Determinants Affecting Student Loyalty at Tay Do University into the Trans-Pacific Partnership (TPP)

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Abstract: The conclusion of the negotiations Trans-Pacific Partnership (TPP) on the last day of October 5, 2016 was twelve participating countries hailed as a turning point for regional economic integration. Agreements are also many experts considered strategic have extensive impact in the region as well as globally. As a member of the TPP, Vietnam will benefit from this agreement for both economic and strategic, but also face significant challenges. Vietnam how to take advantage of opportunities and handle challenges likely to shape the trajectory of economic, political, and strategic country in the coming years.

The multiple linear regression analysis result showed that there were three factors, which included of factors following commitment and perceived service quality (CP), satisfaction and competence development (SC) and trust and training quality (TT) affecting the student loyalty at Tay Do University with significance level 5 %. In addition, the research result processed from SPSS 20.0 software. There were 250 students who interviewed and answered nearly 18 questions. Moreover, the student responses measured through an adapted questionnaire on a 5-point Likert scale. Hard copy and interview students by questionnaire distributed among students of TDU. At the same time, the result was also a scientific evidence and important for researchers, and policy makers who apply them for improving the student loyalty in the future.

Keywords: TDU, quality, training quality, TPP and student loyalty

INTRODUCTION

There are in many different approaches, the loyalty is a philosophy of leadership in dealing with employees, operating in marketing methods, in how to treat customers. Basically, it is the leadership. The best way to judge a leader is to evaluate the success of their employees, the loyalty of the customers combined with the financial index. Loyalty is more than a strategy, it is a framework for thinking about the goals of the business, it affects the measurement of business results, it covers the strategic, business tactics to achieve objectives. It includes views to build a business for the benefit of consumers, building a network of mutually beneficial relations. If businesses are obeying the accounting data, the rule of profit maximization, it is "one-way street." If businesses take advantage of customers, create work environments easily hurt employees, stripping resources supplier... to build market power, and then use market power to take advantage of other partners in the system, then that is the way profits are very short in nature one way and there are abrupt end. Too many businesses have been laid into the mistake of thinking, "the work of a leader is simply to maximize profits.

TDU is one of the private universities in Vietnam. TDU have many students from all parts of the country who have been studied for academic dreams and career opportunities. TDU’s aim is to be one of the leading centers of teaching, learning, and research. TDU’s duty is to train highly qualified workforce meeting the demand for human resources of the whole country. Since its foundation, TDU has made remarkable achievements in training and research work with high application to business activities of Can Tho city in particular. Especially, it has provided society with well-trained human resources, contributing to the nation’s development of workforce.

According to Reichheld, "development of tools and resources to prove that you are worthy of the trust and loyalty of customers is more than decoration company with the most modern Internet software, the advertising publications wall. In these difficult times, customers will consolidate their purchases with people they trust." Reichheld also illustrates the principle of loyalty through case studies specific lot. Reichheld pointed out that the company can build a sustainable competitive advantage by generating long-term relationships, mutual benefit is built on trust with employees, customers and suppliers. The ability to build and nurture long-term loyalty with this important member as well as investors has become an invaluable difference for large organizations.

Combined with the practical requirements of the teaching job, also as a manager the authors have chosen the theme:

“DETERMINANTS AFFECTING STUDENT LOYALTY AT TAY DO UNIVERSITY INTO THE TRANS-PACIFIC PARTNERSHIP (TPP)” as a paper for researching in the improvement of the student loyalty at TDU.

LITERATURE REVIEW

Loyalty involves a process in which customer’s cognition, affect, conation, and behavior take place (Oliver, 1999). We focus on loyalty involving an identifiable intention to behave, such as repurchasing a specific brand or providing a financial or non-financial support to one’s alma mater.
In educational services, loyalty requires developing a solid relationship with students who eventually provide the financial basis for future university activities (Henning-Thurau, Langer, and Hansen, 2001). In this framework, student loyalty is a sort of strategic competitive advantage because (1) seeking new students is definitely more cost intensive than keeping existing ones, and (2) it is assumed that student loyalty may pay off after graduation, as alumni continue supporting their academic institution, not only by word of mouth but also through financial contributions to the institution and through job offers to new graduates.

Antecedents of Student Loyalty Antecedents of student loyalty have been identified in previous research. Two streams of research are relevant when explaining student loyalty.

One emphasizes service quality; the other one emphasizes long-term relationships.

Service Quality: In educational relationships, service quality is treated as “people-based” rather than “equipment-based” (Thomas, 1978). Moreover, Tang and Zairi (1998a, 1998b, 1998c) found that university staff members are more empowered than employees in other service industries, such as financial institutions, due to greater autonomy in communicating with and assisting students. Therefore, we should expect that human interaction (e.g., student-program administrator, student-instructor, and student-secretary) play a significant role in defining and assessing service quality in educational settings.

Parasuraman, Zeithaml, and Berry (1988) define perceived service quality as “a global judgment, or attitude, relating to the superiority of the service.”

Perceived service quality is what the consumer feels a firm should provide, whereas satisfaction is the result of comparing expected performance with actual performance.

Satisfaction is a cumulative construct that includes not only satisfaction with specific products and services but also with the various aspects of the organization, such as the physical facilities and the interaction with employees. Moreover, satisfaction is positively related to trust (Anderson and Narus, 1990; Dwyer, Schurr, and Oh, 1987).

Trust has been found to be a key issue for a successful relationship between two or more parties. For instance, Berry (1993) argued that trust is fundamental to the development of loyalty toward retailers; Sherman (1992) identified trust as pivotal to the success of strategic alliances; and Spekman (1988) labeled trust as the cornerstone of strategic partnerships. Therefore, it is no surprise that the trust construct has been introduced as a factor that can predict future intentions (Moorman, Deshpande, and Zaltman, 1993; Morgan and Hunt, 1994).

Commitment similarly to the inclusion of trust into the relational marketing arena, the construct of commitment has received attention only recently as a mediator between consumer satisfaction and consumer behavior (Dwyer, Schurr, Student Loyalty in Higher Education and Oh, 1987; Gundlach, Achhrol, and Mentzer, 1995; Morgan and Hunt, 1994). According to Tinto (1975, 1993), student’s commitment is determined by his or her degree of integration, both academic (participation in university societies and committees) and social (friendships and acquaintances with fellow students). Thus, commitment refers to the fit between the student’s abilities, skills, and value system and the university’s expectations, demands, and values.

A Conceptual Model of Student Loyalty A long-term student loyalty model would have a significant impact on the study of higher education institutions and their relationship with their students.

It would also have some practical consequences for the colleges who would like to apply relationship marketing. Previously established key relationships constitute good points of departure to model student loyalty. For instance, Oliver (1993) proposed a conceptual model that attempts to integrate both service quality and satisfaction by suggesting that perceived service quality is an antecedent of satisfaction.

Spreng and MacKoy (1996) conducted a study specifically designed to assess the distinction between perceived service quality and satisfaction.

Their results indicate that these two constructs are distinct even though service quality is an antecedent of satisfaction.

METHODS OF RESEARCH

This paper used of quantitative research methods to survey the factors that affecting the student loyalty at Tay Do University. The results obtained from quantitative research processed by SPSS statistical software version 20.0. Quantitative research methods describe and measure the level of occurrences based on numbers and calculations. Moreover, the questions of “how many?” and “how often?” asked in quantitative studies. Quantitative research is the collection of numerical data and exhibiting the view of relationship between theory and research as deductive, a predilection for natural science approach, and as having an objectivist conception of social reality. Therefore, this specific form of research uses the quantitative data to analysis.

After preliminary investigations, formal research is done by using quantitative methods questionnaire survey of 250 students related and answered nearly 18 questions. The reason tested measurement models, model and test research hypotheses. The two samples were merged after testing for equivalence in order to examine the stability of the structural model and the path coefficients. Indeed, all indices are similar across samples and, as expected, are only slightly lower for the merged sample. In addition, Data collected were tested by the reliability index (excluding variables with correlation coefficients lower < 0.30 and variable coefficient Cronbach's alpha < 0.60), factor analysis explored (remove the variable low load factor < 0.50). The hypothesis was tested through multiple regression analysis with linear Enter method. Various kinds of rating scales have been developed to measure attitudes directly. The most widely used is the Likert Scale.
Table 1: Descriptive Statistics for determinants affecting student loyalty at Tay Do University

<table>
<thead>
<tr>
<th>Code</th>
<th>Questions</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITMENT AND PERCEIVED SERVICE QUALITY (CP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP1</td>
<td>You felt very attached to my university</td>
<td>4.02</td>
<td>0.944</td>
<td>0.943</td>
</tr>
<tr>
<td>CP2</td>
<td>You are proud to be able to study at my university</td>
<td>3.43</td>
<td>1.094</td>
<td></td>
</tr>
<tr>
<td>CP3</td>
<td>You are very happy to belong to this university</td>
<td>3.70</td>
<td>1.295</td>
<td></td>
</tr>
<tr>
<td>CP4</td>
<td>Tay Do University are clear explanation to the students about the various alternatives to their inquiries</td>
<td>3.40</td>
<td>1.350</td>
<td></td>
</tr>
<tr>
<td>CP5</td>
<td>Tay Do University timely notification to students regarding schedule changes and cancellations</td>
<td>3.35</td>
<td>1.094</td>
<td></td>
</tr>
<tr>
<td>CP6</td>
<td>Tay Do University congruence between the service provided to and the service required by the students</td>
<td>3.57</td>
<td>1.296</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION AND COMPETENCE DEVELOPMENT (SC)</td>
<td></td>
<td></td>
<td></td>
<td>0.956</td>
</tr>
<tr>
<td>SC1</td>
<td>You are happy with the service I receive from the university</td>
<td>3.35</td>
<td>1.066</td>
<td></td>
</tr>
<tr>
<td>SC2</td>
<td>Your opinion about the University service quality is favorable</td>
<td>3.35</td>
<td>0.994</td>
<td></td>
</tr>
<tr>
<td>SC3</td>
<td>You are satisfied with what I receive as a student</td>
<td>3.30</td>
<td>1.067</td>
<td></td>
</tr>
<tr>
<td>SC4</td>
<td>Instructor’s ability to promote student creativity</td>
<td>3.30</td>
<td>0.985</td>
<td></td>
</tr>
<tr>
<td>SC5</td>
<td>Infusion of a winner-mentality into the students’ minds</td>
<td>3.33</td>
<td>1.004</td>
<td></td>
</tr>
<tr>
<td>TRUST AND TRAINING QUALITY (TT)</td>
<td></td>
<td></td>
<td></td>
<td>0.896</td>
</tr>
<tr>
<td>TT1</td>
<td>You are sure that the university staff were always acting in my best interest</td>
<td>3.13</td>
<td>0.939</td>
<td></td>
</tr>
<tr>
<td>TT2</td>
<td>Integrity is a word I’d use when describing the university staff</td>
<td>3.23</td>
<td>0.970</td>
<td></td>
</tr>
<tr>
<td>TT3</td>
<td>Tay Do University staff always kept their promises to me</td>
<td>3.32</td>
<td>0.910</td>
<td></td>
</tr>
<tr>
<td>TT4</td>
<td>Tay Do training quality help me to get a good job</td>
<td>3.20</td>
<td>0.908</td>
<td></td>
</tr>
<tr>
<td>STUDENT LOYALTY (SL)</td>
<td></td>
<td></td>
<td></td>
<td>0.737</td>
</tr>
<tr>
<td>SL1</td>
<td>If You are faced with the same choice again, I would still choose the same university</td>
<td>3.33</td>
<td>0.656</td>
<td></td>
</tr>
<tr>
<td>SL2</td>
<td>You would recommend my university to someone else to prepare for a career</td>
<td>3.29</td>
<td>0.763</td>
<td></td>
</tr>
<tr>
<td>SL3</td>
<td>You have no qualms about recommending the careers offered by this university offers to prospective students</td>
<td>3.42</td>
<td>0.712</td>
<td></td>
</tr>
</tbody>
</table>

(Source: The researcher’s collecting data and SPSS)

Table 1 showed that there are 18 items and also there were 250 students interviewed but 230 samples processed. Table 1 showed that descriptive statistics were used to describe the basic features of the data collected from experimental studies through various ways. Statistics descriptive and statistical inference and provide a simple summary the sample and measure. Mean is around 3.0 and Std. Deviation is around 1.0.

Table 1 showed that a Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree.

Table 1 showed that all of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.6 and Cronbach’s Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.
Table 2 showed that Exploratory Factor Analysis results showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability (KMO = 0.622 > 0.6). This result was very good for data analysis. The results showed that Cumulative percent was statistically significant and high data reliability was 80.676 % (> 60 %).

Table 3: Structure Matrix for determinants affecting student loyalty at Tay Do University

Table 3 showed that the Exploratory Factor Analysis results showed that Structure Matrix for the three factors, which included of factors following commitment and perceived service quality (X1), satisfaction and competence development (X2) and trust and training quality (X3) affecting the student loyalty (Y) at Tay Do University following:
Table 4: Regression ANOVA about determinants affecting student loyalty at Tay Do University

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.693</td>
<td>.481</td>
<td>.474</td>
<td>1.301</td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), X2, X1, X3

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>110.135</td>
<td>3</td>
<td>36.712</td>
<td>69.800</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>118.865</td>
<td>226</td>
<td>.526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>229.000</td>
<td>229</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X1</td>
<td>.539</td>
<td>.539</td>
<td>11.208</td>
<td>.000</td>
</tr>
<tr>
<td>X2</td>
<td>.204</td>
<td>.204</td>
<td>3.673</td>
<td>.000</td>
</tr>
<tr>
<td>X3</td>
<td>.268</td>
<td>.268</td>
<td>4.808</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y: the student loyalty at Tay Do University

Bootstrap for Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Bootstrap*</th>
<th>Bias</th>
<th>Std. Error</th>
<th>Sig. (2-tailed)</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td>.001</td>
<td>.049</td>
<td>1.000</td>
<td>-1.0 99 1.02</td>
</tr>
<tr>
<td>X1</td>
<td>539</td>
<td>0.000</td>
<td>.000</td>
<td>.046</td>
<td>.001</td>
<td>1.0 441 1.062</td>
</tr>
<tr>
<td>X2</td>
<td>204</td>
<td>-9.864E-005</td>
<td>.052</td>
<td>.001</td>
<td>.001</td>
<td>1.000 1.03 1.030</td>
</tr>
<tr>
<td>X3</td>
<td>268</td>
<td>0.001</td>
<td>.053</td>
<td>.001</td>
<td>.001</td>
<td>1.000 1.167 1.371</td>
</tr>
</tbody>
</table>

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 4 showed that Adjusted R Square was statistically significant and high data reliability. In addition, Adjusted R Square reached 47.4%. Results showed that all t value > 2 was statistically significant and high data reliability. Besides, the regression coefficients were positive. This showed that the effects of independent variables in the same direction with the student loyalty at Tay Do University.

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

The multiple linear regression analysis result showed that there were three factors, which included of factors following commitment and perceived service quality (CP), satisfaction and competence development (SC) and trust and training quality (TT) affecting the student loyalty at Tay Do University with significance level 5%. In addition, the research result processed from SPSS 20.0 software. There were 250 students who interviewed and answered nearly 18 questions. Moreover, the student responses measured through an adapted questionnaire on a 5-point Likert scale. Hard copy and interview students by questionnaire distributed among students of TDU.

RECOMMENDATIONS

Component 1: Commitment and Perceived Service Quality:
The TDU continues to improve the responsibility to establish specialized units to ensure the quality of higher education; construction and implementation of quality assurance plans; self-evaluation, improvement, improve the quality of training; registration periodically tested training programs and accreditation of higher education establishments; maintaining and developing the quality conditions to ensure training and publicize the quality assurance conditions, results of training and scientific research, the results of evaluation and accreditation.

The TDU continues to improve the awareness of teachers about the position and role, the ethics of the teacher, in the process of performing the tasks of training, through the provision and require teachers to regularly update the Learning Management Policy created in order to gradually change the perception and action.

The TDU continues to improve for Putting plans regular employment ahead of the faculties and schools to exchange knowledge sharing, teaching methods. For teachers do not meet the requirements necessary to arrange more suitable job.

Component 2: Satisfaction and Competence Development:
The TDU continues to improve to build educational philosophy for education in the country in the current period, at the same time every university; every educational institution should have its own educational philosophy consistent with the guiding principles, goals and towards integration into mainstream development international general education.

TDU continues improving the renewal of the current educational thinking to "associated with building a learning society; ensuring the conditions for improving quality; the
education system is standardized, modernization, democratization, social mobilization and international integration; maintaining the socialist orientation and imbued with national identity. Strive to 2030, education in Vietnam reached the advanced level in the region "(10) as the Resolution of Plenum of the Party 8 XI confirmed. The levels and sectors, primarily the Ministry of Education and Training needs to change drastically in the organization thinking about higher education, such as changing the way enrollment, select the "input" in the direction more open, allowing the higher education establishments to set admission standards and is responsible for the learners with "prestige" of their training, allowing the formation of many model train university together, tight control "output" of each training facility to ensure the overall quality...

Component 3: Trust and Training Quality:

The TDU continues to improve strong innovation program content and teaching methods towards international integration. Content and curriculum programs should be organized to build and deploy an open way (allowing regular updating of knowledge at home and abroad, using textbooks or instructional materials in foreign countries in a flexible manner to teach students), teaching content to stick and in accordance with the practical requirements of the industries in which the learners are pursuing. Methodology, allows the use of a variety of teaching methods in accordance with the principle of "learner-centered", the maximum load reduced classroom teaching hours for learners to have time to study and research. Of course, the training institutions should regularly carry out the test, objective assessment, closely to ensure the effectiveness of teaching and learning.

RECOMMENDATIONS FOR THE FUTURE RESEARCH

The above-mentioned things, the future research should survey more than 250 students related to TDU. This will help to collect the data that is more significant. Moreover, the future research should survey more 18 items (questions) that affecting the student loyalty at other universities in Vietnam.

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