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The Advocacy Model of Indonesian Chinese Students, The Affluent Market

Leonnard
Sekolah Tinggi Manajemen IPMI, Jakarta, Indonesia, *leonnard.ong@ipmi.ac.id*

Yulita Fairina Susanti, PhD
Sekolah Tinggi Manajemen IPMI, Jakarta, Indonesia

Increasing demand for education services and supply in the number of higher education institutions in Indonesia, both local and foreign universities require private universities to build, improve and sustain their competitiveness. Among others, Indonesian Chinese students are considered as the main consumers of most private universities in Indonesia. This paper investigated the advocacy modelling of Indonesian Chinese students at private universities Jakarta. A causal design survey was applied out of 250 Indonesian Chinese students and the data were analysed by using the Structural Equation Modelling (SEM) and Lisrel 8.8 software package. The findings revealed that there were positive influences of trust ($\beta = 0.640$) and service quality ($\beta = 0.270$) on advocacy. The influence of trust as a mediating variable increased the total effect of service quality on advocacy ($\beta = 0.590$). Furthermore, service quality ($\beta = 0.510$) and image ($\beta = 0.470$) were also known to be positively influencing trust.

Keywords: advocacy, image, quality, SEM, trust

INTRODUCTION

Universities have gone through many changes since the late 20th century. Universities are no longer seen only as providers of education services, but also as business ventures. Increasing supply of higher education institutions leads to growing alternatives available to students, which then generate a high competition. This circumstance requires universities to improve and to sustain competitive advantages to be able to compete in those highly competitive academic environments. Each university attempts to attract and to retain students in order to maintain the institution and to gain over competitors. The question of how universities manage their consumer advocacy is one of the most important issues in the higher education market. Student advocacy is a very important factor in building a competitive advantage in the industries (Bharadwaj et al., 1993).

There was a very limited research have been carried out in term of advocacy models in educational institutions, particularly in universities. Several studies have analyzed the

impacts of behavioral segmentation on student's loyalty (Susilo, 2016), the impact of co-creation on the loyalty and satisfaction levels of university students (Leonnard et al., 2013; Giner & Rillo, 2016). Other studies discuss the model of universities 'service qualities in private higher education (Chui et al., 2016), and the universities' brand images (Ali-Choudhury, Bennett & Savani, 2009; Erdoğmuşa & Ergun, 2016; Yuan et al., 2016; Palmer, Lewis & Asaad, 2016). Therefore, the study of a model for advocacy modeling is considered very important in contributing to the literature, particularly in the education sectors. In this study, we examine the advocacy modelling of Indonesian Chinese students. We contribute to the literature in two ways. First, we add a new perspective to the existing body of literature on advocacy models in higher education institutions. Second, we contribute conceptually to the relationship between advocacy and trust, service quality, and image.

Our study focuses on the Chinese students of three private universities in Jakarta, Indonesia. Among others, Indonesian Chinese students are considered as the main consumers of most private universities in Indonesia. Private universities are interesting examples because they encounter a very high competition compared to public universities. Generally, public universities in Indonesia tend to have a higher brand image compared to private universities. Thus, in the process of selecting a university, students tend to put public universities in the first priority, then private universities in the next alternative in case the first option fails. In addition, a regional free trade enables foreign universities to open its classes in Indonesia cause higher competition encountered by private universities. A high number of alternatives as well as an access to high information cause private universities have to create the best advocacy model to attract prospective students and retain existing students to continue to pursue a higher level of education. We develop and estimate structural equation modeling (SEM) to analyze the impact pathways.

LITERATURE REVIEW

Student advocacy

Student advocacy is basically the highest level of the six levels of student loyalty, including: 1) suspects, 2) prospects, 3) disqualified prospects, 4) first-time consumers, 5) repeat students, 6) clients, and 7) advocates (Figure 1). Advocates are students who are willing to buy all goods or services offered as well as making purchases on a regular basis. Furthermore, they also provide recommendations on products or services and persuade others to make purchases of relevant products or services. In addition, advocates also talk about products or services and conduct marketing efforts as well as bring new students to the university (Griffin, 2005). Student advocacy in general is the

strength of the relationship between an individual's relative attitude and repeat patronage (Dick & Basu, 1994). Student advocacy generates a high chance for repeated purchases of goods and services (Oliver, 1999). Moreover, Javalgi & Moberg (1997) revealed that advocacy can be observed through two perspectives. First, the definition of advocacy in behavioral terms, usually based on the amount of purchase and measured by monitoring the frequency of purchase and easiness to switch to other brands. Second, the definition of advocacy in attitudinal terms, that is the incorporation of consumer preferences and tendencies towards particular brands. Several factors expected to affect student advocacy are trust, satisfaction, image, costs, and service quality (Sharp & Sharp, 1997; Ball et al., 2004; Liu et al., 2011; Chai et al., 2015; Leonnard et al., 2015). The following sections will specially examine the effect of trust, service quality, and image on the student advocacy.

Student trust

Trust is a credibility indicating the extent to which consumers believe that suppliers have the ability to carry out the activity effectively and reliably (Ganesan, 1994; Rousseau et al., as cited in Mollering, 2006). Furthermore, trust is a psychological state that consists of the desire to receive an unpleasant circumstance which are based on a positive expectation of others (Rousseau et al., as cited in Mollering, 2006; McShane & von Glinow, 2008; Colquitt et al., 2007). Furthermore, Moriuchi & Takahashi (2016) argue that trust is a very important aspect due to the high level of uncertainty. Furthermore, there are some basic elements of student trust, namely integrity, competence, consistency, openness, and benevolence (Mayer et al., 1995; Rindings et al., 2002; Robbins & Judge, 2007; Casalo et al., 2007). Finally, Adler (2001) enhances some aspects consisting of sources, direct interpersonal relationships, reputations, institutional contexts, individualism, systems, collectivities, attentions and goodwills as additional dimensions of student trust. Previous studies have proven that several factors affecting student trust are service quality, image, cost and satisfaction (Chen, 2006; Lin & Lu, 2010; Garbarino & Lee, 2003; Sirdeshmukh et al., 2010; Kantsperger & Kunz, 2010).

Image

Image is an individual or company's reputation. Image can be interpreted as a set of beliefs, ideas and impressions about an object or persons who may be individuals or companies (Kotler, 2000; Pickton & Broderick, 2001; Newsom et al., 2010). In addition, Smaizieno & Orzekauskas (2006), Melewar & Akel (2005), & Bosch et al. (2006) outline the three main indicators of image, namely visual indicators, verbals, and behaviors. First, visual indicators relate to organizational aspects that can be directly seen by the eye. It may include organizational style, layout, employee appearance, brand, exterior, interior, cleanliness, lighting and others. Verbal indicators associate with respect to matters orally can be known by students or stakeholders, such as

advertising, public discussion with stakeholders, and others. Finally, behavioral indicators associate with the management and output of an organization, for instance are financial result, strategic position, quality of good and management, social responsibility, and others. Previous studies have indicated that image becomes a very important aspect of universities since the 1990s and it was influenced by alternatives created by prospective students (Kotler & Fox, 1995). The main purpose of image for universities is to obtain the attraction and the advocacy of students. According to Ali-Choudhury, Bennett & Savani (2009), brand image of universities is a manifestation that distinguishes a university with others, illustrate the capacity to satisfy the wants and needs of the students there and have a great potential to recruit prospective students.

Service quality

Image is an individual or company's reputation. Image can be interpreted as a set of beliefs, ideas and impressions about an object or persons who may be individuals or companies (Kotler, 2000; Pickton & Broderick, 2001; Newsom et al., 2010). In addition, Smaizieno & Orzekauskas (2006), Melewar & Akel (2005), & Bosch et al. (2006) outline the three main indicators of image, namely visual indicators, verbals, and behaviors. First, visual indicators relate to organizational aspects that can be directly seen by the eye. It may include organizational style, layout, employee appearance, brand, exterior, interior, cleanliness, lighting and others. Verbal indicators associate with respect to matters orally can be known by students or stakeholders, such as advertising, public discussion with stakeholders, and others. Finally, behavioral indicators associate with the management and output of an organization, for instance are financial result, strategic position, quality of good and management, social responsibility, and others. Previous studies have indicated that image becomes a very important aspect of universities since the 1990s and it was influenced by alternatives created by prospective students (Kotler & Fox, 1995). The main purpose of image for universities is to obtain the attraction and the advocacy of students. According to Ali-Choudhury, Bennett & Savani (2009), brand image of universities is a manifestation that distinguishes a university with others, illustrate the capacity to satisfy the wants and needs of the students there and have a great potential to recruit prospective students.

FRAMEWORK

Based on the literature review and the result of past relevant researches, it can be expected that service quality and image have positive effects on satisfaction and trust, thus this implies on consumer loyalty. The constellation of causality between variables can be constructed into following research framework, as can be seen in Figure 2 below.
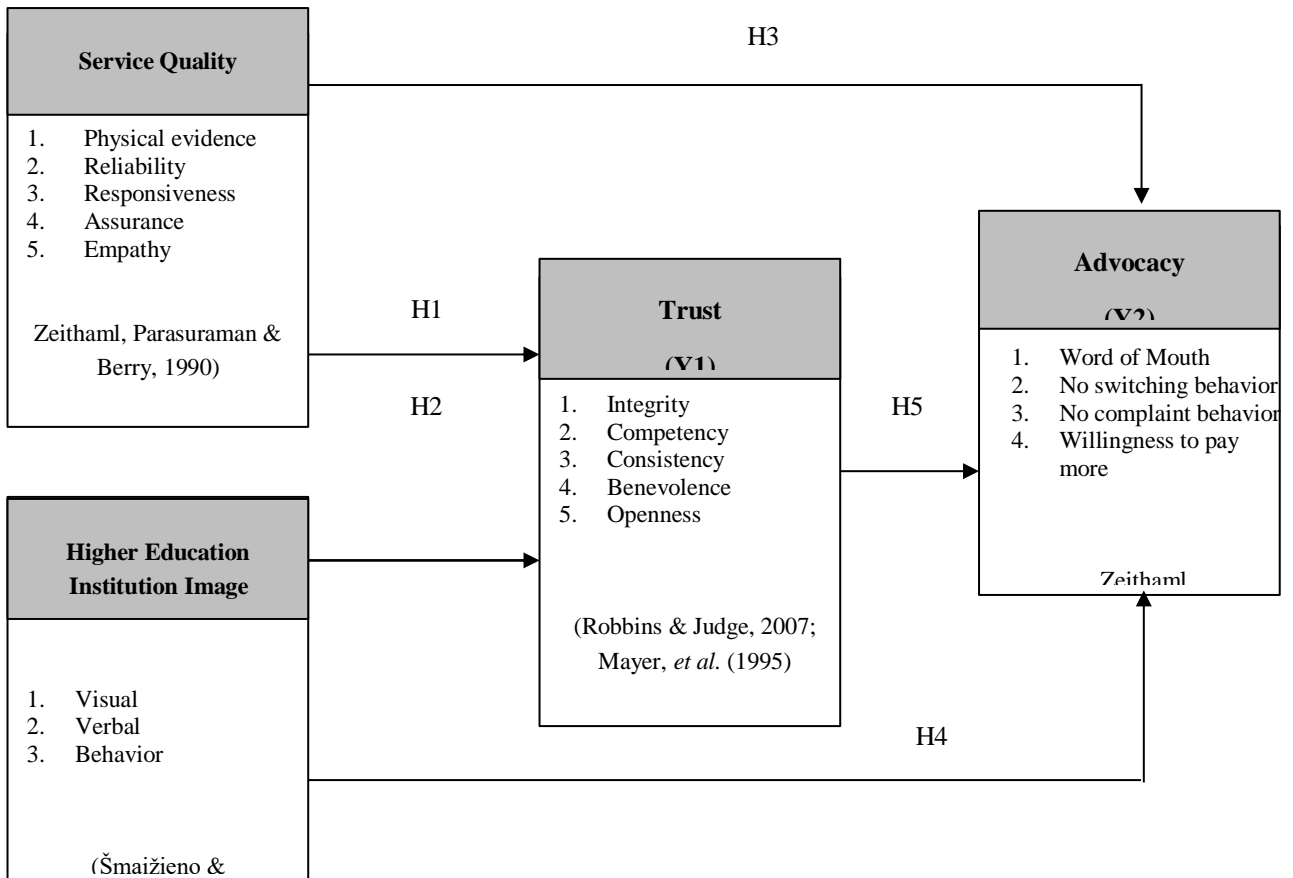
Figure 2. Research framework

Therefore, the hypotheses to be examined in this study are:

H1: Service quality positively affects the trust of Indonesian Chinese students in private universities

H2: Image positively affects trust of Indonesian Chinese students in private universities

H3: Service quality positively affects advocacy of Indonesian Chinese students in private universities

H4: Image positively effects student advocacy of Indonesian Chinese students in private universities

H5: Trust positively affects student advocacy of Indonesian Chinese students in private universities

METHODOLOGY

Measurement development

A survey was carried out to examine the research hypotheses. The main purpose of this research is to build the advocacy modeling of Indonesian Chinese students in private universities. Advocacy is measured by indicators of word of mouth, no switching behavior, no complaint behavior, and willingness to pay more (Zeithaml as cited in Yu & Dean, 2001). Trust is measured by indicators of integrity, competency, consistency, benevolence, and openness (Robbins & Judge, 2007; Mayer et al., 1995). Moreover, service quality is measured by indicators of physical evidence, reliability, responsiveness, assurance, and empathy (Zeithaml, Parasuraman & Berry, 1990). Finally, image is measured by indicators of visual, verbal, and behavior (Šmaižieno & Oržekauskas, 2006). All of the measurements are obtained by using a 5-point Likert scale.

Sample and data collection

The sample used in this study was 250 Chinese students from London School of Public Relations (LSPR), Jakarta, Indonesia through simple random sampling method. LSPR is one of the private universities in Indonesia where the majority of students are chinese students. Samples were collected from bachelor and master degree which consisted of 8 different study programs; public relations, marketing, mass communication, visual communication and advertising design, performing art communication, corporate communication, marketing communication, and mass communication.

Data analysis

Data analysis was performed by employing Structural Equation Modeling Covariance Based (CBSEM) method and the Lisrel 8.8 software package. The CBSEM uses maximum likelihood function which works by minimizing the difference between covariance matrix formed from data with matrix covariance from model prediction (Yamin & Kurniawan, 2011). The use of this method is considered appropriate to illustrate the relationship between indicators with latent variables and latent variable relationships with other latent variables and large sample quantities. According to Hair et al (1998), the number of samples sufficient for CBSEM is between 100 to 200 samples or 5 to 10 times the number of parameters to be estimated. Stages of analysis using this method include: 1) conceptualizing model, 2) establishing flowchart, 3) model specification as well as measurement of properties and number of parameters estimated, 4) identifying model, 5) estimating parameters, 6) testing fit model through RMSEA indicator , RMR, GFI, CFI, TLI, NFI, etc., and 7) cross-validation model (Ghozali & Fuad, 2005).

FINDINGS

Measurement model

First, the model used in this study was evaluated by using confirmatory factor analysis (CFA) to ensure convergent validity and reliability. Most of the standardized loading factors for the constructs are greater than 0.50 and AVE are above the critical level of 0.05 ($p < 0.001$) which indicating convergent validity was ensured. Moreover, all of C.R. Values are greater than the acceptable level of 0.70 with *p-value* < 0.001 indicates that discriminant validity is achieved (Table 1).

Table 1

CFA result for the measurement model

The goodness of fit indices of overall model indicates that in general, there is an acceptable fit between the model and data (Table 2). The absolute fit indices signify the root mean square error of approximation (RMSEA) and the root mean square residual (RMR) values are greater than the recommended cutoff values (RMSEA = 0.071; RMR

Constructs	Indicators	Convergent validity		Measurement Error	Discriminant validity
		Standardized loading factor	AVE		CR
Service quality (X1)	Physical evidence	0.740		0.460	
	Reliability	0.820	0.535	0.330	0.849
	Responsiveness	0.830		0.310	
	Assurance	0.640		0.600	
	Emphaty	0.600		0.640	
Image (X2)	Visual	0.630		0.600	
	Verbal	0.840	0.597	0.300	0.813
	Behavior	0.830		0.310	
Trust (Y1)	Integrity	0.800		0.350	
	Competency	0.840		0.300	
	Consistency	0.790	0.666	0.380	0.909
	Benevolence	0.860		0.250	
	Openness	0.790		0.380	
Advocacy (Y2)	World of mouth	0.810		0.340	
	No switching behavior	0.800		0.360	
	No complaint behavior	0.560	0.464	0.680	0.769
	Willingness to pay more	0.500		0.750	

= 0.020). The incremental fit indices signify the normed fit index (RFI), the incremental fit index (IFI), and the comparative fit index (CFI) values are greater than the recommended cutoff values (NFI = 0.97; RFI = 0.97; IFI = 0.99; CFI = 0.99). Furthermore, the parsimonious fit indices also signify the parsimony normed fit index (PNFI), the parsimony goodness of fit index (PGFI), and the CAIC (AIC < saturated AIC) model have met the acceptable levels (PNFI = 0.81; PGFI = 0.66; CAIC (515.52 < 997.78).

Table 2

Goodness of fit indices of the research model

Fit index	Overall model fit
Absolute fit indices	
X^2	0.000
RMSEA	0.071
RMR	0.020
Incremental fit indices	
NFI	0.970
RFI	0.970
IFI	0.990
CFI	0.990
Parsimonius fit indices	
PNFI	0.810
PGFI	0.660
CAIC	515.52 < 997.78

The results of the hypothesis testing of the research model are denoted in Table 3. The four standardized coefficients of the hypothesis (H1, H2, H3, H5) have positive and significant values at *p-value* < 0.01. The forth hypothesis has a positive value, but not significant. Both service qualities (H3) and trust (H5) affect the advocacy of Chinese students with a greater influence of trust (0.640) than service quality (0.270). This relationship is consistent with the findings of Sharp & Sharp (1997) and Liu et al. (2011). Furthermore, service quality (H1) and image (H2) are also known to positively affect trust. Service quality has a greater effect (0.510) than image (0.470). This finding is consistent with Chen (2006), Lin & Lu (2010), Garbarino & Lee (2003), Sirdeshmukh et al. (2010), and Kantsperger & Kunz (2010).

Table 3

Path coefficient of the research model

Hypotheses	Path	Standardized loading (β)	t-values	Results

H1	X1 →Y1	0.510	5.17***	Supported
H2	X2 →Y1	0.470	4.78***	Supported
H3	X1 →Y2	0.270	2.39***	Supported
H4	X2 →Y2	0.140	1.22	Unsupported
H5	Y1 →Y2	0.640	4.36***	Supported

***significant at 1% with t-table ($t_{0.01} = 2.326$)

In addition to the hypothesis testing above, the effect of trust as a mediating variable increases the total effect of service quality on advocacy with the value of 0.59. The total effect is greater than the direct effect of service quality on advocacy (0.27). The same condition is developed on the total effect of image on advocacy where the presence of trust increases the total effects with the value of 0.44. The effect is greater than the direct effect of image on advocacy (0.14) (Table 4). The finding indicates that consumer trust is able to increase the advocacy with the total effect greater than the direct effect of each variable. The finding is also supported by the greatest direct effect of trust on advocacy compared to other variables. Therefore, private universities need to give a high attention in increasing consumer trust to increase advocacy of their students. Besides, consumer trust will indirectly lead to advocacy through service quality and image.

Table 4

Direct, indirect, and total effects

	Service quality			Image			Trust			Advocacy		
	DE	IE	TE	DE	IE	TE	DE	IE	TE	DE	IE	TE
Service quality	-	-	-	-	-	-	0.51 ***	-	0.51	0.27 ***	0.32	0.59
Image	-	-	-	-	-	-	0.47 ***	-	0.47	0.14 ***	0.30	0.44
Trust	-	-	-	-	-	-	-	-	-	0.64	-	0.64
Advocacy	-	-	-	-	-	-	-	-	-	-	-	-

Note: DE= Direct effects; IE= Indirect effects; TE= Total effects

Overall, the research output diagram is denoted in Figure 3. The model is validated by following recommendations of Zeithaml as cited in Yu & Dean (2001), Robbins & Judge (2007), Mayer et al. (1995), Zeithaml, Parasuraman & Berry (1990), and Šmaižieno & Oržekauskas (2006).
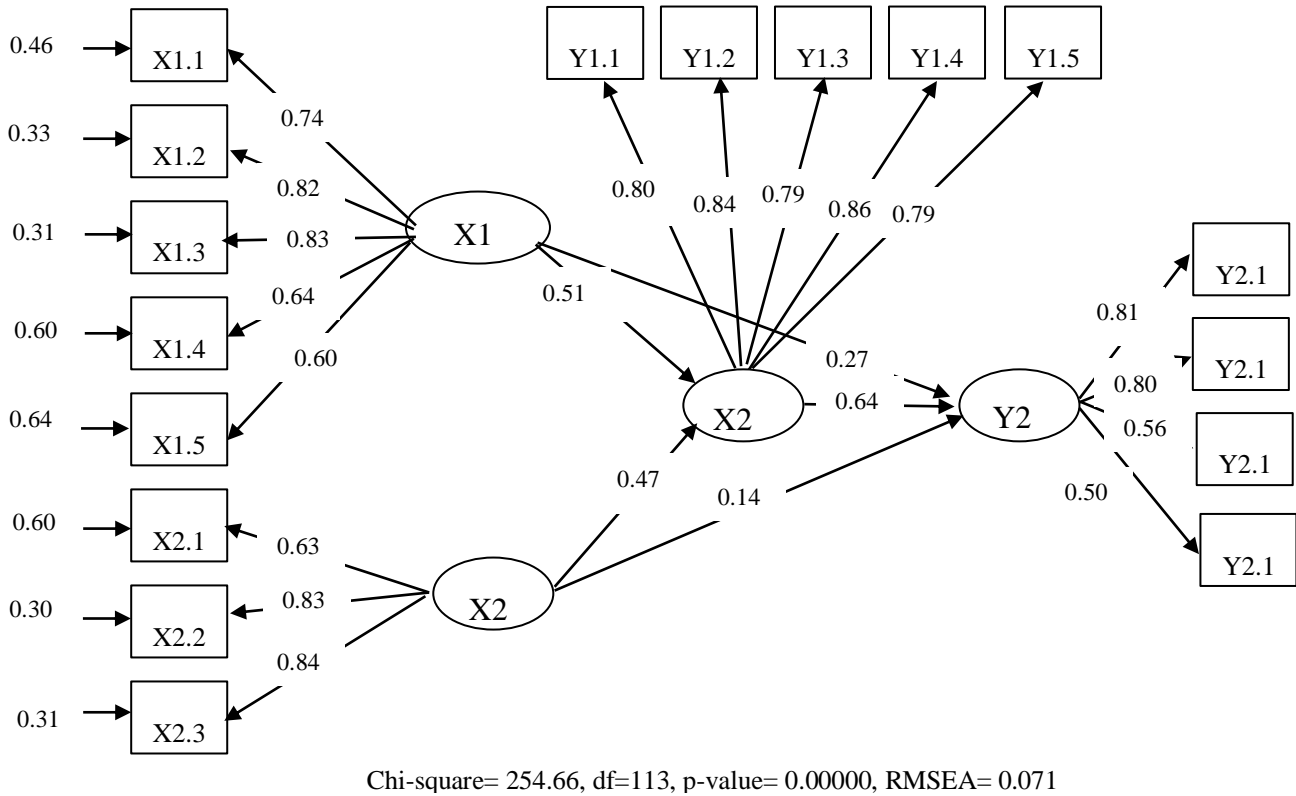
Chi-square= 254.66, df=113, p-value= 0.00000, RMSEA= 0.071

Figure 3. Research output diagram

DISCUSSIONS

The empirical evidence from our study indicates that the factors that affect advocacy of Chinese students are service quality, image, and trust. Those factors are differentiated into factors that provide direct effects and indirect effects. Findings from our study suggest that consumer trust has the greatest direct effect over the other factors. This finding supports Ball et al. (2004) and Chai et al. (2015) which states that consumer trust is a powerful predictor of advocacy. Consumer trust is generated from evaluation process and emotional response when students interact directly with private universities. Therefore, the existence of high service quality and high image of private universities will directly increase student trusts that will ultimately lead to consumer advocacy. This

finding is consistent with Chen (2006), Lin & Lu (2010), Garbarino & Lee (2003), Sirdeshmukh et al. (2010), and Kantsperger & Kunz (2010). Students who feel trust with private universities will become advocates for new students who want to choose the universities to continue their higher educations. This is also supported by empirical evidences in the previous section.

These findings lead to several managerial implications. First, it will help managers and leaders of private universities to understand the key factors affecting advocacy of their students. As the powerful effect of trust on student advocacy, managers and leaders of private universities should emphasize on building consumer trusts, especially through service quality that has a greater influence (0.51). Building service quality should be carried out through paying a great attention to aspects of responsiveness (0.830), reliability (0.820), and physical evidence (0.740). These aspects include the provision of fast responses and quick complaint handlings (responsiveness), high administratives and academic services to students (reliability), and provision of adequate university facilities (physical evidence). This finding is supported by Zeithaml, Parasuraman & Berry (1990), Abu Hassan et al. (2008), Chuah & Ramalu (2011), and Bahadori (2013). Building image should emphasize on behaviors (0.840) and verbal aspects (0.830). Finally, university visibility can be performed through advertisements, activities and scientific publications while the improvement of behavioral aspects is performed through the high quality of leaderships and university outputs (Smaizieno & Orzekauskas (2006), Melewar & Akel (2005), and Bosch et al. (2006).

CONCLUSION

According to the empirical evidences, trust has a powerful positive effect on advocacy of Chinese students in private universities in Indonesia. Moreover, service quality and image also have positive effects on trust and advocacy. The total influence of these two variables increases with the existence of trust as a mediating variable. However, this study has several limitations. First, the study is limited to the three key variables and their pathways. In future studies, additional variables can be included.

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Leonnard Ong <leonnard.ong@ipmi.ac.id>

Re: Acceptance
1 message

iji@ogu.edu.tr <iji@ogu.edu.tr>   Mon, Sep 24, 2018 at 5:47 AM
To: leonnard.ong@ipmi.ac.id, yulita.susanti@ipmi.ac.id

Dear author

This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in January 2019.

We wish you all the best.
Editorial
International Journal of Instruction

From: "Leonnard Ong" <leonnard.ong@ipmi.ac.id>
To: iji@ogu.edu.tr
Sent: Saturday, September 22, 2018 5:55:24 AM
Subject: Questions about manuscript progress

Dear Editor,

I am Dr. Leonnard, MComm. Following up on the email sent to us before, we have sent the results of our review regarding the article sent a few weeks ago.

In addition, we want to ask about the progress of Dr. Leonnard's manuscript, entitled "The advocacy model of Indonesian Chinese students, The affluent market". When will the article be published?

Thank you in advance

Best Regards,
Dr. Leonnard, MComm