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ARTICLE

BRAND REPUTATION AND BEHAVIORAL INTENTION OF ENROLLING PROFESSIONAL COURSES

Bui Huy Khoi*
Industrial University of Ho Chi Minh City, VIETNAM

ABSTRACT

This research aims to examine the relationship between brand reputation and behavioral intention of enrolling professional courses. Survey data was collected from 208 students studying at Ho Chi Minh City, Vietnam. The research model was proposed from the study of brand reputation and behavioral intention. The reliability and validity of the scale were tested by the confirmatory factor analysis (CFA). The analysis results of the structural equation model (PLS-SEM) showed that brand reputation and behavioral intention having the relationships with each other. A new point in this research is the quantitative tool and applied in higher education.

KEYWORDS
Vietnam, Brand reputation, Pc, Pvc, PLS-SEM

INTRODUCTION

The Higher Education plays an important role in the society: It is essential partners of the knowledge creation and knowledge exchange networks, catalysts of innovation, suppliers of tangible outputs of research results, and institutions providing consulting and advisory services. Universities are supposed to foster progress, build social capital, prepare students for outside realities, provide access to knowledge, extend the bounds of justice and, therefore, contribute to the creation of a democratic and sustainable society. However, the increasingly competitive and dynamic educational environments bring up many challenges, such as declining enrolments and growing competition [1].

As in other developing nations, economic reforms in Vietnam started in 1986 are strongly linked to the higher education sector. After 33 years of the economic reform policy, the higher education in Vietnam has grown remarkable rapidly, which only began 1976 [2] now reaching 105.000 students in 180 domestic universities [3] and 212 programs with different joint training forms (bachelor's and master's degrees), in partnership with many reputable global universities and educational institutions [4].

There are some researches with the first research result indicated corporate reputation influenced customer behavioral intentions. This article proposed a model of customer trust, customer identification and customer commitment as the key intervening factors between corporate reputation and customer purchase intention and willingness to pay a price premium. The authors tested the model by using data from 351 customers of three Chinese B2B service firms. Results indicated that corporate reputation had a positive influence on both customer trust and customer identification. Customer commitment mediated the relationships between the two relational constructs (customer trust and customer identification) and behavioral intentions [5].

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The study of Rather developed and empirically tested an integrative model that reflects a comprehensive view of the relationships among customer brand identification, satisfaction, trust, commitment and their influence on hotel brand loyalty. Results demonstrated that customer brand identification has a positive influence on loyalty, commitment, satisfaction, and trust. Commitment mediates the relationships among customer identification, trust, satisfaction and brand loyalty. Further, customer identification and commitment were closely related, but they were different constructs in hospitality contexts [6].

The research of Liu et al. proposed a new model based on organizational identity. The hypotheses for this research were deduced from the literature in order to identify and extract the factors for adaptability and partnership. Liu et al. confirmed that commitment and trust had a significant positive effect on the identity of an organization [7].

In Vietnam, the study of Nguyen HN and Pham LX proposed and tested the impact of Country-of-origin image on corporate reputation and corporate reputation on perceived corporate social responsibility, in which customer trust played the mediating role and purchase intention is considered as the final result. Data was collected through a customer survey targeting car customers in the 2 largest cities in Vietnam. Cronbach's alpha, factor analysis, and structural equation modeling were used to analyze the data collected. By using a sample of 1,027 customers, who owned and used passenger cars in Vietnam, the results showed that country-of-brand image and country-of-manufacture images have a positive impact on the corporate reputation and purchase intention of customers, in which the country-of-brand image had a stronger impact than the later. Also, corporate reputation had a positive, direct influence on perceived corporate social responsibility. It created and nurtures customer trust. Under that manipulation, the customer would perceive corporate social responsibility positively. And the effect was found to be partially mediated by customer trust. In addition, both customer trust and perceived corporate social responsibility presented their influence on purchase intention [8].

Nuraryo et al. explained the influence of corporate identity through corporate reputation and student satisfaction on student retention in one business school. The authors indicated that corporate identity had

***Corresponding Author**
Email:
buihuykhoi@iuh.edu.vn

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a very significant influence on corporate reputation. The corporate reputation also had a small influence on student retention. This study contributed to university to increase student retention which regarded as sustainability in the higher education sector [9].

The research of Harahap et al. [10] aimed to analyze the influence of university reputation on student decided to study at the faculty of economics in Indonesia. Results showed that university reputation partially had a positive and significant effect on students' decisions to study. This showed that prospective students considered the university's reputation in choosing a place to study. University should do more professionally in fulfilling facilities and infrastructure and improving the quality of lecturers. The tight competition requires universities to always build a good reputation through breakthroughs that can be a mainstay and have a high selling value.

In summary, the paper aims to investigate the relationship between brand university reputation and student behavioral intention of enrolling professional courses. A new point in this research is the quantitative tool and applied in the context of Vietnam higher education.

So, we gave the proposed research hypotheses:

"Hypothesis 1 (H1). There is a positive impact of Brand Reputation (DT) on Student Trust (NT)"
"Hypothesis 2 (H2). There is a positive impact of Brand Reputation (DT) on Student Identity (NB)"
"Hypothesis 3 (H3). There is a positive impact of Student Trust (NT) on Behavioral Intention (YD)"
"Hypothesis 4 (H4). There is a positive impact of Student Commitment (CK) on Behavioral Intention (YD)"
"Hypothesis 5 (H5). There is a positive impact of Student Trust (NT) on Student Identity (NB)"
"Hypothesis 6 (H6). There is a positive impact of Student Identity (NB) on Behavioral Intention (YD)"
"Hypothesis 7 (H7). There is a positive impact of Student Identity (NB) on Student Commitment (CK)"
"Hypothesis 8 (H8). There is a positive impact of Student Trust (NT) on Student Commitment (CK)"

All hypotheses and items are modified as [Fig. 1].

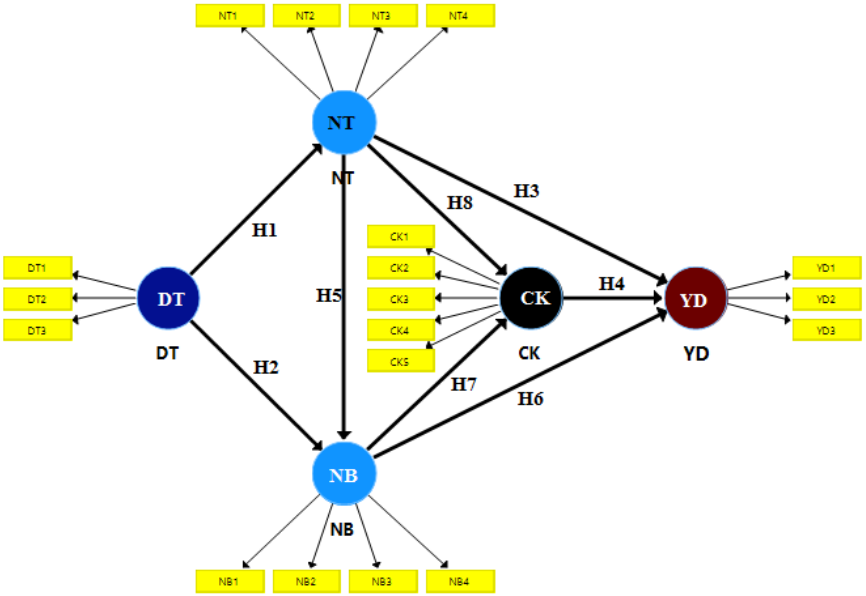

Fig 1: Research model [**Code**: Brand Reputation (DT), Student Trust (NT), Student identity (NB), Student commitment (CK), Behavioral Intention (YD)]

METHOD

The research methodology was implemented through two steps: qualitative research and quantitative research. Qualitative research was conducted with a sample of 30 students studying at Ho Chi Minh City, Vietnam. Quantitative research was carried out as soon as the question was edited from the test results with a sample of 208 students studying at Ho Chi Minh City, Vietnam. According to Hair et al. [12], the sample size must be at least ≥ m x 5, in which m is the number of observed variables. So, with 18 variables observed in this study, the sample size should be at least ≥ 90. Therefore, 208 students are surveyed by the face-to-face method at Ho Chi Minh City. Respondents were selected by convenient methods with a sample size of students studying at Ho Chi Minh City in Vietnam in [Table 1]. There were 117 (56.3%) males and 91 (43.8%) females in this survey in [Table 1]. The questionnaire answered by respondents is the main tool to collect data.

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Table 1: Sample demographic characteristics

Sample		Amount	Percent (%)
SEX	Male	117	56.3
	Female	91	43.8
	Total	**208**	**100.0**
QUALIFICATION	Freshman	4	1.9
	Sophomore	106	51.0
	Junior	88	42.3
	Senior	10	4.8
	Total	**208**	**100.0**

The survey was conducted in May 2019 in Hochiminh City, Vietnam. Data processing and statistical analysis software are used by Smartpls 3.0 developed by SmartPLS GmbH Company in Germany. The reliability and validity of the scale were tested by Cronbach's Alpha, Average Variance Extracted (Pvc) and Composite Reliability (Pc). Cronbach's alpha coefficient greater than 0.6 would ensure scale reliability [11].

Composite Reliability (Pc) is better than 0.6 and Average Variance Extracted must be greater than 0.5 [11]. Followed by a structural model PLS-SEM was used to test the research hypotheses [11].

Datasets

We validate our model on three standard datasets for Behavioral Intention (YD) in Vietnam: SPSS. sav, Excel.csv, and Smartpls. splsm. The dataset has five variables: one independent variable, three intermediate variables, and one dependent variable. There are 208 observations and 19 items in the dataset. SPSS. sav and Excel.csv were used for descriptive statistics and Smartpls. splsm for advanced analysis.

Data Availability can receive from author by email.

RESULTS

Structural Equation Modeling (SEM) is used in the theoretical framework. Partial Least Square method can handle many independent variables, even when multicollinearity exists. PLS can be implemented as a regression model, predicting one or more dependent variables from a set of one or more independent variables or it can be implemented as a path model. Partial Least Square (PLS) method can associate with the set of independent variables to multiple dependent variables [11].

Consistency and reliability

Test results in Table 2 show that factors CK2 and CK4 are not statistically significant because P-value is greater than 0.05 [11].

Table 2: Outer loadings

ITEM	BETA	SE	T VALUE	P VALUE	FINDINGS
CK1 <- CK	-0.364	0.178	2.039	0.042	Supported
CK2 <- CK	0.344	0.188	1.826	0.068	Unsupported
CK3 <- CK	0.894	0.133	6.733	0.000	Supported
CK4 <- CK	-0.004	0.199	0.019	0.985	Unsupported
CK5 <- CK	0.391	0.186	2.098	0.036	Supported
DT1 <- DT	0.776	0.053	14.672	0.000	Supported
DT2 <- DT	0.764	0.056	13.583	0.000	Supported
DT3 <- DT	0.867	0.030	29.156	0.000	Supported

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NB1 <- NB	0.697	0.065	10.730	0.000	Supported
NB2 <- NB	0.746	0.050	14.903	0.000	Supported
NB3 <- NB	0.531	0.109	4.864	0.000	Supported
NB4 <- NB	0.782	0.039	20.187	0.000	Supported
NT1 <- NT	0.672	0.061	10.939	0.000	Supported
NT2 <- NT	0.707	0.047	14.888	0.000	Supported
NT3 <- NT	0.720	0.052	13.937	0.000	Supported
NT4 <- NT	0.677	0.061	11.060	0.000	Supported
YD1 <- YD	0.769	0.049	15.549	0.000	Supported
YD2 <- YD	0.808	0.037	21.867	0.000	Supported
YD3 <- YD	0.763	0.050	15.351	0.000	Supported

In this reflective model, convergent validity is tested through composite reliability or Cronbach's alpha. Composite reliability is the measure of reliability since Cronbach's alpha sometimes underestimates the scale reliability [11]. [Table 3] shows that composite reliability varies from 0.786 to 0.845 which is above the preferred value of 0.5. This proves that the model is internally consistent. To check whether the indicators for variables display convergent validity.

Cronbach's alpha is used. From [Table 3], it can be observed that all the factors are reliable (Cronbach's alpha > 0.60 and Pvc > 0.5). CK has Cronbach's alpha < 0.60 and Pvc and Pc < 0.5, NB and NT have Pvc < 0.5 however they will be supported and analyzed next steps.

Table 3: Cronbach's alpha, composite reliability (Pc) and AVE values (Pvc)

Factor	Cronbach's Alpha	Average Variance Extracted (Pvc)	Composite Reliability (Pc)	P VALUE	FINDINGS
CK	0.209	0.240	0.295	0.000	Supported
DT	0.743	0.646	0.845	0.000	Supported
NB	0.651	0.484	0.786	0.000	Supported
NT	0.646	0.482	0.788	0.000	Supported
YD	0.679	0.608	0.823	0.000	Supported

$$P_{VC} = \frac{\sum_{i=1}^{p} \gamma_i^2}{\sum_{i=1}^{p} \gamma_i^2 + \sum_{i=1}^{p} (1-\gamma_i^2)}; P_C = \frac{(\sum_{i=1}^{p} \gamma_i)^2}{(\sum_{i=1}^{p} \gamma_i)^2 + \sum_{i=1}^{p} (1-\gamma_i^2)} \quad \alpha = \frac{k}{k-1}\left[1 - \frac{\sum \sigma^2(x_i)}{\sigma_x^2}\right]$$

Structural equation modeling (PLS-SEM)

PLS-SEM results in [Fig. 2] showed that the model is compatible with data research. The Behavioral Intention (YD) is affected by some factors about 33.7%. The seven hypotheses are supported because their p-value is lower than 0.05 as [Table 4].

Table 4: Structural Equation Modeling (SEM)

Hypothesis	Beta	SE	T Value	*p* Value	Findings
CK -> YD	0.218	0.086	2.523	0.012	Supported
DT -> NB	-0.056	0.073	0.769	0.442	Unsupported
DT -> NT	0.375	0.067	5.628	0.000	Supported
NB -> CK	0.246	0.098	2.515	0.012	Supported
NB -> YD	0.166	0.081	2.059	0.040	Supported
NT -> CK	0.274	0.098	2.806	0.005	Supported
NT -> NB	0.520	0.072	7.243	0.000	Supported
NT -> YD	0.344	0.085	4.045	0.000	Supported

Beta (r): SE = SQRT (1-r2)/ (n-2); CR= (1-r)/SE; P-value =TDIST (CR, n-2, 2).

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The results in [Table 4] indicated H2 unsupported because of p-value > 0.05. Hypotheses H1, H3, H4, H5, H6, H7, and H8 were supported because of p-value < 0.05.

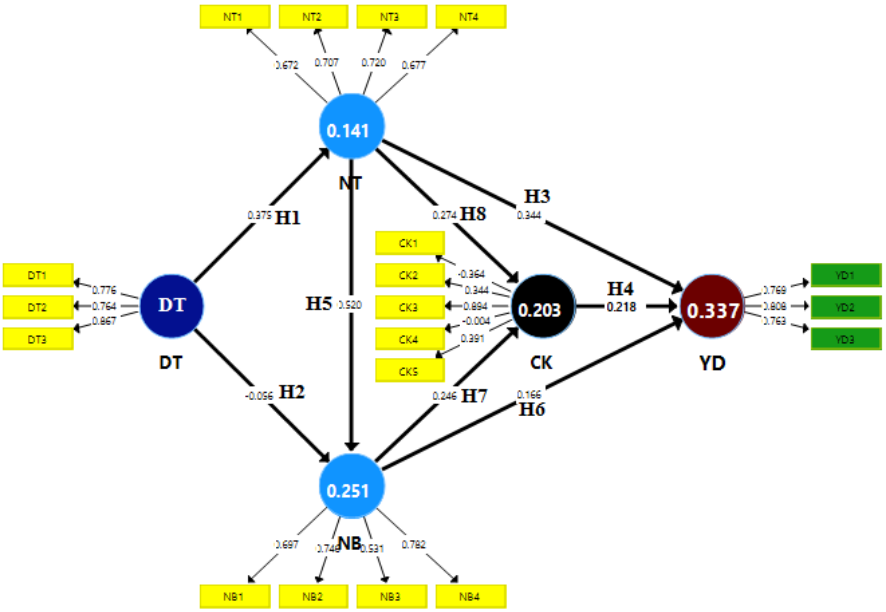

Fig. 2: Structural Equation Modeling(PLS-SEM)

PLS-SEM results showed that the model is compatible with data research: SRMR has p-value ≤ 0.001 (<0.05) [11]. In bootstrapping, re-sampling methods are used to compute the significance of PLS coefficients. The output of significance levels can be retrieved from the bootstrapping option. PLS-SEM shows the results of hypotheses testing; all the t values above 1.96 are significant at the 0.05 level [11].

CONCLUSION

Research results show that this is a series of links from Brand Reputation (DT) to Student Trust (NT), Student Identity (NB), Student Commitment and ending at the Behavioral Intention (YD) of students for enrolling courses. Specifically, the university should promote the following factors:

Brand Reputation (DT) is positively associated with student trust (H1). The components that make up the brand reputation factor are (1) the university 's brand is highly appreciated, (2) the university's brand is well established and (3) the university's brand is trusted.

Student Trust (NT) is influenced by Brand Reputation (H1) and affects on three factors: Student Identity (NB), Student Commitment (CK), Behavioral Intention (YD: H3, H5, and H8). The components that make up a student's belief factor are (1) trusting that the university has a good reputation, (2) feeling that the university has a good, trustworthy reputation, (3) feeling that the university has a good and transparent reputation, and (4) a good school reputation positively responds to students.

Student Identity (NB) is influenced by Student Trust (NT, H5) and positively correlated with Student Commitment (CK) and Behavioral intention (H6, H7). The components that make up the Student identity (NB) are (1) feeling the success of a university brand is their own success, (2) taking care of what others think of the university's brand, (3) feeling ashamed to hear a story criticizing its brand in the media, (4) if someone praised the brand, the student felt it was a compliment to himself.

Student Commitment (CK) is influenced by Student Identity (NB, H7), Student Trust (NT, H8) and impact on Behavioral Intention (YD, H4). The components that make up the student commitment factor are (1) feeling confident sticking to a university with a good reputation, (2) it will be very difficult for students to leave a university with a good reputation, even if the student wants (this factor has been eliminated due to inadequate reliability), (3) a university with a good reputation deserves student loyalty, (4) it will be a pity for the student if leave a university with a good reputation (this factor has been removed due to insufficient reliability) and (5) students continue their journey with a university with a good reputation because students are responsible for the university.

Finally, Behavioral Intention (YD) is influenced by Student Trust (H3), Student Commitment (H4) and Student Identity (H6), factors that influence Behavioral Intention of student is (1) gaining the majority of

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university brand-related products/services, (2) prioritizing the option to use the product/service, (3) will be cooperate with the university for several years next.

The limitation of the research is H2 unaccepted hypothesis. We will complete it in next research. Future research could explore factors associated with educational quality in this model.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest regarding the publication of this paper.

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FINANCIAL DISCLOSURE

None

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