

# **Impact Of Service Quality, Corporate Social Responsibility, Organisation Stability and Engagement To Improve Loyalty (A Case Study Of Higher Education Malaysia)**

Zaher Al barrawi and Valliappan Raju

Center of Postgraduate Studies, Faculty of management, Limkokwing University of creative technology, Cyberjaya 63000, Selangor, Malaysia

Corresponding Author: Zaher Al barrawi

E-mail address: barrawi86@hotmail.com

## **Abstract**

Nowadays, a competitive academic environment where students have many opportunities available to them, factors that enable educational institutions to retain and attract students should be earnestly studied. Higher education institutions, which want to earn a competitive edge in the future, may need to begin searching for creative and effective techniques to retain, attract and enhance powerful relationships with students. The purpose of the current study is to examine the role of service quality, organisation social responsibility to students, and organisation stability as predictors of student loyalty through engagement. In addition, Satisfaction could be moderating the impact as well.

**Keywords:** CSR; Higher education; Loyalty; Organization stability; Student engagement; Service quality.

## **1. Introduction**

Over the past three decades, higher education institutions have become more competitive in recruiting students. They focused more on various ways of creating a competitive advantage in keeping and attracting students (hazelkorn, 2015; oldfield & baron, 2000). Massive rivalry in

higher education is similar to the environment surrounding the service sector, which is a portion of the economy based on a service rather than a product. Many service organizations respond to innovating a competitive edge by focusing on increasing the quality of their service. According to Jensen & Artz (2005), some service organizations, such as total quality management, are finding new ways of introducing continuous improvement systems. Moreover, a significant core principle in total quality management and other service philosophies is that customer perceptions of service quality should be continually evaluated by organizations. They identify suitable measures to improve their service and achieve customer satisfaction only when the organization collects and analyzes data (Jensen & artz, 2005).Service quality measures allow organizations to obtain a fundamental priority for recruiting and retaining the customer from the targeted business or service provider. In higher education institutions, universities viewed from the perspective of a business model are service providers. Their service is education and the students are the consumers (wright, 2008). Most educators resist the idea that quality management principles are proper to higher education (mark, 2013). By applying a student-customer model to higher education, by applying a student-customer model to higher education, many educators believe that measures of success or failure cannot occur due to higher education is a completely separate and distinct environment than the business environment. In addition, educators are primarily concerned with educating and not providing short-term results to meet the student's demand to ensure satisfaction (James, 2001). Higher education institutions expend enormous amounts of money and time on programs and retaining retention students. Dramatic changes have taken place in higher education during the last 30 years as the University financial model has been restructured and the students ' financial burden has been raised. With these changes, a key concept of higher education must be concentrated on creating a competitive advantage in order to attract future students (Oldfield & baron, 2000). When universities are viewed as providers of services, they must be able to understand the experience of a student in order to ensure that they deliver a service that meets the expectations of a student. Furthermore, one significant key area that universities have to focus their attention on is meeting the student's expectations as it pertains to the learning experience (stock, & rogers, 2008). The ability to understand the perspective and desires of a student is an important factor in providing a service effectively. Students ' assumptions when assessing service quality and overall satisfaction compare and contrast their expectations. Though the concepts of students' satisfaction and student's

expectation are fairly well understood, there is still uncertainty regarding how the two are formed and how they interact (Meyer & Schwager, 2007). A service quality study focuses on the quality of the educational activity in a portion of the overall student experience, as defined by Petruzzelli et al. (2006). Cuthbert (2010) said many universities take account of the value of service quality and the evaluation of its service quality.

## **2. Constructs**

### **2.1. Loyalty**

Customer loyalty defined as “a deeply held commitment to rebury or re patronizing a preferred product/service consistently in the future, thereby causing repetitive same-brand, or same brand-set purchasing despite situational influences and marketing efforts has the potential to cause switching behaviour.” It was suggested that the loyal customer would pursue the product against all odds and at all costs (Oliver, 1999). Several investigations have indicated that a good service meeting with a service organization can determine loyalty (Solomon et al., 1985).

The customer loyalty is defined by Pearson (1996) as the mindset of the customer who holds favourable attitudes toward a company, commit to repurchase the company’s product/service, and recommend the product/service to others. Customers who believe that a product or service has gained interest will build loyalty to that product or service. Supporting this since Reichheld and Sasser (1990) concluded that the positive outcomes of loyalty have been the subject of several theoretical articles and empirical studies.

### **2.2. Engagement**

In order for a student to participate academically, Furrer and Skinner (2003) said they have to take active participation in their academics, pursue an academic goal, commit themselves and pay attention to the learning process. The students should demonstrate persistence, flexibility and concentrate on the interactions within their academic environment (Furrer & Skinner 2003). In addition, when engaging in learning activities, the activity shown by the students includes constructive observations, class discussion, course follow-up, as well as questions and answers. (Chapman, 2003).

Research has demonstrated that academic involvement is a major factor in the learning of student. Some theories indicate that academic engagement consists of three perspectives: cognitive, behavioural and emotional (Fredricks et al. 2004) not one-dimensional but multi-dimensional. The motivation, attitudes, personal behaviour, interests, values and persistence were determined through these perspectives in various studies. These various studies have produced results that point to a correlation between engagement and academic achievement or success (Finn & Rock, 1997).

### **2.3. Corporate Social Responsibility**

An organization's responsibility is not enforcing by law and other trade or union contracts and towards every part of the society and groups except stakeholders' (Jones, 1980). According to another academician, CSR is described as the economic, legal, and ethical expectations that society has at any point in time from the organization (Carroll, 1979).

Corporate social responsibility (CSR) is a self-regulating business model that helps an enterprise to be socially accountable to itself, its stakeholders and the public. By practising corporate social responsibility, also called corporate citizenship, companies can be conscious of the kind of impact they are having on all aspects of society including economic, social, and environmental. In the normal course of business, CSR means that an organization does not contribute negatively, but is involved in ways that improve society and the environment.

### **2.4. Organisation stability**

Organisation stability is related to the stability but up to date of organisation policies, procedures, goals, instructions, skills, and much more, which is associated with a retaining staff in order to offer an efficient service and increase the comfort of customers to increase the organisation outcome (Rousseau et al., 2018).

Stability requires the maintenance or methodical growth of the status quo. The company has followed a strategy for safety and status quo without changing its current operations significantly (Petrou et al., 2018). Existing operations are allocated assets for moderate, progressive

development. As such, the primary focus is on markets, current products and functions as well as maintaining the same level of effort (Rousseau et al., 2018). Stability enables the organisations to stop for a while re-examine what it has already done and then proceed cautiously. An enterprise that has increased its capital in the accelerated growth phase should strive to achieve stability before attempting to drive further growth.

## **2.5. Service Quality**

Services are an on-going process of customer-service interaction that includes a number of intangible activities that are supported as premium solutions to customer problems with regard to the physical, financial and other useful elements of the service system (Grönroos, 2004). Service quality has been studied for a long time in the field of service management and the concept of service quality is somewhat elusive and easy definitions are resisted (Quinn et al., 2009). Many investigators suggest that quality of service is a multi-dimensional concept (Dabholkar et al., 1996; Brady & Cronin, 2001; Lu, Zhang, & Wang, 2009). Many researchers refer the term of service quality to the perfection of goodness level that perceived by the user of a specific service for its characteristics. In the domain of higher education, service quality is referring to the students' perception of the perfection of the educational and transitional services offered by the institute.

Parasuraman et al. (1985) have made a new model of quality of service assessment on the basis of the disconfirmation paradigm. By offering a new way to measure service quality, they try to address the weakness of the Nordic model. In SERVQUAL model, they suggested to use the gap or difference between the expected level of service and delivered level of service for measuring service quality perception with five dimensions namely: Reliability, Responsiveness, Assurances, Empathy, and Tangibility.

## **2.6. Higher education in Malaysia**

A recent global trend is the formation of higher education hubs and internationalisation of higher education (MOE, 2015; Vidya & Gauri, 2014). Five countries, namely, South Korea, Singapore, Taiwan, Hong Kong and Malaysia are seen to be competing among each other to become an

excellent international education hub in Asia (Clark, 2015). The key aspiration of Malaysia is to establish a system of education which is among the world's leading systems of education that will allow it to compete in the world economy. (MOE, 2015). The goal of becoming a regional education hub by 2020 (The Economic Planning Unit, 2010) was revised and upgraded to becoming an international higher education hub through the launching of the new policy document, the Malaysia Education Blueprint - Higher Education 2015-2025 (MOE, 2015)

Higher education in Malaysia is graced with the increasing number of public higher education institutions (IPTA) and private higher education institutions (IPTS). Both higher educational institutions aim at producing excellent quality and competitive products at a higher level to meet the domestic and global demand in the job market. By offering a favourable learning environment that covers various aspects of facilities, this can help the university to achieve that goal.

Higher education institutions in Malaysia have kept the pace to align the quality perceptions in parallel with the achievement, especially among the students. According to Sohail et al. (2003), higher education institutions in Malaysia have put an endeavour to adopt the quality management system in order to gain a competitive advantage. For the purpose to measure quality, the Lembaga Akreditasi Negara" (National Accreditation Board) was established in 1997 for the quality assurance of programs in the private higher education sector. Subsequently, in 2002, the Quality Assurance Division was established under MOHE which is responsible for managing and coordinating the quality assurance system of public universities. These two bodies then merged to become the Malaysian Qualification Agency (MQA) in 2007 that provides a common quality assurance platform. According to MQA (2009), the role of this agency is to be the guardian of the Malaysian qualification framework which serves as the reference point for national qualifications, to oversee quality assurance practices and accreditation of national higher education. The establishment of this agency aims to become a credible and internationally recognized higher education quality assurance body that encourages the confidence of its stakeholders especially the students through competent, responsible, accountable and transparent good practices (MQA, 2009).

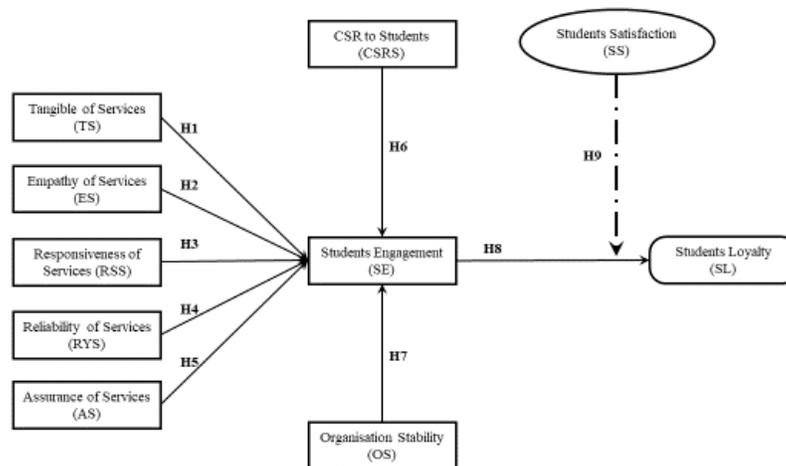
As asserted by MQA (2009), there are nine areas of quality assurance standards for the higher educational institution which are (1) vision, mission and objectives; (2) design and delivery program; (3) student assessment system; (4) student selection and support; (5) academic staff or faculty; (6) education resources; (7) monitoring and review programme; (8) leadership, governance and administration and (9) total continuous quality improvement. These assurance standards serve as the guarantee for the higher educational institutions to deliver their services at a most favourable level. The accreditation process is seen as the justification medium for quality assurance in strengthening and sustaining the quality and integrity of higher education to make it worthy and add the confidence level in the eyes of the public. According to Parri (2006), quality assurance in higher education aims to guarantee the improvement and standard of quality of higher education in order to meet the needs of students, employers and financiers. Another factor that must not be overlooked is the performance of the institution itself. A high-performance educational institution will create a psychological perception of students. Students interpret a high-performance university as an institution that will be able to provide high-quality services and consequently satisfy their needs. According to Tessema et al., (2012), a way to view the institutional performance is by analyzing the students' outcomes such as retention, attrition and graduation rates. Therefore, if the higher education institutions recorded high failure rates of students it gives the view that such institutions are unable to deliver good services. Hence, higher education institutions should have to define and identify the link between the performances of a specific service quality dimension and the level of satisfaction among students (Munteanu et al., 2010). It is noticeable that the image of higher educational institutions has a latent effect on students' satisfaction level. If the performance or the reputation of the institutions is poor, it will fail to attract students to enrol to those universities and may deprive or ruin the students' satisfaction. It is imperative to maintain the students' satisfaction level at best possible through various dimensions.

### **3. Methodology**

#### **3.1. Research Goal**

The conceptual model of the current study (Figure 1) and the related hypotheses are developed. This study aims not only to understand the possible effect that service quality dimensions, CSR, OS and have on customer-related outcomes such as engagement, customer satisfaction and

loyalty but also to investigate the mediating effect engagement has on these relationships. To test the hypothesized relationships, a questionnaire is conducted.



**Fig.1**Propose Model with Hypothesis

### 3.2. Sample and Data Collection

The respondents are asked for many personal characteristics such as gender, age, study program, etc. The following is a summary discussion of the features. The respondents’ demographic information shows that the majority of 57.8% are males; 83.3% are aged up to 30 years old; 69% are studying bachelor degree; 55.6% are at studying levels of semesters 4 to 6; 24.5% are Malaysian citizens, 56% are studying either information technology or business and management.

### 3.3. Analysis and Results

In order to evaluate the above-mentioned relationships, scales are drawn and adapted from existing literature for the construction of the conceptual model shown in Figure 1. A pilot trial with 28 graduate and degree students was conducted in order to purify the scales before conducting the survey. Service quality is measured by the 23 item measure developed by The Service Quality Model or SERVQUAL Model was developed and implemented by Valarie et al. (1988). It is a method to capture and measure the service quality experienced by customers. In order to measure CSR, the fourth items used by Henri Tajfel and John Turner in the 1980s, social identity theory introduced the concept of a social identity as a way in which to explain intergroup behaviour.

These items, which were originally developed for mobile services industry, have been slightly changed to fit the education industry used in the present study. Organizational stability is also measured by multiple items drawn from existing literature. Engagement is measured by the fifth items adapted from by Kahn's (1990) and developed Shuck et al. (2011). The fourth items measuring customer satisfaction are adapted and developed by Richard L. Oliver in 1980. The last is loyalty measuring by 4 items John Turner in the 1980s. Finally, the items for each of these constructs are measured by five-point Likert scales (1=strongly disagree, 5=strongly agree). The analyses include a two-step approach of structural equation modelling (SEM) to analyze the data and test hypotheses (Anderson and Gerbing, 1988) Furthermore, as shown in Table 1, all factor loadings are significant ( $p=.001$ ), indicating convergent validity; composite reliability estimates for all constructs are greater than the minimum criteria of .70 (Nunnally and Bernstein, 1994) and the average variance extracted (AVE) values for all constructs are greater than the threshold value of .50 (Fornell and Larcker, 1981).

Internal Consistency of Research Variables items within every variable must be consistent and representing the same concept. Internal consistency can be estimated by Cronbach's Alpha or composite reliability measure. Any measure above the threshold of 0.7 is successful. In addition, 0.6 is considered successful in exploratory research (Bagozzi & Yi, 1988; Hair et al., 2014). Table 1 shows the results of all the six variables, and next section discussed the results.

For composite reliability, all the values are between 0.868 and 0.944, which shows adequate internal consistency. For Cronbach's Alpha reliability, the values are ranged from 0.773 to 0.921, which shows a satisfactory level of internal consistency. Convergent Validity of Research Variables This estimated the extent of irrelativeness between items of the same variable. An average Variance Extracted (AVE) value above 0.5 is the acceptable threshold. Table 1 summarize the AVE values for all the constructs. The results show that all values are in the range between 0.667 and 0.808, which is an acceptable level above the threshold of 0.5. Therefore, the dataset is free from convergent problem and valid for proceeding to next analysis.

**Table 1** Combine the values of the factor loading, CR and AVE together in one  
*Results of Measurements Model – Convergent Validity*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
AS	0.865	0.909	0.714
CSRS	0.921	0.944	0.808
ES	0.903	0.932	0.774
OS	0.885	0.922	0.749
RSS	0.823	0.895	0.740
RYS	0.893	0.922	0.705
SE	0.876	0.915	0.731
SL	0.773	0.868	0.688
TS	0.875	0.909	0.667

Once the measurement model is confirmed, the structural model is then estimated. The model achieves adequate fit.

#### 4. Development of hypotheses

##### 4.1. H1: Tangible of Services (TS) has a positive significant impact to improve Students Loyalty, which is an indirect effect via Students Engagement

Within the proposed design, Tangible of Services (TS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 2. The relation is significant at level 1% ( $p$  value = 0.006) and T statistics score of 3.2761. This acceptable level of significance has a path coefficient score of 0.068 and small effective size of 0.0262. Based on these scores, the related Hypothesis 1 is accepted.

**Table 2** Findings of Hypothesis 1

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H1	TS -> SL	Accepted	Positive	0.068	3.2761	0.0006	0.0262

**4.2. H2: Empathy of Services (ES) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement.**

Within the proposed design, Empathy of Services (ES) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 3. The relation is not significant at level 5% (p value = 0.360) and T statistics score of 0.356. This non-acceptable level of significance has a path coefficient score of 0.008 and neglected effective size of 0.000. Based on these scores, the related Hypothesis 2 is not-accepted.

**Table 3** Findings of Hypothesis 2

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H2	ES -> SL	Rejected	NC	0.008	0.3563	0.3609	0.0003

**4.3. H3: Responsiveness of Services (RSS) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement**

Within the proposed design, Responsiveness of Services (RSS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 4. The relation is significant at level 1% (p value = 0.0005) and T statistics score of 3.2929. This acceptable level of significance has a path coefficient score of 0.103 and small effective size of 0.0194. Based on these scores, the related Hypothesis 3 is accepted.

**Table 4** Findings of Hypothesis 3

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H3	RSS -> SL	Accepted	Positive	0.103	3.2929	0.0005	0.0194

**4.4. H4: Reliability of Services (RYS) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement**

Within the proposed design, Reliability of Services (RYS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 5. The relation is significant at level 1% (p value = 0.0000) and T statistics score of 10.029. This acceptable level of significance has a path coefficient score of 0.228 and medium effective size of 0.2597. Based on these scores, the related Hypothesis 4 is accepted.

**Table** Error! No text of specified style in document. Findings of Hypothesis 4

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H4	RYS -> SL	Accepted	Positive	0.228	10.0239	0.0000	0.2597

**4.5. H5: Assurance of Services (AS) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement**

Within the proposed design, Assurance of Services (AS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 6. The relation is significant at level 1% (p value = 0.0041) and T statistics score of 2.6545. This acceptable level of significance has a path coefficient score of 0.134 and small effective size of 0.0291. Based on these scores, the related Hypothesis 5 is accepted.

**Table 6** Findings of Hypothesis 5

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H5	AS -> SL	Accepted	Positive	0.134	2.6545	0.0041	0.0291

**4.6. H6: Corporation Social Responsibility (CSRS) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement**

Within the proposed design, Corporation Social Responsibility (CSRS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 7. The relation is significant at level 5% (p value = 0.0369) and T statistics score of 1.759. This acceptable level of significance has a path coefficient score of 0.077 and small effective size of 0.010. Based on these scores, the related Hypothesis 6 is accepted.

**Table 7** Findings of Hypothesis 6

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H6	CSRS -> SL	Accepted	Positive	0.077	1.7593	0.0396	0.0100

**4.7. H7: Organizational Stability (OS) has a positive significant impact to improve Students Loyalty, which is indirect effect via Students Engagement**

Within the proposed design, Organizational Stability (OS) relation with Students Loyalty (SL) is indirect and the associated scores of the relation are presented in Table 8. The relation is significant at level 5% (p value = 0.0173) and T statistics score of 2.1188. This acceptable level of significance has a path coefficient score of 0.062 and small effective size of 0.0129. Based on these scores, the related Hypothesis 7 is accepted.

**Table 8** Findings of Hypothesis 7

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H7	OS -> SL	Accepted	Positive	0.062	2.1188	0.0173	0.0129

**4.8. H8: Students Engagement (SE) plays mediation roll between tangibility, empathy, responsiveness, Reliability, Assurance corporation social responsibility, and organizational stability to improve Students Loyalty**

Within the proposed design, Students Engagement (SE) is playing a moderation role in the middle between antecedents and Students Loyalty (SL). First, findings of the direct relation between SE and SL are presented in Table 9. The relation is significant at level 1% (p value = 0.0000) and T statistics score of 19.7077. This acceptable level of significance has a path coefficient score of 0.653 and medium effective size of 0.7416. As the direct effect is significant, SE is eligible to mediate relation towards SL. However, the mediation effect is dependent upon the relations from the proposed antecedents and SE. The results discussed before, shows that SE is a mediator for TS, RSS, RYS, and AS; but not for ES.

**Table 9** Findings of Hypothesis 8

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value	Effective Size
H8	SE -> SL	Accepted	Positive	0.653	19.7077	0.0000	0.7416

**4.9. H9: Students Satisfaction (SS) plays moderation roll to improve Students Loyalty**

Students Satisfaction (SS) has one relation within the proposed model; it is the moderation affects in the relation between ES and SL. Table 10summarises the associated findings of this hypothesis. The moderation effect of SS in the relation SE and SL is not accepted at a significant level of 5% (P-value = 0.111), and a T statistics value of 1.224. The moderation effect has a

weak path coefficient value of 0.046. Based on the discussed values, the moderation effect does not exist, and the associated hypothesis, H9, is not-accepted.

**Table 10** Findings of Hypothesis 9

Hypothesis	Relation	Status	Sign	Path Coefficient	T Statistics	P-Value
H9	SS * SE -> SL	Rejected	NC	-0.0459	1.2236	0.1108

## 5. Discussion

In this study, the data was collected in 2018, by using paper-based survey. The researcher was targeting a sample of 384, so distributed a total of 500 surveys. Some respondents ignoring the survey, so the research can collect a sample of 440 cases. But after the process of cleaning data, the final sample size is 384 samples. The respondents are asked for many personal characteristics such as gender, age, study program, etc. The respondents' demographic information shows that the majority of 57.8% are males; 83.3% are aged up to 30 years old; 69% are studying bachelor degree; 55.6% are at studying levels of semesters 4 to 6; 24.5% are Malaysian citizens, 56% are studying either information technology or business and management. General elaboration of the students' perceptions of the outcome variables loyalty and engagement shows a moderate level of satisfaction (62.5% and 61.5). These results are mapped with a moderate level of satisfaction for the organisation stability (63.7%) and 3 features of the quality service. CSR to student shows a satisfying level with 69.5) but it is still in the margin of moderate agreement.

The valid dataset of 384 cases is tested for different reliability and validity tests to assure the suitability of the outer model of the design, which include items loading, cross loading, convergent validity, discriminate validity, composite reliability, and multi colinearity and all the examinations are passed successfully. Results of model variance explanation shows that Students Engagement (SE), illustrate a moderate predictive power and a large predictive relevance, as the related R square value is 0.658 (a power of 65.8%) and the related Q square is 0.450 (a relevance of 45.0%); and Students Loyalty (SL), illustrate a satisfactory predictive power and a medium

predictive relevance; as the related R square value is 0.426 (a power of 42.6%) and the related Q square is 0.278 (a relevance of 27.8%).

Examination of path coefficient of direct relations shows that the outcome variable, Students' Engagement (SE), six relations are accepted because its p value is below 0.05 but the relation associated with Empathy of Services (ES) is non-significant because its p value is above 0.05. The precedence for the relations based on the path coefficient scores are RYS (0.350), AS (0.205), RSS (0.158), CSRS (0.118), TS (0.104), OS (0.096). For the main dependent variable, Students Loyalty (SL), one direct relation is related to it, which is the relation with Students Engagement (SE). The relation is significant with path coefficient score of 0.653. Examination of path coefficient of indirect relations shows that there are seven indirect relations from the proposed antecedents. The indirect relation from Empathy of Services (ES) is non-significant because its p value is above 0.05. The other six antecedents have a proper significance level below 5% and the precedence for the relations based on the path coefficient scores are RYS (0.228), AS (0.134), RSS (0.103), CSRS (0.077), TS (0.068), and OS (0.062). The moderation effect of Students Satisfaction in the relation SE and SL are not accepted at a significant level of 5% (P-value = 0.111), and a T statistics value of 1.224 and the moderation effect has a weak path coefficient value of 0.046. The research framework has nine hypotheses, seven hypotheses are accepted and two hypotheses are not accepted (Table 11).

**Table 11** Path Coefficient of the Research Hypotheses

Hypotheses relationship	Std. Beta	Std. Error	Standard Deviation (STDEV)	T- value	P Values	Decision
H5 AS -> SL	0.134	0.162	0.058	2.733	0.004	Supported**
H6 CSRS -> SL	0.077	0.149	0.046	3.252	0.040	Supported*
H2 ES -> SL	0.008	0.134	0.054	2.378	0.361	rejected
H7 OS -> SL	0.062	0.234	0.081	2.937	0.017	Supported**
H3 RSS -> SL	0.103	0.309	0.073	4.182	0.001	Supported**
H4 SY -> SL	0.228	0.595	0.066	9.059	0.000	Supported**
H1 TS -> SL	0.068	0.542	0.04	13.514	0.001	Supported**
H8 SE -> SL	0.683	0.206	0.05	4.164	0.000	Supported**
H9 Moderating effect	0.046-	0.599	0.038	15.695	0.111	rejected

## **6. Conclusion**

This study not only analyzed the effect that CSR, service quality dimensions and organization stability have on student's loyalty -related outcomes such as student's engagement and customer satisfaction moderator roll on customer loyalty but also investigate the mediating role of student's engagement on these outcomes. The empirical results generally support the hypotheses based on the suggested theoretical framework practical contributions this study makes a number of contributions to the literature the result of this study should further raise awareness among officers of universities of the critical success factors to students, in other sectors in Malaysia or worldwide, decision makers can take the proper decision for the future development of their practices, marketing departments must understand the importance of CSR and quality. For this study, CSR to students is one of the antecedents, which must aware of the decision makers. Policies and regulations developers, whether it is within the organization or a governmental issue, can be benefited from the results in a better understanding of the antecedents, which become essential in the first-class countries.

Despite its theoretical and managerial implications, this study has some limitations that generate opportunities for future research. First, this study tested the proposed hypotheses with the students in private universities in Malaysia based on convenience sampling is the sampling technique for this study. The results are limited and only represent a specific group of students (degree and graduate studies at private universities). In addition, other students in different countries could have different contextual conditions, which may output different results. There are many other essential education institutes in Malaysia such as colleges. These study results are limited, and the perceptions are associated with private universities only different cultures. Second, this study does not examine the interactive effect of CSR and service quality in predicting the customer-related outcomes investigated. It is also possible to include new constructs in the model. For example, future research might analyse the moderating role of consumer personality traits such as innovativeness to develop a more comprehensive framework. finally, this study works with global constructs of CSR and service quality rather than with each dimension Individually, for future studies, it is suggested that the relations between the variables with the dimensions be considered individually, in order to determine possible differences in students related outcomes.

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