity test	Approximate cardinality	4774.857
		df	351.000
		p	0.000***

Note: ***, **, * represent 1%, 5%, 10% significance levels, respectively

As shown in the table above, the KMO values of the scales were all above 0.8, while the results of the Bartlett's spherical test showed a significance p-value of 0.000***, presenting significance at the level, rejecting the original hypothesis that the variables were correlated and the factor analysis was valid to the extent appropriate.

Further validated factor analysis was used to test the degree of extraction of the measures within the factors, and the results of the analysis are shown in the following table(Table 7):

Table 7 Validation factor analysis

Factor	Average variance extracted AVE values	CR value of combined confidence
Student Motivation	0.454	0.909
Perceived Value	0.464	0.875
Willingness to continue learning	0.413	0.807

According to the results of the average common factor variance extracted (AVE) and the combined reliability (CR), the degree of extraction of the measures within the factor can be analyzed, generally speaking, AVE requires higher than 0.5, and the closer to 1 represents the higher degree of extraction of the measures, and CR requires higher than 0.7. The test results of model AVE and CR show that the AVE values of student motivation, perceived value, and willingness to continue learning are 0.454, 0.464, and 0.413, all of which are less than 0.5, and the combined reliability CR values are 0.909, 0.875, and 0.807, which are greater than 0.7, indicating that the degree of extraction of measurement indicators within the factor is better.

4.3 Analysis of college students' motivation, perceived value, and willingness to continue learning dance

The results of descriptive statistics on college students' motivation to learn dance are shown below(Table 8):

Table 8 Motivation for learning dance

	Variable Name	Max.	Min.	Mean	SD	Median	Variance
Mission Value	Dance learning gains are important to me	5	2	3.493	0.642	3	0.412
	The process of learning dance is very enjoyable for me	4	2	2.493	0.674	2	0.455
	The gains from my dance studies are of real value to me	5	2	2.866	0.789	3	0.622
	Dance learning does not take up much of my time and energy	5	1	2.874	0.872	3	0.761
	Dance learning is of certain value to me	5	2	2.767	0.887	3	0.787
Performance expectations	College students are expected to be physically flexible enough to be able to learn dance	5	2	2.718	0.789	3	0.622
	College students are expected to have the physical coordination to be able to learn dance competently	5	2	2.759	0.797	3	0.635
	College students are expected to be physically fit to learn dance	4	2	2.434	0.651	2	0.424
Results Expectations	Learners are able to shape their bodies through dance learning	5	2	2.579	0.818	2	0.669
	Learners can learn to perform dance through dance learning	5	1	2.965	0.948	3	0.899
	Learners can earn valuable certifications	5	1	3	0.807	3	0.651
	Learners are able to make quality peers through dance learning	5	1	2.818	0.918	3	0.843

As shown in the table above, college students scored relatively high on task value, with one item exceeding 3 and three items around 2.8, with more than half of the scores, indicating that college students think they can realize their own value through dance learning, and more college students are motivated by personal value to learn dance. Among the three items of effectiveness expectation, the mean scores of expected physical flexibility and physical coordination to meet the standard are 2.718 and 2.759 respectively, indicating that college students who learn dance think these two items

are basically okay, but only 2.434 mean score in expected physical quality, indicating that more than half of college students think their physical strength cannot meet the expected standard.

The results of descriptive statistics on the perceived value of college students learning dance are shown below(Table 9):

Table 9 Perceived value

	Variable Name	Max.	Min.	Mean	SD	Median	Variance	Kurtosis	Bias
Learning Environment	Dance materials are all available	4	1	2.818	0.829	3	0.687	-1.238	0.209
	The faculty is very well equipped	5	1	3.638	1.088	4	1.183	-0.522	-0.427
	Bright and spacious training area	5	1	3.582	1.001	4	1.002	-0.604	-0.267
	Thought-provoking teaching resources	5	1	3.694	1.084	4	1.175	-0.499	-0.464
	A wide variety of dances	5	1	3.552	1.095	4	1.2	-0.512	-0.375
Emotional Experience	The teacher's teaching style appeals to me	6	1	3.485	1.028	4	1.057	-0.329	-0.288
	The teacher is willing to help me when I have difficulties in my study	5	1	3.576	1.113	4	1.239	-0.73	-0.293
	Friendship and support among students	5	1	3.509	1.062	4	1.127	-0.33	-0.384
	Well-paced learning	5	1	3.523	1.091	4	1.191	-0.624	-0.302

As shown in the table above, in terms of learning environment, except for the low average score of dance materials, all the other four items scored above 3.5, indicating that the university has more complete teachers and venues, but there is still a shortage in dance equipment. In terms of emotional experience, the scores of all items are not very different, and they are all around 3.5, which indicates that the emotional experience of college students learning dance is good overall.

The results of descriptive statistics on college students' willingness to learn dance continuously are shown below(Table 10):

Table 10 Continuity of willingness to learn

Variable Name	Max.	Min.	Mean	SD	Median	Variance	Variable Name	Max.
In the future, I have the intention of insisting on learning a kind of dance after	5	1	3.582	0.937	4	0.878	-0.086	-0.377
In the future, I have the intention of insisting on learning a variety of dances after	5	1	3.52	0.941	4	0.885	-0.186	-0.351
In the future, I would like to continue and complete the study of dance	5	1	3.373	0.944	3	0.89	0.028	-0.324
In the future, I still intend to learn dance through existing means	5	1	3.19	1.104	3	1.219	-0.749	-0.142
I would like to learn dance as a way of self-improvement	5	1	3.252	0.979	3	0.958	-0.078	-0.488
If I encounter difficulties in my studies, I am still willing to seek help from my current teachers and classmates, etc.	5	1	3.239	1.052	3	1.107	-0.33	-0.392

As the above table shows, the higher score is intended to persist in learning one kind of dance or many kinds of dances, the score is above 3.5, which means that most students have the willingness to persist in learning in the short term, but in the future, they are still willing to continue learning the willingness to use dance as a way to improve themselves, the score is only about 3.2, which means that in the long term, college students are not willing to continue learning, especially to continue learning through the current way This indicates that in the long run, college students are not willing to continue learning, especially through the current route.

4.4 Analysis of the influence of basic characteristics of college students on the continuity of dance learning

Table 11 Regression analysis of basic characteristics of college students on the persistence of dance learning

	Non-standardized coefficient		Standardization coefficient	t	p	VIF	R²	AdjustR₂	F
	B	Standard error	Beta						
Constant	4.096	0.299	-	13.713	0.000***	-			
Perceived Value	0.126	0.044	0.128	2.882	0.004***	1.023			
Learning Motivation	0.18	0.06	0.136	2.977	0.003***	1.08			
Gender	-0.464	0.073	-0.285	-6.397	0.000***	1.022	0.289	0.277	F=24.751 P=0.000***
Grade	-0.235	0.05	-0.242	-4.689	0.000***	1.376			
Annual family income	-0.212	0.046	-0.205	-4.562	0.000***	1.042			
Dance Basics	-0.072	0.042	-0.086	-1.69	0.092*	1.33			

Dependent variable: learning persistence

Note: ***, **, * represent 1%, 5%, 10% significance levels, respectively

As shown in the table above, from the analysis of the results of the F-test, we can get that the

significance P-value is 0.000***, the level presents significance, rejecting the original hypothesis that the regression coefficient is 0. Therefore, the model basically meets the requirements for the performance of variable cointegration, VIF are less than 10, so the model does not have the problem of multiple cointegration, the model is well constructed model formula is as follows: y=4.096+0.126* perceived value + 0.18* learning motivation + (-0.464)* gender + (-0.235)* level + (-0.212)* annual family income + (-0.072)* dance basis. It can be seen that among the above influencing factors, perceived value, motivation to learn, gender, level, and annual income have highly significant effects, while dance basis is generally significant. (Table 11)

Perceived value and motivation are both positive, which means that people with strong motivation are more willing to persist in learning, either for utilitarian purposes or for personal motivation, and will study longer to achieve their goals, while those with less motivation will only study negatively and are more likely to give up; people with better perceived value will get more resources in learning, including teachers' resources, venue resources, and resources. Gender, level, annual family income, and dance foundation are all negatively influenced, and the gender factor means that men are more difficult to persevere, because men are less flexible and learning dance itself is more difficult. The level factor reflects that the higher the grade, the more difficult it is to persist in learning dance, because the higher the grade, the shorter the time to stay in the university, and the less free time, for example, senior students are basically busy with thesis, further studies and job hunting, while freshmen students are much more free and easier to study for a long time. The income factor is negatively correlated with study persistence, which is not as expected. The expectation is that the group with higher income will have more resources to study and therefore will be more likely to persist, but the reality is that the group with higher income will not continue to study, probably because students with higher income will be exposed to more things and will enjoy other types of entertainment, while students with lower income will try to learn as much as possible for the purpose; The influence of dance fundamentals is average and also negatively correlated, indicating that the better the dance fundamentals are the more people will not go on to study for a long time instead, possibly because students with good dance fundamentals are more likely to learn to dance and the limited number of dances that can be taught in universities does not meet the needs of high level dance learners.

4.5 Analysis of the influence of learning-related factors on the continuity of dance learning

To test the influence of learning-related factors on learning persistence, the correlation analysis between each of the perceived values and learning persistence was further analyzed, and the results are shown in the following table(Table 12):

Table 12 Correlation analysis of learning-related factors and persistence of dance learning

	Dance materials are all available	The faculty is very well equipped	Bright and spacious training area	Thought-provoking teaching resources	A wide variety of dances
Learning Continuity	0.216 (0.000***)	0.172 (0.001***)	0.198 (0.000***)	0.081 (0.119)	0.095 (0.066*)
	The teacher's teaching style appeals to me	The teacher is willing to help me when I have difficulties in my study	Friendship and mutual support among classmates	Well-paced learning	
Learning Continuity	0.092 (0.077*)	0.069 (0.187)	0.157 (0.003***)	0.036 (0.491)	

The students' learning continuity was significantly correlated with dance materials, teacher

strength, space, and classmates' relationship. The sound preparation of dance materials affected the students' learning continuity, and the lack of dance materials in general, combined with the descriptive statistics, indicated that the preparation of dance materials could make up for this deficiency and make students more willing to learn. Teacher strength is directly related to the efficiency and results of learning, and good teacher strength can make students more willing to learn by satisfying the expected psychological motivation and getting a sense of reward. The training site is a large usually difficult dance learning, due to the special nature of dance, even practice is often easy to attract people around, so dance learning often need a hidden and spacious open space, which is more difficult in this kind of crowded environment in the school, so the training site is spacious for students to learn more important. Finally, the friendly and mutual assistance between students, many students in their first two years of college is the idea of meeting friends to study, to learn in pairs, on the one hand, to meet the motivation of college students to meet friends, on the other hand, can also make the learning process more relaxed and enjoyable.

4.6 Strategies to enhance college students' willingness and continuity to learn dance

1) Educate college students with a correct view of dance learning

Dance education institutions should teach college students to have a correct view of dance learning in the process of dance education. First, in the process of dance teaching, they should pay attention to the teaching of emotional expression ability and artistic innovation ability of dance, pay attention to the cultural education of dance, pay attention to students' character, personality, interest and adaptability, so that college students can feel the deep value of dance in the dance learning; second, they should hold more activities for the display and communication of dance art, choreograph dances with artistic value, and carry out activities with the help of school ceremonies and dances, etc. Enrich the dance communication platform, promote communication and exchange between dance learners, and stimulate artistic exchange and learning among students; third, optimize the evaluation method of dance education, China's dance teaching usually focuses only on the dance skill score, and the dance evaluation method is single and narrow. Dance education institutions should establish a diversified evaluation system, in addition to dance skills, the emotional expression of dance, goal achievement, etc. should also be included in the evaluation criteria, so that students can form a correct view of dance learning[5].

2) Provide diversified dance learning products

The dance courses that college students face usually have a high barrier to entry. Women with better physical flexibility and junior students who have more free time will be more likely and inclined to learn dance, while students who do not have the conditions can only sigh in disbelief. Dance teaching institutions should introduce course content that meets the needs of different audiences according to their own district and student characteristics, and meet the needs of different students through changes in time and teaching methods. Dance teaching institutions can also develop entry-level online courses and organize large-scale dance activities to lower the threshold of dance learning and extend the duration of dance learning.

3) Improve the perceived value of dance among college students

The perceived value of dance among college students is closely related to the materials used for dance, the strength of teachers, the venue, and the relationship with fellow students, while it is somewhat related to the teaching style and the type of dance. Dance education institutions should start from these aspects to improve the perceived value of dance of college students. First, to optimize the dance teaching environment, pay attention to the brightness and neatness of the teaching place and do the daily cleaning work; guarantee the standard and sufficiency of dance costumes, recorders, mirrors, VCDs and other objects. Second, the content of dance learning should

be reasonably arranged, and the rhythm of dance learning should be gradual, so that college students can better accept the learning objectives of each stage and not to retreat due to difficulties; the content of dance should also have a certain degree of novelty, and if necessary, the content of dance can fit the trend and make students resonate, and pay attention to the design of teaching methods in the teaching process, so that students can have fun in the learning process. Third, teaching institutions should pay attention to building good interpersonal relationships, including a friendly and cordial relationship between teachers and students, and hold more communication and exchange activities between students to stimulate cooperation and friendly competition among students, so that students can socialize in learning and learn in communication.

5. Conclusion

In this paper, we have discussed and analyzed the factors of persistence of dance learning among college students, and the results of the survey show that most college students' learning motivation is of short-term utilitarian nature, that is, they expect to learn one or two kinds of dance through dance learning and get an academic certificate to obtain more social value, but they do not have long-term learning motivation and do not expect to master professional skills or is to shape the body. This paper and presents some of the recommendations.

The study has achieved some results, but there are also many shortcomings in the study, which are described as follows:

(1) In terms of the selection of scales, due to the small amount of reference materials available in the field of this study, the scales can only be referred to the scales in the field of sports and athletic competitions, and although these scales have high reliability and validity and have been verified by most scholars, they are not the scales in the field of dance, and the appropriateness of the modification of the scales in this study needs to be further explored. If possible, a more scientific scale should be used.

(2) In terms of the study of motivation, this study simply analyzed the motivation of college students in dance learning through descriptive analysis, and focused on the influence of persistence, but in fact, there are many aspects of motivation in dance learning that need to be discovered.

In the future, we can also make the following perspectives in our learning life:

(1) In the selection of scales, on the one hand, we should collect more data to find suitable scales for reference, and on the other hand, since the motivation and impact persistence factors of dance learning are really a cold field, we should also try to make more homemade scales and prepare suitable scale tools through a large amount of data research to facilitate our own and other scholars' research.

(2) In the future, more models, such as structural equations and profile analysis, can be used in the study of learning motivation, and motivation can be categorized and subsequently investigated according to different groups of learning motivation.

(3) This paper has studied the factors influencing learning persistence in dance learning from a positive perspective, and we can also try to study the factors inducing learners to give up in dance learning from a negative perspective in the future, so that the combination of positive and negative is conducive to a more comprehensive conclusion.

References

[1] Chen Lin. Research on dance innovation ability in dance teaching of non-dance major college students[J]. Art Review, vol. 669, no. 22, pp. 125-128, 2022.
[2] Kui Jingqiu, Yan Jiaxin, Lu Wenwen. Research on the influencing factors of college students' willingness to learn continuously on B-site videos under the perspective of perceived value[J]. China Media Technology, vol. 343, no. 10, pp. 44-50, 2021.
[3] Li Hao, Gu Liwen, Gu Wen et al. An online and offline clothing customization model based on consumer perceived value [J]. Textile Journal, pp. 128-135, 2020.

[4] Huang Q. Research on brand events of Chinese college dance sports programs based on system dynamics[J]. Contemporary Sports Science and Technology, pp. 9-12, 2022.
[5] Zhang Ling. Analyzing the harmony of creation and training of college students' dance competition works[J]. Art Review, vol. 605, no. 06 pp. 128-129, 2020.