

The Quality of Lecturer-Higher Education Institution Relationship as an Antecedent of Academic Behavioural Intention

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In the context of marketing higher education services, Universities not only build relationships with students as customers, but also with lecturers who have a role in providing quality education services. The relationship between lecturers and tertiary institutions is expected to encourage the intention for lecturers to make better academic contributions so as to lead to an increase in the quality of educational services. So far, a study of the formation of behavioural intentions with the quality of connectedness approach has rarely been complete, especially in the context of internal marketing at tertiary institutions. Therefore, this paper seeks to fill the study through exploratory research on 338 lecturers at private Indonesian tertiary institutions . It seeks to measure and analyse the role of satisfaction, trust, and commitment in predicting the creation of lecturers' behavioural intentions in carrying out their academic assignments. By using Structural Equation Modelling analysis (SEM), it has been concluded that the three elements of quality of connectedness could be used to effectively predict intentions of academic behaviour . The commitment variable has an important role in encouraging intention towards academic behaviour.

Keywords: *Internal Marketing, Relationship Marketing, Relationship Quality, Academic Behavioural Intention, Higher Education.*



Introduction

Indonesia has the highest number of tertiary institutions in the Southeast Asian region, most of which are private Universities. The high number of higher education institutions is indeed needed to serve the Indonesian population, which is widely spread throughout various regions. However, under certain conditions, these tertiary institutions must compete to obtain prospective students who are following their criteria and target markets. In addition, not all college-age residents decide to continue their studies to a higher level so that it can have an impact on the lack of candidates and students who can be accepted by tertiary institutions. Therefore, efforts to improve the reputation of tertiary institutions is one of the measures that must be taken to be able to influence prospective students in choosing tertiary institutions (Ancheh et al., 2007; Kusumawati, 2013; Roga, Lapiņa, & Mürsepp, 2015). Not only does this affect the choice of students as customers, the reputation of an educational institution can also influence various stakeholders to establish co-operation between institutions (Zhang & Li, 2010). This collaboration can be a way for organisations to grow and develop (Tseng, et. al. , 2018) through performance (Purnomo, et. al. i, 2018).

The quality of tertiary institutions is one of the building blocks of reputation and consideration for prospective students in choosing tertiary institutions (Diamond et al., 2012). The effort to maintain quality is the task of all participants in the tertiary environment. Lecturers are the main actors in organising higher education activities. The progress of higher education is determined by the contribution of lecturers in carrying out academic activities and higher education management. The results of research conducted by Sumardjoko (2010) show that the contribution of lecturers has a significant influence on the quality control of tertiary institutions. In addition to providing quality learning processes, developing knowledge through research and collaboration with stakeholders in the tertiary environment, lecturers are also involved in the process of managing higher education organisations. University efforts to encourage lecturers to carry out academic and managerial tasks has become the first step in advancing Universities. Therefore, developing intention for lecturers to work towards academic progress is important for the growth of the campus.

Academics' Behavioural Intention

Behavioural intention is a concept that describes the possibility of a person's actions or future behaviour as a result of his or her assessment of what has been experienced before. In marketing studies, behavioural intentions are often associated with buying behaviour as defined by Mowen (2002), that is the desire of consumers to behave in certain ways in order to own, dispose of, and use products or services. Meanwhile Simamora (2003) explains that the intention to behave is a proposition that connects itself with future actions. The intention is a determinant of the behaviour of an individual (Fishbein & Ajzen, 1975; Sung & Yang, 2009) so that the behaviour that emerges is a picture of the intention that is possessed in a person.

Ajzen (1996) states that behavioural intention is a plan of behaviour that makes it possible to achieve the goals for behaving. Furthermore, Ajzen (2005) also states that the intention to behave is the intention to try to display a certain behaviour. Thus, the term intention cannot be interpreted as a desire that may be done in the future but cannot be done. The concept of intention to behave stated by Ajzen (2005) was used previously to explain the Theory of Planned Behaviour, but in this article it will be discussed using a quality connectedness approach. This approach is a concept in relationship marketing that tries to prove whether the concept of quality of connectedness can be used in predicting behavioural intentions in the internal marketing of higher education, especially in the intention of lecturers' academic behaviour.

There are several approaches in predicting behavioural intentions, which includes the Theory of Planned Behaviour concept proposed by Ajzen (1985), which then developed various other approaches including in the field of technology – the Technology Acceptance Model approach (Davis *et al.*, 1989) and Unified Theory of Acceptance and Use of Technology (Venkatesh *et al.*, 2003), which discusses the intention of technology acceptance. Whereas in marketing, behavioural intentions are examined in more specific directions such as intention to repurchase, purchase environmentally products and so on. The intention study is partly related to the marketing mix element (Campbell, DiPietro, & Remar, 2014; Kusumawati, 2013; Liu & Chou, 2015; Thaichon & Quach, 2016). With the emergence of relationship marketing, intentions are also associated with relationship quality or discussion of the influence of dimensions intentionally forming the relationship quality with intention (de Cannière, de Pelsmacker, & Geuens, 2010; C. Jung, 2010; Woo & Ennew, 2004).

In connection with internal marketing, behavioural intentions are intended to see the possibility of a set of internal customer behaviour, in this case, employees or organisational members, as a result of their assessment of the organisation or the response to internal offers. Lecturers are internal customers of tertiary institutions, therefore campus

management wants lecturers to behave in accordance with their objectives as happened in external marketing. In this study, the concept of intention to behave is proposed by Zeithaml *et al.* (1996) for external customers and was adapted in explaining the intention to lecture academic behaviour. Some of the proposed dimensions are still used, but adjusted to the point of view if the lecturer is positioned as an internal customer. The indicators developed still refer to the dimensions of Zeithaml *et al.* (1996), which consist of loyalty to college task, willingness to make a more significant contribution, prioritising academic work, solving internal and external problems.

Relationship Quality

Relationship marketing begins when scientists develop alternative definitions of marketing, such as Grönroos (1994) who revealed that marketing is a process of developing, maintaining, and enriching relationships with consumers and other partners relating to profits so that the goals of the parties involved can be achieved. In addition, Keller (2013) also helped to expand the meaning of marketing from economic to social activities. This means that the relationship with customers is not only an economic but a social transaction so that the relationship created becomes something that is expected to benefit all parties. Higher education not only serves students and prospective students, but also lecturers who are participants in academic activities in this educational organisation. The relationship between Universities as educational institutions and lecturers who work for academic progress is the target of organisational service attention.

In its study stage, relationship marketing created the concept of connectedness quality that begins with an idea by Morgan & Hunt (1994), who initiated the Commitment-Trust Theory. This theory explains that trust and commitment are two determining variables of whether a relationship can be said to be successful so that various parties involved in the relationship strive to maintain that relationship. At the same time, both these concepts are a measure of the quality of a relationship that can illustrate the strength or absence of a relationship so that two or several parties that make exchanges with each other can sustain the relationship for an extended period. In addition to these concepts, trust is valued as a variable that also determines a relationship (Anderson & Narus, 1990; Dwyer, Schurr, & Oh, 1987; L, Crosby., K, Evans., & D, 1990; Lagace, Assenheimer, & Dahlstrom, 1991). Kotler & Keller (2013) state that satisfaction is a measure of the success of marketing and is used as a basis for maintaining transactions in the long run, which ultimately has an impact on profitability. Thus, the above opinion is consistent with Buttle's assertion (1996) that a healthy relationship should fulfil characteristics consisting of trust, satisfaction, and commitment. Therefore, these three variables will be an element of measuring the quality of the relationship between lecturers and tertiary institutions.

Satisfaction is a feeling of pleasure or disappointment from someone who appears as a result of a comparison of what is received with what is expected (Kotler & Keller, 2013). Satisfaction is achieved if what is received is consistent with expectations (Oliver, 2010). Meanwhile, Hanan & Karp (1991) place more emphasis on the added value obtained by someone who values what is being received. In the context of internal marketing, the definition of satisfaction can be related to the psychological response of organisational members about what has been obtained from the organisation where they work. In tertiary institutions, lecturers are internal parties who receive a set of values in return for what is done for the organisation, so that it will influence their behaviour so that future relationships continue. According to the research by Bailey *et al.* (2016) and Hur *et al.* (2015), a sense of pleasure and security can illustrate the satisfaction of lecturers within tertiary education, a sense of duty towards the assignment, having pride in being part of a tertiary institution, enjoying the work atmosphere, and feeling better working at the current place of employment rather than at other tertiary institutions.

The second element of relationship quality used in this study is trust. Moorman *et al.* (1992) define trust as the desire to rely on partners. In parallel with this opinion, Morgan & Hunt (1994) conceptualise trust as a condition where one party has confidence in the reliability and integrity of its partners. According to Tzafrir & Eitam-Meilik (2005), trust is the willingness to invest one's resources in relationships that result from positive expectations as a consequence of previous reciprocal interactions. As trust is given to several different objects, it can be grouped in various ways. Johnson & Grayson (2000) classify trust based on the source, namely generalised trust, personality-based trust, system-based trust, and process-based trust. With reference to these opinions, the four elements can be used in measuring lecturers' confidence in the College where they work.

Commitment is an element or variable, forming the quality of the relationship between two or several related parties. Commitment can be defined as a long-lasting desire to maintain a relationship value (Moorman *et al.*, 1992). Morgan & Hunt (1994) describe commitment as controlling the desire to maintain a relationship which includes trust and a belief that one party can rely on the other party. Belief, in this case, is related to consistency, competence, honesty, fairness, willingness to sacrifice, responsibility, and help. Morgan & Hunt (1994) maintain that commitment and trust play a role in relationship marketing success. Commitment and trust together determine the creation of successful and sustainable relationships (Shemwell *et al.*, 1994) as through commitment the parties will dare to invest and sacrifice to maintain and develop these relationships (Gounaris, 2005).

The Relationship between the Variable of Relationship Quality and Academic Behaviour Intention

Previous research shows that all variables of connectedness influence behavioural intentions (Hsu, Liu, & Jung, 2010). The variables of satisfaction, trust, and commitment are proven to have a significant influence on behavioural intentions. Research conducted by A. Vincent & M. Webster (2013); Alves & Raposo (2007); Turkyilmaz, et. al. (2011) show that satisfied customers will influence their intention to keep using the product, provide recommendations, and other expressions of loyal behaviours. While research conducted by Masakure (2016); Salau et al. (2018); Stamolampros, et. al. (2019) and Djamil, Sutawijaya, & Irawan (2018) show that satisfaction has an influence on the intention to survive in the current position, loyalty, and the strive to provide the best for partners as an effort to maintain the relationships that have been formed. In higher education organisations, lecturers' efforts to maintain positive relations with their tertiary institutions can emerge in the form of intentions of academic behaviour. In addition, organisational satisfaction can also increase trust (Al-Shutafat, Halim, & Awang, 2019). The following hypotheses are proposed:

H₁: Lecturer satisfaction affects the intention of Academic Behaviour Intention

H₂: Lecturer satisfaction influences trust in higher education.

H₃: Lecturer satisfaction affects lecturers' commitment to higher education.

Several marketing studies show trust as an element of relationship quality which can influence customer behavioural intentions, particularly towards intention to repurchase and loyalty. As research conducted by Bozic & Kuppelwieser (2019); Ye, Ying, Zhou, & Wang (2019) shows, customers who trust tend to have more loyalty to the product or company and have a willingness to buy back and give supportive behaviour towards the Company or product. The same thing also applies to internal customers because satisfied employees will tend to be loyal and not have the desire to leave their place of employment (H. S. Jung & Yoon, 2013; Meng & Han, 2019; Yee, Yeung, & Edwin Cheng, 2010). Trust will also strengthen a person's attachment to partners (Ibrahim, et. al. , (2016) and Nair & Salleh (2015). This contention is also confirmed by the research results of Nurhayati, et. al. (2018). In the context of the relationship between lecturers and tertiary institutions, research shows the same conditions so that the following hypotheses can be presented:

H₄: Trust influences Academic Behaviour Intention.

H₅: Trust influences lecturer commitment to higher education.

According to previous discussions, satisfaction and trust can affect commitments that make them feel normative as well as affective ties to Universities. Normatively, the relationships that have been formed make a person feel that his or her partners have contributed to his or

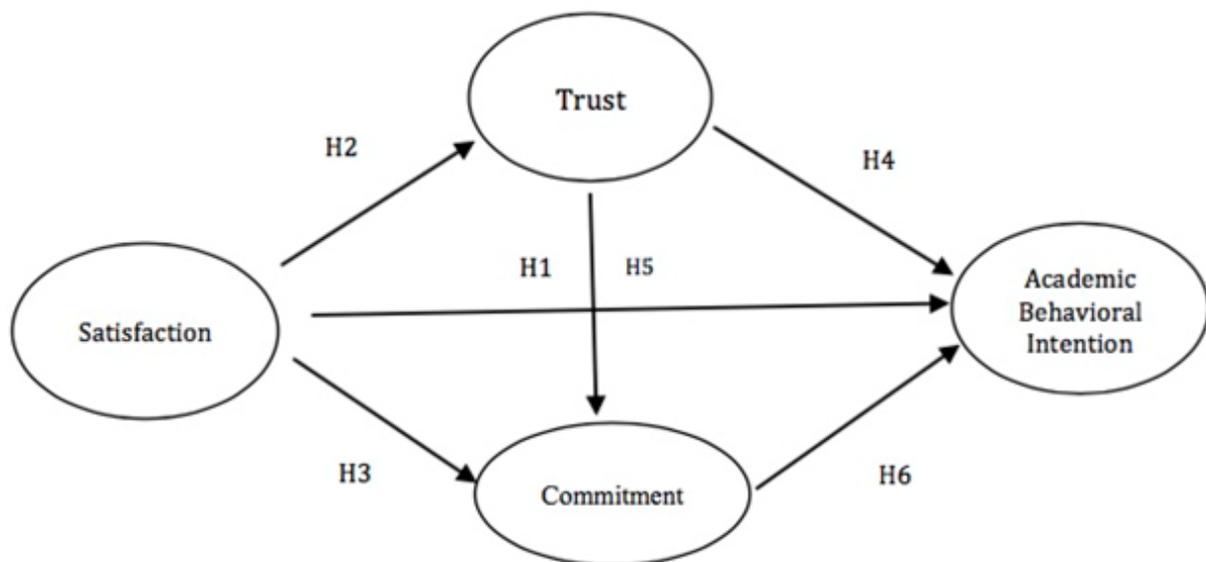
her career development and deserve to be respected and recognised (Chiang & Birtch, 2011; Güngör, 2011). Ties like this make one think that it is necessary to put forth the best effort in order to provide benefits for the continuation of one's career (Chudzikowski, Gustafsson, & Tams, 2019; Eva, Newman, Jiang, & Brouwer, 2019; Sullivan & Al Ariss, 2019). Likewise, they have enjoyed effective working relationships so that they can maintain relationships with these partners (Lee, Mazzei, & Kim, 2018; Sucher & Cheung, 2015). The above conditions make a person hesitant to let go of a relationship that has been formed so that commitment influences the intention maintain that relationship. In the relationship between lecturers and tertiary institutions, a lecturer will run his or her profession effectively, and do something of value for partners so that the relationships formed so far can be maintained. Thus, a hypothesis can be drawn as follows:

H₆: Commitment affects the intention of lecturers' academic behaviour

Research Model

Based on a review of the above theories and hypotheses, a research model can be drawn that illustrates the relationship of each variable of relationship quality as an antecedent of the intention to behave academically as shown in Figure 1 below. Models and forms of interrelationships between variables will be analysed and tested based on the data collected.

Figure 1. Research Model



Research Methods

This research is an explanatory, descriptive study which proves that all hypotheses submitted previously to discover whether there is a direct or indirect influence of all elements of the quality of the relationship of college lecturers to lecturer intention towards academic behaviour. As a result, as many as 338 active lecturers in several universities in Indonesia were involved as study respondents. Samples were taken online to reach lecturers who are still actively carrying out their profession for at least the last two years at private tertiary institutions spread throughout various regions in Indonesia. The distribution of respondents obtained needed to cover all levels of tertiary accreditation, the Indonesian territory, and the gender of respondents.

Each variable is measured by a number of indicators in the form of approval of a statement submitted. Approval levels as respondent's response consist of five levels, starting from strongly agree to strongly disagree. The highest score is given to the 'strongly agree' response, and the lowest value is given to 'strongly disagrees'. The collected data was processed using Structural Equation Modelling (SEM) analysis with Lisrel software tools. The confirmatory analysis is used to see the feasibility of each indicator in measuring the intended research variable. Before testing the hypothesis, the model that has been formed based on the theory is first confirmed to have met the suitability of the data obtained by using several measures of goodness of fit.

Result and Discussion

By using the collected data, an analysis of the measurement model is carried out for each variable. Based on the results of survey data processing, it appears that all indicators on each variable formed have met the requirements for use. Confirmatory Factor Analysis on each variable in the form of a measurement model has met the suitability (fit). Indicators used in each variable can properly measure these variables and meet the reliability and validity requirements indicated by the loading factor, construct reliability (CR), and variance extracted (VE). All indicators have loading factors above 0.5 so that it can be said to be able to explain the measured variable. All variables measured have CR above 0.7 and VE above 0.5 so that this measurement can be said to be valid and reliable. Thus, the data and models used can be used to formulate a complete structural model that will explain how relationship quality can influence academics behavioural intention.

The results of processing in a complete structural model illustrate how relationship quality can affect academic behavioural intention through the strength of the causal relationship between variables. The model shows RMSEA with a value of 0.059, which is below 0.8, with a chi-square value of 183.37 and df 85. GFI values 0.93, CFI 0.98 and AGFI 0.9 are above

0.90 and PGFI 0.66, which are in the range of 0 to 1 and approaching the largest number. Thus, this model can be effectively used in analysing causal relationships between variables .

Table 1: Relationship Test Results Between Variables

Hypothesis	Path		Coefficient	t-value	Information
	From	to			
H ₁	<i>Satisfaction</i>	<i>ABI</i>	0.18	3.13	accepted
H ₂	<i>Satisfaction</i>	<i>Trust</i>	0.38	5.87	accepted
H ₃	<i>Satisfaction</i>	<i>Commitment</i>	0.34	4.83	accepted
H ₄	<i>Trust</i>	<i>ABI</i>	0.24	4.46	accepted
H ₅	<i>Trust</i>	<i>Commitment</i>	0.33	4.90	accepted
H ₆	<i>Commitment</i>	<i>ABI</i>	0.57	8.35	accepted

Source: Data Processed

Information: ABI = Academic Behavioural Intention

The causality relationship between variables can be seen in Table 1 and Figure 2. In Table 1, it appears that all t-values are above 1.96, which means that all hypotheses can be accepted and all causality relationships between variables are significant. Satisfaction has a significant influence on academic behavioural intention of 0.18, while trust and commitment has a significant effect on academic, behavioural intention of 0.24 and 0.57, as shown in Figure 2. Satisfaction and trust can affect academic and behavioural intention directly or indirectly . Satisfaction significantly affects trust and commitment . This influence can be passed on by both variables as mediation to academic, behavioural intention. Trust also has an indirect effect on academic, behavioural intention through commitment. The influence of significant trust on commitment can be continued in influencing academic, behavioural intention. This means that the magnitude of the effect of satisfaction and trust on academic, behavioural intention will certainly be higher than the direct effect as it has an indirect effect through other variables.

Figure 2. Results of Structural Model

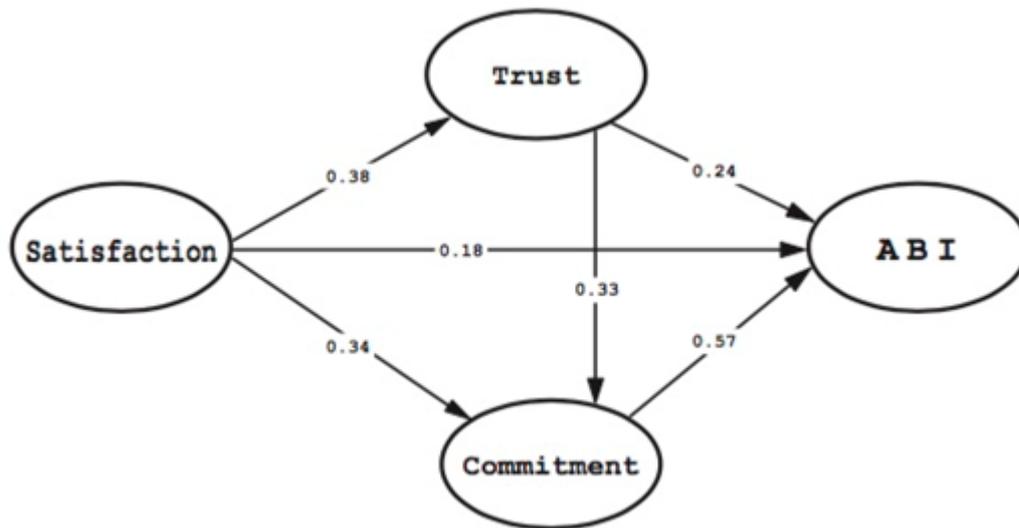


Figure 2 shows that the three relationship quality variables have a significant influence on academic, behavioural intention directly or indirectly. This indirect effect can be proven significant through the Sobel formula with the calculation results in table 2. The magnitude of the indirect effect is obtained by multiplying the effect of the first and second paths on each variable. Two paths from the effect of satisfaction on academic behavioural intention through trust and commitment have a t-value above 1.96 so that both are declared to have a significant indirect effect. While the influence of trust influences academic behavioural intention through commitment also has a t-value far above 1.96, which is equal to 4.2547, so it is stated to have a significant influence. Satisfaction and trust can be said to have a greater indirect effect through commitment. We can interpret that building satisfaction and trust must be directed at aspects that can encourage lecturer commitment so that encouragement to academic behavioural intention can be greater. Although trust has a significant influence on academic, behavioural intention, it has greater results if accompanied by efforts to form a commitment.

Table 2: The test results of the indirect effect of Satisfaction and Trust variables

Indirect Influence Pathway				t-test	Coefficient	Information	
Satisfaction	→	Trust	→	ABI	3.5057	0.0912	Significant
Satisfaction	→	Commitment	→	ABI	4.2092	0.1938	Significant
Trust	→	Commitment	→	ABI	4.2547	0.1881	Significant

Source: Data Processed

Of the three relationship quality variables, the commitment variable, which only has a direct influence, is more dominant in influencing academic behaviour intention. However, , although they have a smaller direct effect, the other two variables in total, have a reasonably

strong influence on academic behavioural intention because both provide a significant indirect effect through lecturer commitment. Noting the total effect of each variable by adding the direct and indirect effects, commitment has a more dominant influence, followed by satisfaction and trust. The total commitment effect coefficient of 0.57, then satisfaction has a total effect coefficient of 0.4642, while trust has a total effect coefficient of 0.4281.

Conclusion and Managerial Implications

This research proves that relationship quality can be an antecedent for academic, behavioural intention. The three elemental variables of relationship quality can be effectively explained by the ups and downs of academic behavioural intention. Thus, the relationship marketing approach can be one of the approaches used to explain how behavioural intention is formed in addition to other approaches such as Theory of Planned Behaviour that has been widely used in various studies. College management needs to consider using the internal relationship marketing approach in managing lecturers as their internal customers. The role of lecturers or educators in higher education cannot be seen merely as part of a process of economic transactions simply because in practice it requires elements of idealism and social mission (Brookover, 1943; Rumapea, 2015). Higher education as a non-profit organisation needs to look at the elements of relations between the participants involved (Bennett & Barkensjo, 2005; Whitelock & Conway, 2007) given that a social role is more visible than other fields. The results of this study are also consistent with those raised by Constantin (2011) which state that there is a need for the application of relationship marketing in tertiary institutions. Higher education management needs to pay attention to all elements of relationship quality, which illustrates how strong the relationship between the University and its lecturers is. The three elements of relationship quality, consisting of satisfaction, trust, and commitment, need to be built so that academic behavioural intention for lecturers can increase and ultimately improve the academic performance of higher education. Commitment has a greater role in influencing academic, behavioural intention, so higher education management needs to pay more attention to this variable. However, efforts to increase the commitment of lecturers requires satisfaction and trust because research shows that both influence levels of commitment.



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