

HOW THE CUSTOMER FEEDBACK PROCESS CONTRIBUTES TO PERCEIVED CUSTOMER ORIENTATION AND AFFECTIVE COMMITMENT IN THE HIGHER EDUCATIONAL SERVICE CONTEXT

Kevin Celuch, University of Southern Indiana
Nadine M. Robinson, Algoma University

ABSTRACT

Given the current dynamics in service industries organizations are attempting to strategically create distinctiveness that leads to competitive advantage. Higher education is a unique experiential service where customer engagement implies engagement in not only the academic domain but also engagement in the total educational experience. Therefore, in order to create value in educational service delivery, there is a need for more highly developed understanding of the student-institutional intersection. The present research aims to contribute to the service marketing literature by developing and testing a model related to a broader conception of a student feedback process as a critical component of desired service outcomes. Conceived as customer feedback, student feedback to an educational institution can be positive (compliment), negative (complaint), or take the form of a suggestion or idea for an improvement to any aspect of the service provided to a person, department, or service group of the institution using multiple communication modalities. In this model perceived usefulness of the feedback process and perceived ease of use are posited to interact to influence the perceived customer orientation of the institution. Customer orientation, in turn, is posited to mediate the influence of feedback system perceptions on student affective commitment toward the institution. Model relationships are supported which have conceptual and managerial implications for strategically bonding students to universities.

Keywords: *Customer feedback, customer orientation, services, educational context*

INTRODUCTION

Similar to many service industries, higher education is facing increasing competition, new technology, poor retention rates, the need to diversify income streams, internationalization issues, and more demanding customers (Douglas et al. 2008; Shahaida et al. 2009; Furey et al. 2014). In attempting to respond to these imperatives colleges and universities are becoming more strategic in their approach to marketing as a means of increasing distinctiveness leading to long-term competitive advantage (Furey et al. 2014; Williams and Omar 2014). However, a lack of understanding associated with limited theory and research in this context makes efficacious marketing responses difficult to implement (Helmsley-Brown and Oplatka 2010; Furey et al. 2014; Bock et al. 2014; Williams and Omar 2014). Another contributing factor in the difficulty to revitalize marketing strategy in the current dynamic environment is the nature of higher education itself which consists of unique service characteristics. Higher education is: people-focused; largely intangible; dependent on customization; a prolonged relationship; and delivered in multiple ways at multiple sites (Chalcraft et al. 2015; Williams and Omar 2014). Importantly, students are both consumers and products of the educational service (Conway and York 1991).

Based on the intensity and continuity of interaction, higher education is a special service where the focus is on the customer (student) experience with the institution (Khanna et al. 2014; Fuery et al. 2014). In such an experiential service, customers (students) along with various service providers do much of the work to co-produce the outcome (their education) (Khanna et al. 2014; Fleischman et al. 2015). As highlighted in the higher educational marketing literature, colleges and universities must *engage* students in this process through experiences created via *reciprocal communication and interaction* (Fleischman et al. 2015). These relational touchpoints influence important service outcomes such as student perceptions of a university's performance, satisfaction, loyalty, and advocacy (Khanna et al. 2014).

This line of thinking has spawned calls for explorations of how customer orientated, collaborative/co-creation approaches can revitalize higher education marketing strategies (Khanna et al. 2014; Fleischman et al. 2015; Ng and Forbes 2009). The call to explore consumers' role in service value co-creation has also been echoed beyond the educational literature as a way to more broadly reinvigorate future research related to consumer satisfaction (Dahl and Peltier 2015). As highlighted above, the concept of student *engagement* is foundational to understand and implement customer orientated, co-creation in higher education. While there are good examples of research supporting the efficacy of enhanced student academic engagement (e.g., Crouch and Mazur 2001), customer engagement in the educational service implies that student engagement is broader than the academic domain and encompasses engagement in the total educational experience. Theoretical development and empirical exploration of this broader conception of higher education customer

engagement are sparse or limited in part owing to the complexity of the educational service. For example, in this context, engagement relates to more than just classroom and academic-related experiences as there are a number of touchpoints (i.e., recreational, dining, health care-related) involved in the educational service. In addition, attempts to integrate more dynamic student feedback processes in strategic marketing are often limited to classroom feedback or more static student satisfaction surveys. As noted by Chalcraft et al. (2015), in order to create genuine value in service delivery, there is a need for more highly developed understanding of students by educational institutions to "...become more aware of the way in which the services they offer must reflect and anticipate the fast changing demands of the students..." (p. 3).

The present research aims to uniquely contribute to the experiential service literature by developing and testing a model related to perceptions of a student feedback system as important antecedents of customer orientation. Consistent with a broader conception of customer engagement, student feedback to an educational institution can take the form of positive (compliment) or negative (complaint) feedback, or a suggestion or idea for an improvement to any aspect of the service provided to a person, department, or service group of the institution through any number of modalities (i.e., face-to-face, telephone, e-mail, and web-related). In addition, we examine the effects of feedback system perceptions and customer orientation on a critical service outcome - affective commitment. This construct has been tied to true loyalty, word of mouth, and advocacy (Morgan and Hunt 1994; Bendapudi and Berry 1997; Oliver 1999). We now provide context for the importance of student feedback as a critical component of how

customer orientation can be manifested in higher educational contexts.

Customer Orientation

A market orientation implies that an organization is aware of itself and its environment, takes in information, disseminates it, and acts on it (Jaworski and Kohli 1993). Customer orientation is a component of market orientation with a focus on customers, disseminating customer information internally and acting upon it. Customer feedback, both solicited and unsolicited, contributes to this orientation that is critical to a market-oriented higher education institution. In the business sector, market orientation has been implicated in innovation, employee satisfaction and commitment, customer satisfaction, and brand loyalty (Pulendran et al. 2003). These are the very areas that, until recently, have received limited attention in higher education as to their connection to market/customer orientation.

Research in higher education is nascent and developing as it relates to market orientation. Caruana et al. (1998) found a market orientation (gathering, disseminating, and responding to market information) to positively influence non-governmental funding. More recently, Voon (2008) developed a measure of customer-perceived market orientation for higher education. Consistent with findings in business research, the construct is posited to correlate with quality, satisfaction, and loyalty. In examining possible antecedents to market orientation in higher education, Wasmer and Bruner (2000) found innovativeness to play a significant role with an implication being the importance of a free flow of information and ideas.

Related more specifically to customer orientation, the student-centered model has become increasingly important in higher education with calls that the student be considered a collaborative partner

(Henning-Thurau et al. 2001). From a students' perspective, Delucchi and Korgen (2002) found students view higher education as a consumer-driven marketplace. Recent research has found that while students do not expect to be treated as customers across all domains of their educational experience they do expect institutions to obtain and use their feedback to improve student satisfaction (Koris et al. 2014). With respect to academics' perspective, Hemsley-Brown and Oplatka (2010) found academics believe their institution is oriented to meeting student needs and cares for student well-being and their learning. Alnawas (2015) used a combination of discovery-oriented and quantitative approaches to develop a more detailed measure of customer orientation. Of relevance to the present study, items focusing on student feedback related exclusively to the academic realm (e.g., receiving timely classroom feedback; student evaluations of teaching). As noted earlier, this exclusive focus on student academic-related feedback has spawned calls for examinations of the total student experience that expands beyond the teaching-related realm to the various support services (Clewes 2003).

Customer Co-Creation/Engagement

Customer co-creation-related processes such as customer-to-business feedback are subsumed under the broader notion of customer engagement. Customer engagement has been defined as 'an overarching construct capturing non-transactional customer behavior' (Verhoef et al. 2010). In terms of non-transactional behavior, customers' behaviors can 'speak' to one of three groups: privately to their immediate circle; a third party organization; or 'publically' to the organization itself (Singh 1990). The first is referred to as word-of-mouth where friends, family, co-workers, neighbours, and even random

strangers may hear about a consumer's good, bad, or mediocre experience with an organization, product or employee, or see someone's enjoyment (or lack thereof) of a product or service. The second is voicing to a third party organization such as the better business bureau, or a professional organization. The third option is voicing to the organization itself through unsolicited or solicited feedback. Feedback related to co-creation could be considered unsolicited or solicited feedback, where a customer's behaviors such as making suggestions to improve the consumption experience, helping and coaching service providers, and helping other customers to consume better are all aspects of co-creation...' (van Doorn et al. 2010, p.254).

The emerging paradigm of customer co-creation has received attention from marketing scholars as part of the new service-dominant logic (Vargo and Lusch 2004). In-depth dialogue between firms and customers aimed at improving the service experience is a cornerstone of relationship marketing within the service-dominant paradigm (Ballantyne and Varey 2006). Indeed, Yi and Gong (2013) as highlighted in Taylor and Hunter (2014) conceive of information sharing and customer feedback as aspects of operationalizing value co-creation. Such processes allow firms to obtain and use information to enhance the customer experience, build trust and commitment as well as switching barriers (Wilson et al. 2008; Jaworski and Kohli 2006; Uncles et al. 2003). Indeed, firms are admonished to develop more ways to involve customers as co-creators (Prahalad and Ramaswamy 2004). However, at present there are more questions than answers relating to an understanding of the dynamics of customer co-creation and engagement (Seybold 2006; Cook 2008; Woodruff and Flint 2006).

Within this viewpoint, the student is a stakeholder with a direct interest in the educational service and thus an important way to implement a student orientation is to invite student co-creation of the service (Shahaida et al. 2009). However, research on aspects of co-creation in higher education tends to be in early development. First, with respect to the broader context of student engagement, higher education has long tended to focus on the teaching and learning realm as this constitutes what would be considered the core service of the university (Kahu 2013; Ng and Forbes 2009). Yet it has been argued that involvement in the broader educational context contributes to student success and longer-term positive service outcomes (Finn 1993).

Further, where "student voice" has been investigated in educational service research it has been conceptualized from the narrower perspective of complaints. For example, Dolinsky (1994) examined the relationship between the intensity of student complaints and their satisfaction with the complaint outcome and proposed a framework for developing complaint responses. Further, Kotler and Fox (1995) found that immediate responses to student complaints can help positively influence student loyalty. Recent conceptualizations of customer engagement in the educational literature argue for a more expansive view and approach (Hand and Bryson 2008; Kahu 2013). Fleischman et al. (2015) conclude that a "value co-creation model (where co-design becomes the default approach) represents a plausible marketing strategy." (p. 99)

In summary, the higher education literature relating to market and customer orientation points to the potential for the application of these constructs to benefit educational marketing strategies. However, it is clear that there is a need for models that better capture the required responsiveness

associated with information and ideas from an effectively realized customer orientation. This has led educational marketing researchers to conclude that the successful implementation of a customer orientation requires the university to regularly examine its commitment to understanding the *experience of the student* with the implication that the university should encourage student voice (Mukerjee et al. 2009). Further, the higher education literature relating to customer engagement and co-creation has made initial strides in understanding and integrating the student into the academic aspects of the university experience (c.f., Crouch and Mazur 2001). Yet it has long been known that academic issues account for about 50% of the variance in retention (Pantages and Creedon 1978). Clearly, accounting for the broader student experience in conceptualizations of student engagement would be important for advancing our understanding in this area (Hand and Bryson 2008; Kahu 2013). Finally, while investigations of student complaints and complaint management have proven to be valuable it is undeniable that a thorough understanding and realization of student voice in quality assurance and co-creation efforts involves compliments and idea sharing beyond complaints.

The present research attempts to address these gaps in our understanding of drivers of student engagement within the context of higher education particularly in regards to an important aspect of student participation - feedback. While a range of customer engagement behaviors have been examined in business and educational models, we know significantly less about customer feedback. For example, one recent conceptual model of customer engagement (Verhoef et al. 2010) includes customer characteristics affecting engagement behaviors but does not even include customer feedback.

When addressing customer feedback, one hurdle in feedback research is that 'feedback' is often synonymous with complaint: but feedback also means compliment, suggestions for improvement and innovative ideas. So too, feedback involves more than students responding to static surveys. Since the educational experience involves many intersecting touchpoints over time, feedback opportunities also involve opportunities for two-way interactions across multiple modalities during and after service delivery. Feedback then appears to be a missing link in the chain of understanding how best to implement a responsive customer orientation as part of the total student experience. Ultimately this would help institutions understand what to do to engage their students in efforts to build and sustain unique competitive advantage. We now offer a hypothesized model and justification for specific construct relationships from relevant literature.

Hypothesized Model

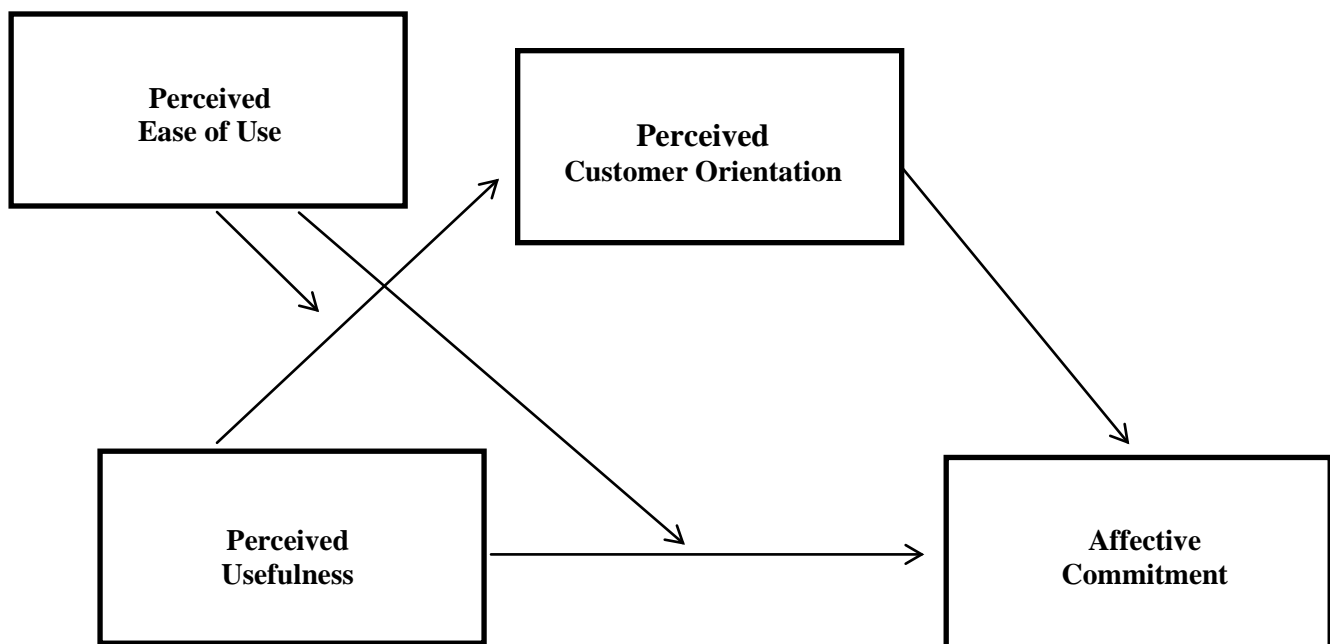
As noted by in the market orientation literature, an organization that is market-oriented continuously communicates and interacts with its customers to solve problems and anticipate future needs (Day 1994). Yet, as exemplified in the foregoing discussion, 'The underlying mechanisms that link customers to organizations are not well understood,' (Ostrom et al. 2010), p. 21). To address this gap, the conceptual model developed and presented here (see Figure 1) focuses on understanding perceptions tied to a student feedback system; a potentially important mechanism that links students to institutions. To our knowledge, this is the first test of a model that attempts to capture perceptions related to a broader notion of student feedback (i.e., feedback beyond complaints, beyond the teaching and learning realm, and oriented to a university

system addressing feedback from multiple touchpoints and multiple modalities). In this respect, while all proposed constructs and relationships have been examined in prior literature, these constructs and relationships have not been empirically tested in exploring student feedback in the higher education context. Overall, the model proposes that two perceptual domains, perceptions of the feedback process and perceptions of the organization influence affective commitment toward the institution.

The technology acceptance model (TAM), based on the psychological theory of reasoned action, is posited to explain attitudinal and behavioral outcomes of technology innovation (Davis et al. 1989). The TAM is one of the most widely used models to examine information systems use whose proposed structure has been largely supported empirically through hundreds of studies. Although the customer-precipitated feedback process with companies is not

completely technology-oriented, it does involve a broader information system structured to generate, capture, and or respond to customer information. Given that Davis et al. (1989) objective was consistent with the present research, that is, to explain user acceptance of information systems, that was parsimonious, and 'helpful not only for prediction but also for explanation' (Davis et al. 1989, p.985) we adapt two foundational constructs from TAM – perceived ease of use and perceived usefulness. Of note is the fact that ease of use and usefulness-related concepts have appeared in the consumer complaint, co-creation, knowledge sharing, and employee feedback literature (c.f., Lovelock et al., 2008; Hoyer et al., 2010; Lee et al., 2006; Kudisch et al., 2006). Further, although technology acceptance models have been applied in educational contexts (c.f., Park 2009) they have not been used for examining student feedback processes.

FIGURE 1
HYPOTHESIZED MODERATING AND MEDIATING RELATIONSHIPS



Perceptions of the feedback process include: perceived usefulness of feedback (perceptions that the organization will find the feedback useful) and perceived ease of the feedback process (perceptions of the system in terms of the amount of effort required to use it).

In meta-analyses of over 100 studies in the TAM literature, perceived usefulness has consistently been found to be among the strongest predictors of attitudes, intentions, and behavior associated with information system adoption (King and He 2006; Yousafzai et al. 2007b). In the education context, perceived usefulness has been found to be positively related to attitude toward e-learning and intention to use an online learning community (Park 2009; Liu et al., 2010).

In contrast to perceived usefulness, perceived ease of use has not been found to be as strongly and consistently related to attitudes, intention, and behavior in the TAM literature (King and He 2006; Yousafzai et al. 2007b). Perceived ease of use has been found to directly influence perceived usefulness given that an easier information system to use is likely to be perceived as more useful (Venkatesh and Davis 2000).

Of interest from the perspective of the present research are calls within the TAM literature for examining the influence of potential moderators as well as calls for the inclusion of additional variables. Several authors note the appropriateness of examining potential moderators for TAM variables, moderators for perceived usefulness and ease of use perceptions, or moderators for antecedents of usefulness or ease of use (Venkatesh and Davis 2000; King and He 2006; Venkatesh and Bala 2008). While a number of moderators have been proposed and examined for the TAM many are related to personal or task characteristics (Yousafzai et al. 2007b).

Given that the effects of a core TAM variable - ease of use perceptions - have predominantly been examined as direct effects and that its effects have been found to be less stable and more variable which may point to its potential as a moderator, we propose to examine its influence as a moderator of perceived usefulness. Note that this approach would fall under theory “deepening” research and is keeping with admonitions to focus on moderators with strong theory-based support (Yousafzai et al. 2007a; Bagozzi 2007).

Beyond examining potential moderators, the TAM literature also calls for the inclusion of additional variables. This approach would fall under theory “broadening” research (Bagozzi 2007). To this end, Bagozzi (2007) has noted potentially critical gaps in the theory associated with the neglect of group-related perceptions and the superficial treatment of affect-related effects (i.e., narrowly focused on usage). Interestingly, a lack of inclusion of significant affect-related constructs has also been highlighted in retrospective reviews of the satisfaction literature (Davidow 2012). To these points, we extend related theory through the inclusion of perceived customer orientation and affective commitment as important intermediate and outcome constructs in the proposed model related to customer feedback systems.

Critical customer touchpoints can communicate to customers and thus impact customers' assessment of service organizations (Bitner et al. 1990). Much of the service research focuses on the impact of employees on service outcomes. For example, Brady and Cronin (2001) note that front-line employees largely determine customers service perceptions. Hartline and Ferrell (1996) also suggest that employees are one of the most important determinants in the customer-firm relationship. However, there are other aspects of a service that can

communicate to customers. This is why many organizations have explicit policy and procedures for complaint handling (Tax et al. 1998). Indeed, the use of different options can have a strong impact on the service encounter and subsequent outcomes (Kelly 1993).

In developing their students as co-producers framework, Kotze and Plessis (2003) note that efficient and effective service processes can drive positive customer outcomes. Douglas et al. (2008) found that communication and responsiveness were critical determinants of student loyalty behaviors. Further, within the higher education literature, Day (1994) argued that in order to be considered customer-oriented a university must communicate and interact with students to not only solve problems but to anticipate needs on an ongoing basis. Finally, as noted by Brady and Cronin (2001), there is a critical need to examine aspects of service processes in light of the impact they might have on firm customer orientation as *perceived by customers*. Extending this thinking, perceptions of an organization's customer feedback process can 'signal' that the organization is truly interested in customer feedback, and as such is customer oriented. Based on the foregoing discussion we posit that the effect of the perceived usefulness of a feedback process will interact with the perceived ease of use of the feedback process such that stronger ease of use perceptions will positively influence the effect of usefulness perceptions on the perceived customer orientation of the organization. We formally hypothesize that:

H1: Perceived usefulness of the feedback system will interact with (be moderated by) perceived ease of using the feedback system to influence the perceived customer orientation of the organization.

Affective commitment is included in our customer feedback model as a key outcome variable. Indeed, the creation of mutually beneficial exchanges that bond a customer to an organization is a cornerstone of relationship marketing (Palmatier et al. 2006). The emotional bond, often overlooked by organizations, is a necessary element for important relational outcomes (Wu 2011). This bond characterizes true loyalty whereby an organization not only retains customers but also gets referral behavior (Liu 2007; Dean 2007), critical outcomes for higher education institutions.

In terms of individual-level effects within a firm, a positive relationship has been found between employee customer orientation and organizational commitment (Rod and Ashil 2010; Carr and Burnamthorpe Lopez 2007; Donovan et al. 2004). Further, with respect to firm-customer relationships, previous studies have found positive links between the customer orientation of service employees and customers' commitment and retention (Henning-Thurau 2001; Donovan et al. 2004; Kim and Ok 2010)). Beyond positive links between customer orientation and commitment, customer orientation has been posited as a mediator of characteristics of a firm's work environment and desired outcomes. Specifically, customer orientation has been found to fully mediate: firm characteristics and salesperson performance (Boles et al. 2001), a firm's organizational culture and the buyer-seller relationship (Williams and Attaway 1996), and a service firm's climate and customer satisfaction (Schneider et al. 2005). Thus, extending this thinking we posit that perceptions of the customer feedback process should work through the perceived customer orientation of the organization to impact the affective commitment toward the organization. Therefore:

H2: The interaction of perceived usefulness and ease of use will work through (be mediated by) perceived customer orientation to influence customer affective commitment toward the organization.

METHOD

Sample and Procedure

A medium-sized Midwestern university was chosen as the research site. Founded in the mid-1960s the university was one of the fastest growing four-year institutions in its region. Given the unique characteristics of higher education as an experience service combined with the institution's rapid growth, provides a dynamic context in which to test the proposed customer feedback model. As noted earlier, higher education offers dozens of service touch-points beyond the classroom including financial aid, computing facilities, library services, on-campus retail operations, health services, career placement, recreational activities, and food service operations. Paper questionnaires were distributed in university core classes required of all students as well as upper division classes across colleges. Classes were selected to preclude multiple responses from the same students. All respondents were informed of the purpose of the study, its voluntary nature, and that their responses would be anonymous. Consistent with the definition of customer feedback from the customer engagement literature, students were provided with the definition of customer feedback as encompassing positive (compliments) and negative (complaints) feedback, or suggestions or ideas for improvement to any aspect of the service provided to a person, department, or service group of the institution. Students were asked to respond to survey measures from the frame of reference of *providing specific feedback to the institution as a customer*.

Based on the distribution procedure, a total of 647 surveys were distributed which resulted in 626 usable questionnaires. The average age of respondents was 21, with a range of 18-63. Forty-five percent of the respondents were female. Twenty-five percent of respondents were freshman, 22% sophomores, 21% juniors, and 29% seniors. Ninety-four percent were full-time students. The breakdown for majors by college was 40% business, 22% science and engineering, 22% liberal arts, 6% health professions, 3% graduate, and 7% undecided. Students who had provided feedback to the institution (to a person, department, or service group) were asked to provide the modality used for feedback. Of those providing feedback, 43% provided feedback face-to-face, 30% used e-mail, 20% of respondents used a university website, 13% used a phone, and 5% used social media.

Measures

The questionnaire included multi-item measures utilizing five-point scaling of the constructs presented in the model in Figure 1 in addition to demographic descriptors. Construct measures were adapted from previously published scales that have exhibited acceptable levels of reliability and validity.

Perceived usefulness of feedback was measured via four items relating to the perceived benefit of the feedback to the recipient (adapted from Venkatesh and Davis 2000, Tohidinia and Mosakhani 2010, and Cyr and Choo 2010). *Perceived ease of providing feedback* consisted of three items relating to the perceived ease of using the feedback system (adapted from Venkatesh and Davis 2000, Calisir et al. 2009, and Cyr and Choo 2010).

Perceived customer orientation consisted of four items adapted from Narver and Slater's (1990) conception of customer orientation and is consistent with Voon's

(2008) customer orientation component of market orientation for the higher education context. *Customer affective commitment* was assessed via three items regarding a student's feelings of pride, attachment, and caring for the institution adapted from Verhoef (2003) and Garbarino and Johnson (1999).

RESULTS

The purpose of this study is to test for mediated moderation, that is, that the moderating effect of perceived ease of use on perceived usefulness works through perceived customer orientation to influence affective commitment. As a precursor to analyses, reliability, convergent validity, and discriminant validity were assessed for multi-item measures. All measures were above recommended thresholds for composite reliabilities (.72-.91) and Cronbach's Alphas (.67-.90) with the exception of perceived ease of use for Cronbach's Alpha (.67). Confirmatory factor analysis (AMOS 18) was used to assess the convergent validity of measures. Observed indicators were all statistically significant ($p < .01$) for their corresponding factors. Measurement model fit statistics $\chi^2(71) = 160.30$, $p < .00$, NNFI = .96, CFI = .98, RMSEA = .05 suggest that the observed indicators are representative of constructs. The amount of variance extracted for each construct ranged from .47-.72. With respect to discriminant validity, the amount of variance extracted for each construct is greater than the squared correlation between constructs. Overall, considering that these constructs and measures were adapted from other contexts, results provide good support for convergent and discriminant validity of the construct measures (Fornell and Larcker 1981; Bagozzi and Yi 1988; Hu and Bentler 1999; Hair et al. 2006). Summated scores of the multi-item scales were used to address the research hypotheses. Table 1 presents

measures used in this study. Table 2 provides the means, standard deviations, and correlations of the measures.

Considered together, the proposed hypotheses suggest a mediated moderation model (Preacher et al. 2007). While prior research has used Baron and Kenny's (1986) procedure, recent literature has questioned the logic of the Baron and Kenny criteria (Zhao et al. 2010). Preacher and Hays (2004) developed a procedure for a rigorous test of direct and indirect effects of an independent variable and potential moderators on a dependent variable. The approach utilizes a powerful "bootstrap" test by generating a sampling distribution from a researcher's sample. In this procedure, regression equations are estimated for each bootstrap sample and after 1,000 such samples have been drawn effects are estimated from the mean of these estimates. This process allows for the generation of bias-corrected confidence intervals for indirect (mediated) effects.

Following Preacher et al. (2007), two regression equations were estimated. For the first equation, perceived usefulness, ease of use, and the interaction term, (usefulness x ease of use) are entered as predictors of customer orientation. For the second equation, the usefulness, ease of use, interaction term and customer orientation are entered as predictors of affective commitment.

Conditional process analysis is required with the hypothesized model as the effect of the independent variable should differ in strength as a function of the proposed moderating effect, and then work through the proposed mediator to impact the dependent variable (Hayes 2013). That is, the effect of usefulness should be conditional on the level of ease of use and work through customer orientation to influence affective commitment. The strength of conditional process analysis

TABLE 1
RESULTS OF CONFIRMATORY FACTOR ANALYSIS

Constructs and Items	Standardized Coefficient
Perceived Ease of Use (<i>scaled: strongly disagree/strongly agree</i>)	
Providing feedback would require a lot of effort. (R)	.45
I find the XXX feedback process easy.	.83
I find the process of providing feedback to XXX is straightforward.	.71
Perceived Usefulness (<i>scaled: strongly disagree/strongly agree</i>)	
My feedback could help solve organizational problems.	.84
My feedback could create new business opportunities for the organization.	.90
My feedback could help people in the organization.	.88
My feedback could benefit XXX.	.76
Perceived Customer Orientation (<i>scaled: strongly disagree/strongly agree</i>)	
I believe XXX understands student needs.	.80
XXX's programs and services are driven by student satisfaction.	.79
XXX asks its students if they are satisfied.	.69
XXX is still interested in its students after they register for courses.	.76
Affective Commitment (<i>scaled: strongly disagree/strongly agree</i>)	
I feel proud to be a XXX student.	.85
I care about the long-term success of XXX.	.79
I remain a student because I feel an attachment to XXX.	.69

Note: All standardized coefficients are significant at $p < .01$.

TABLE 2
DESCRIPTIVE STATISTICS FOR STUDY CONSTRUCTS

	Standard		X1	X2	X3	X4
	Mean	Deviation				
X1 Perceived Ease of Use	3.0	.69	--			
X2 Perceived Usefulness	3.7	.75	.23**	--		
X3 Perceived Customer Orientation	3.5	.76	.34**	.25**	--	
X4 Affective Commitment	3.7	.78	.21**	.26**	.58**	--

** Correlation is significant at $p < .01$.

relative to conventional tests of mediated moderation (i.e., Baron and Kenny 1986) is that the procedure utilizes the bootstrapping technique to calculate “path” effects in the form of a confidence interval. Confidence intervals that exclude zero are evidence of an effect statistically different from zero. Thus, mediated moderation would be indicated when there is evidence for mediation with the effect of the proposed moderator working through the effect of the proposed mediator.

The study variables were loaded into the Process macro (Hayes 2013) in SPSS 21. Mean centering was used given the potential negative effects of collinearity between regressor variables (independent variables and interaction terms) required for analysis (Shieh 2011). Results of the analysis to test the conditional effects model (Figure 1) are presented in Table 3.

Table 3 shows that H1 is supported with the proposed interaction effect (usefulness x ease of use) highly significant

(p value < .01) in the first regression equation predicting customer orientation. Further, H2 is supported with the mediator effect of customer orientation highly significant in the second regression equation predicting affective commitment (p value < .01) while the direct effect of the interaction term is nonsignificant.

As a precaution, variance inflation factors (VIFs) were examined to assess the effects of collinearity among the independent variables and interaction terms. For the first equation addressing H1, VIFs ranged from 1.02 – 1.07. For the second equation addressing H2, VIFs ranged from 1.03 – 1.18. Thus, as a result of mean centering, a collinearity problem is not indicated (Hair et al. 2006).

To depict the nature of the interaction effect associated with the first regression equation predicting customer orientation, slopes are plotted for individuals one standard deviation above the mean

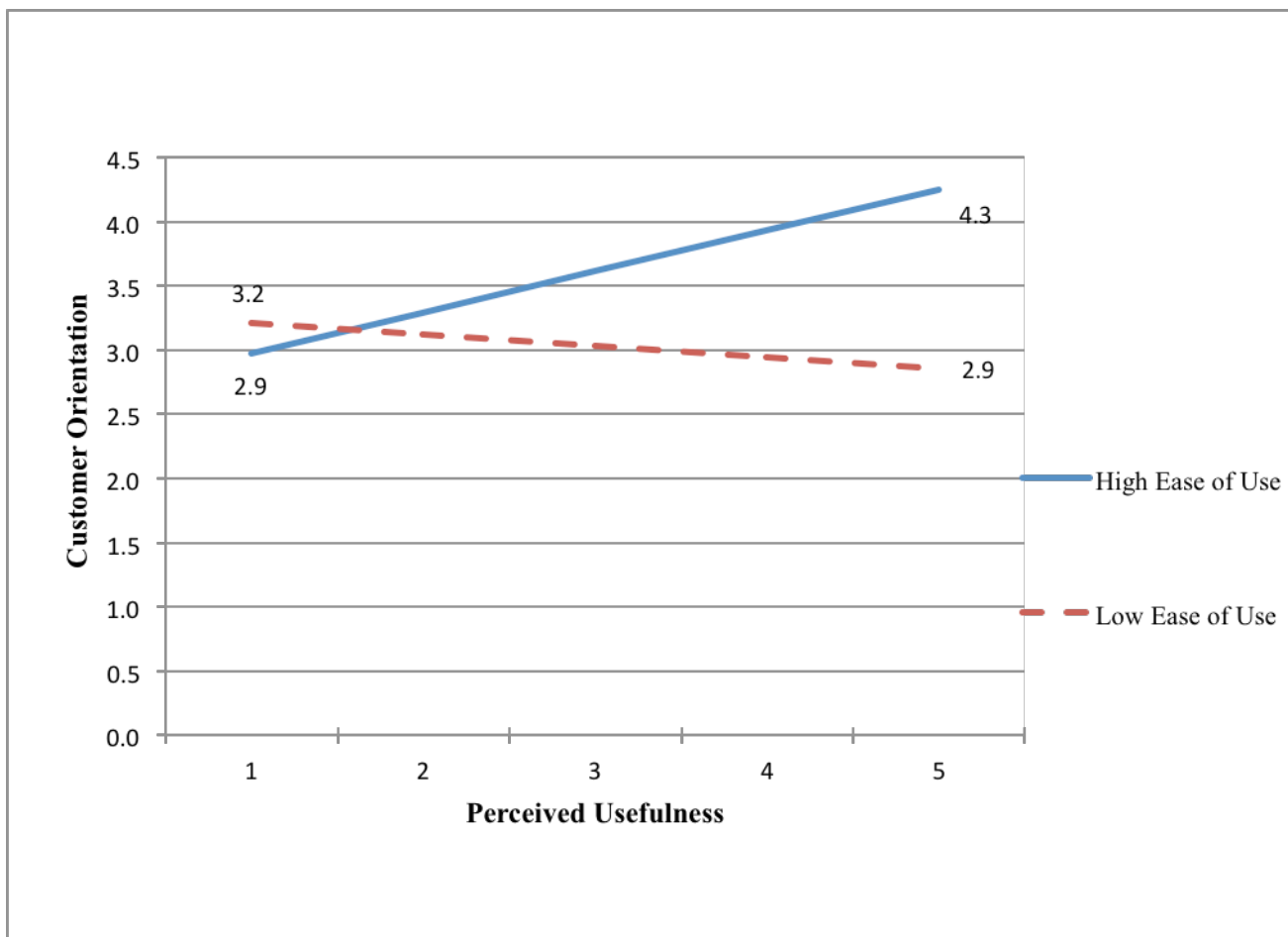
TABLE 3
LINEAR REGRESSION RESULTS

Antecedents	Consequent					
	Customer Orientation			Affective Commitment		
	Coeff.	SE	p	Coeff.	SE	p
Usefulness	.19	.04	.00	.13	.04	.00
Ease of Use	.31	.04	.00	-.01	.04	.84
Ease of Use X Usefulness	.13	.05	.00	-.01	.03	.83
Customer Orientation	---	---	---	.57	.04	.00
Constant	3.46	.03	.00	1.76	.13	.00
	$R^2 = .15$ $F(3, 622) = 37.73, p < .00$			$R^2 = .35$ $F(4, 621) = 82.63, p < .00$		

(Mean = 3.68) and for individuals one standard deviation below the mean (Mean = 2.30) for perceived ease of use. Figure 2 displays the interaction effect on customer orientation. For higher levels of perceived usefulness, higher perceived ease of use significantly enhanced the perceived

customer orientation of the organization ($F(1, 73) = 10.84, p < .01$). In contrast, usefulness perceptions do not have this effect on customer orientation when ease of use perceptions are lower ($F(1, 76) = .78, p < .38$).

FIGURE 2
INTERACTIVE EFFECTS OF PERCEIVED USEFULNESS AND EASE OF USE ON CUSTOMER ORIENTATION



The test of mediated moderation can be derived from the conditional indirect effects that are provided by the bootstrapping results. Table 4 displays the bootstrapping results for the conditional indirect effect of the moderation at various levels (i.e., low = one standard deviation below the mean, medium = at the mean, and high = one standard deviation above the mean) to influence affective commitment.

The “Effect” column in Table 4 shows the combined effect of the interaction on affective commitment at various values working through the mediator. Recall that confidence intervals (lower level - upper level) that exclude zero are evidence of an effect statistically different from zero. Thus, mediated moderation would be indicated when there is evidence for mediation with the effect of the proposed moderator working through the effect of the proposed mediator.

Support for mediated moderation is provided in that significant effects are

indicated for two of three confidence intervals (associated with the mean and one standard deviation above the mean for the moderator). Overall, the *strongest* positive effect of the interaction working through customer orientation to influence affective commitment appears for high levels of the moderator. The next strongest effect is indicated for medium levels of the moderator.

In summary, consistent with predictions, ease of use perceptions associated with a customer feedback system interact with perceived usefulness of the system to influence the perceived customer orientation of the organization. Specifically, perceived customer orientation is enhanced with increasing usefulness perceptions when perceived ease of use of the system is high. Further, the influence of this interaction (at moderate and higher levels of ease of use) on customer affective commitment to the organization is mediated by perceived customer orientation.

TABLE 4
INDIRECT EFFECTS OF USEFULNESS ON AFFECTIVE COMMITMENT AT
VALUES OF THE MODERASTOR

Mediator	Value of Moderator*	Effect	Bootstrap SE	Lower Level CI	Upper Level CI
Cust. Orientation	-.694	.060	.034	-.007	.124
Cust. Orientation	.000	.109	.026	.060	.164**
Cust. Orientation	.694	.159	.034	.095	.230**

*Values for moderator are for the mean and +/- one SD from the mean.

**signifies a 95% confidence interval.

DISCUSSION

This research contributes to the service literature by responding to calls for theoretical models and empirical tests that can help revitalize higher education marketing strategies (Ng and Forbes 2009; Helmsley-Brown and Oplatka 2010; Furey et al. 2014; Bock et al. 2014; Khanna et al. 2014; Williams and Omar 2014; Fleischman et al. 2015k). The present model furthers our knowledge about student perceptions of feedback, a facet of student engagement that can ultimately contribute to co-creation. This work is novel in that customer feedback (negative, positive, and sharing ideas) is not a well-researched area, and while complaints, word of mouth and advocacy have been studied more extensively, this broader notion of feedback, particularly in the educational context, has not been examined.

Findings of this study contribute to the experiential service literature in several ways. First, explicitly linking customer feedback, defined as negative as well as positive reactions and idea sharing, to engagement is relatively unique in that the overwhelming majority of 'feedback' research has focused on complaints or in the educational literature narrowly focused on academic-related feedback. We thus broaden the notion of feedback in keeping with calls to recognize the complexity of the total student experience (Clewes, 2003) and position the concept as an important aspect of student engagement, a prerequisite for co-creation in the educational services context.

Second, examining proposed interactions of core constructs found in the TAM (perceived ease of use and perceived usefulness) is an extension from technology adoption research to customer feedback research. Recall that while technology acceptance models have been applied in educational contexts they have not been

used for examining student perceptions of an organizational feedback process.

Third, the finding that perceptions of a feedback process significantly impact the perceived customer orientation of the institution is a unique contribution to the higher education marketing literature. While several antecedents have been linked to customer orientation, to the authors' knowledge, this is the first time perceptions of a university's feedback system has been examined empirically to broaden theory in the area.

Finally, the finding that perceptions of feedback processes work through customer orientation to influence affective commitment extends educational engagement related thinking. That is, customer orientation is not only influenced by a university's feedback system perceptions but also influences a broader relationship marketing construct, affective commitment. Affective commitment has been related to true loyalty (Oliver 1999), word of mouth, and advocacy, but now this model extends relational theory. Such dynamic linkage effects for customer orientation have not been empirically verified in the higher education literature.

MANAGERIAL IMPLICATIONS

Understanding student perceptions of organizational feedback systems can help universities gain a better understanding of student engagement and how to maintain or gain competitive advantage through customer co-creation - student suggested/influenced improvements and innovations. Academic administrators have direct and indirect considerations for feedback system implementation.

For direct considerations, under the university's control, is the ability to make the feedback system as easy to use as possible (which also involves making it easy to find). An easy system also has the benefit

that it interacts with usefulness perceptions to affect the students' perceived customer orientation of the university. This is important as being viewed as (more) customer oriented is an increasingly important strategic priority for most universities. Universities seek to be viewed as customer-oriented as this can positively impact significant relational outcomes tied to student retention and positive word of mouth.

Such efforts would help universities better balance and align interests between the institution and students as advocated by Nguyen and Rosetti (2015) as a means of enhancing the many experiential aspects (touchpoints) of the university service model (Khanna et al. 2014). The above implication also speaks to the need for better resource (human resource and information systems) integration by the university. People play an important role in many university touchpoints. As such, empowered and motivated employees would be an integral aspect of any student feedback system and the information gathered from such a system could assist with inter-functional coordination across institutional units (Voon 2008).

With the increasing importance of social media platforms in higher education marketing and their ability to increase the scope and scale of communication, Customer to Customer (C2C) communication, or word of mouth, is a benefit that helps extend an institution's promotional budget and potentially attracts more students. However, social media, at present, is predominantly used by consumers to influence other consumers. This is a relatively nascent area for educational institutions to systematically utilize in student to institution feedback but clearly has the potential to give organizations insight into what they are doing right and wrong, providing ideas on how to improve

products and processes, to retain customers and remain competitive in the marketplace. Although not the specific focus of this research, social media feedback can be provided on and assist with any of the marketing mix P's, thus having the possibility of great scope and scale. Thus, finding the right mix of people and feedback modality components as well as how these components interface in an integrated system is a continuing challenge for higher education.

Perceived customer orientation also has a large impact on the institutional affective commitment of a student. Part of a customer orientation is taking in information and using it to make positive changes. Administrators should consider making it clear to students that their feedback is important and even go so far as to show how suggestions have led to changes now in effect by displaying such information onsite or online thereby enhancing system usefulness perceptions. These recommendations speak to the need for an audit of current feedback systems in terms of their perceived ease of use and usefulness - from the students' perspective. Our findings and implications are consistent with the calls for organizational systems/processes characterized by access, transparency, and dialogue in the service co-creation literature (Prahalad and Ramaswamy 2004). Clearly, the institutional outcomes of student feedback systems, the communication of changes associated with feedback, and related student perceptions are worthy of future research attention.

Universities have long recognized the importance of developing emotionally-bonded students. Indeed, relationship marketing research supports the claim that true loyalty depends on affective commitment (Wang 2002; Fullerton 2005). Understanding exactly what creates the

emotional bond in customers is therefore of great importance (Grisaffe and Nguyen 2011). Practitioners have utilized a variety of financial, social, and structural relationship marketing programs to bond a customer to the firm, often resulting in less than expected returns from relationship management efforts (Colgate and Danaher 2000; Koenig-Lewis et al. 2015). However, perhaps returns of such programs can be better addressed by focusing on how they facilitate (or inhibit) affective commitment to the firm as was done in the present study related to perceptions of an organizational feedback system.

Another managerial implication relates to the need to educate users regarding feedback systems. Even with an easy to use system customers will still need to be educated regarding appropriate uses of the system so that they, in turn, can provide feedback that reciprocally 'educates' the institution in terms of needs, problems, and potential solutions (Prahalad and Ramaswamy 2004). Further, as noted by Payne et al. (2008) the active soliciting, prioritizing and incorporating of feedback into an organizational strategy require careful planning and management.

Information from a well-developed student feedback system could provide key input to a university's ongoing strategic marketing efforts. Such information could be used to better segment current students and target communication efforts as part of customer relationship management programs based on identified student issues that demand different responses or interventions. Further, a comprehensive student feedback system can help branding efforts by providing ongoing monitoring of the consistency between actual student-based institutional perceptions (brand image) and university-based desired perceptions (brand identity) (Williams and Omar 2014).

As with many studies, the present research utilized cross-sectional, single source measurement; however, future research could assess the perceptions of respondents over time. Further, respondents were mostly traditional college students and questions remain as to the strength of model relationships for graduate students and adult learners. Measures used in the present study were adapted from other areas of research and may be improved by further refinement, particularly, perceived ease of use.

The present model could be extended to include other affective constructs such as anticipated emotions with respect to system utilization (Bagozzi 2007). Further, inclusion of the trust construct would make conceptual sense given its importance to commitment as well as dialogical communication (Walz et al. 2012). Future research could also include normative constructs, which capture the influence of social influence that have been linked to knowledge sharing and technology acceptance (Tohidinia and Mosakhani 2010; Calisir et al. 2009). Finally, including other types of engagement behavior, for example, desire to be part of a brand community would all be interesting additions given the high level of social media usage among college students.

In conclusion, understanding customer feedback has proven to be somewhat elusive in part due to its complicated nature yet it is a critical component for customer engagement and co-creation. The research reported here advances theory and research in this important area. Within the higher educational context, student feedback can be used to more systematically and consistently 'educate' the educators. In this role, the feedback system can serve as a significant strategic mechanism strengthening the institution's student/customer orientation

and helping to more strongly bond students to the university.

REFERENCES

- Alnawas, I. (2015), "Student Orientation in Higher Education: Development of the Construct," *Springer Science and Business Media*, Vol. 69, 625-652.
- Bagozzi, R.P. (2007), "The Legacy of the Technology Acceptance Model and a Proposal for a Paradigm Shift," *Journal of the Association for Information Systems*, Vol. 8 (4), 244-254.
- Bagozzi, R.P. and Y. Yi (1988), "On the Evaluation of Structural Equation Models," *Journal of the Academy of Marketing Science*, Vol. 16 (1), 74-94.
- Ballantyne, D. and R.Varey (2006), "Introducing a Dialogical Orientation to the Service-Dominant Logic of Marketing," In R. F. Lusch and S. L. Vargo (Eds.), *The service-dominant of marketing: Dialog, debate, and directions* (pp. 224-235). Delhi: Prentice-Hall India.
- Baron, R.M. and D.A. Kenny (1986), "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations," *Journal of Personality and Social Psychology*, Vol. 51 (6), 1173-1182.
- Bendapudi, N. and L.L. Berry (1997), "Customers' Motivations for Maintaining Relationships with Service Providers." *Journal of Retailing*, Vol. 73 (1), 15-37.
- Bitner, M.J., B.H. Booms, and M.S. Tetreault, (1990), "The Service Encounter: Diagnosing Favorable and Unfavorable Incidents," *Journal of Marketing*, Vol. 54 (1), 71-84.
- Bock, D.E., S. Martin Poole, and M. Joseph (2014), "Does Branding Impact Student Recruitment: A Critical Evaluation," *Journal of Marketing for Higher Education*, Vol. 24 (1), 11-21.
- Boles, J.S., B.J. Babin, T.G. Brashear, and C. Brooks (2001), "An Examination of the Relationships Between Retail Work Environments, Salesperson Selling Orientation-Customer Orientation and Job Performance," *Journal of Marketing Theory and Practice*, Vol. 9 (3), 1-13.
- Brady, M.K. and J.J. Cronin Jr. (2001), "Customer Orientation: Effects on Customer Service Perceptions and Outcome Behaviors," *Journal of Service Research*, Vol. 3 (3), 241-251.
- Calisir, F., C.A. Gumussoy, and A. Bayram (2009), "Predicting the Behavioral Intention to Use Enterprise Resource Planning Systems: An Exploratory Extension of the Technology acceptance model." *Management Research News*, 32(7), 597-613.
- Carr, J. C. and T. Burnthorne Lopez (2007), "Examining Market Orientation as both Culture and Conduct: Modeling the Relationships Between Market Orientation and Employee Responses," *Journal of Marketing Theory and Practice*, Vol. 15 (2), 113-125.
- Caruana, A., B. Ramaseshan, and M.T. Ewing (1998), "Do Universities that are more Market Orientated Perform Better," *The International Journal of Public Sector Management*, Vol. 11 (1), 55-70.

- Chalcraft, D., T. Hilton, and T. Hughes (2015), "Customer, Collaborator or Co-Creator? What is the Role of the Student in a Changing Higher Education Servicescape," *Journal of Marketing for Higher Education*, Vol. 25 (1), 1-4.
- Clewes, D. (2003), "A Student-Centered Conceptual Model of Service Quality in Higher Education," *Quality in Higher Education*, Vol. 9 (1), 69-85.
- Colgate, M. R. and P.J. Danaher (2000), "Implementing a Customer Relationship Strategy: The Asymmetric Impact of Poor Versus Excellent Execution," *Journal of the Academy of Marketing Science*, Vol. 28 (3), 374-386.
- Cook, S. (2008). "The Contribution Revolution," *Harvard Business Review*, Vol. 86 (10), 60-69.
- Conway, A. and D.D. York (1991), "Can the Marketing Concept be Applied to the Polytechnic and College Sector of Higher Education," *International Journal of Public Sector Management*, Vol. 4 (2), 23-35.
- Crouch, C.H. and E. Mazur (2001), "Peer Instruction: Ten Years of Experience and Results," *American Journal of Physics*, Vol. 69 (9), 970-977.
- Cyr, S. and C.W. Choo (2010), "The Individual and Social Dynamics of Knowledge Sharing: An Exploratory Study," *Journal of Documentation*, Vol. 66 (6), 824-846.
- Dahl, A. and J. Peltier (2015), "A Historical Review and Future Research Agenda for the Field of Consumer Satisfaction, Dissatisfaction, & Complaining Behavior," *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, Vol. 28, 5-25.
- Davidow, M. (2012), "Future Directions in Consumer Satisfaction, Dissatisfaction and Complaining Behavior: So Much More to Come," *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, Vol. 25, 1-6.
- Davis, F. D., R.P. Bagozzi, and P.R. Warshaw (1989), "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models," *Management Science*, Vol. 35 (8), 982 - 1003.
- Day, S. (1994), "The Capabilities of Market-Driven Organizations," *Journal of Marketing*, Vol. 58 (4), 37-61.
- Dean, A. M. (2007), "The Impact of the Customer Orientation of Call Center Employees on Customers' Affective Commitment and Loyalty," *Journal of Service Research*, Vol. 10 (2), 161-173.
- Delucchi, M. and K. Korgen (2002), "We're the Customer – We Pay the Tuition: Student Consumerism Among Undergraduate Sociology Majors," *Teaching Sociology*, Vol. 30, 100-7.
- Dolinsky, A. L. (1994), "A Consumer Complaint Framework with Resulting Strategies: An Application to Higher Education," *The Journal of Services Marketing*, Vol. 8, 27-39.
- Donavan, D.T., T.J. Brown, and J.C. Mowen (2004), "Internal Benefits of Service-Worker Customer Orientation: Job Satisfaction, Commitment, and Organizational Citizenship Behaviors," *Journal of Marketing*, Vol. 68 (January), 128-146.
- Douglas, J., R. McClelland, and J. Davies (2008), "The Development of a Conceptual Model of Student Satisfaction with Their Experience in Higher Education," *Quality Assurance in Education*, Vol. 16 (1), 19-35.

- Finn, J.D. (1993), *School engagement and students at risk*. National Center for Education Statistics: Washington, DC.
- Fleischman, D., M. Raciti, and M. Lawley (2015), "Degrees of Co-Creation: An Exploratory Study of Perceptions of International Students' Role in Community Engagement Experiences," *Journal of Marketing for Higher Education*, Vol. 25 (1), 85-103.
- Fornell, C. and D.F. Larcker, (1981), "Evaluating Structural Equation Models with Unobservable Variables and Measurement Error," *Journal of Marketing Research*, Vol. 18 (1), 39-50.
- Fullerton, G. (2005), "The Impact of Brand Commitment on Loyalty to Retail Service Brands," *Canadian Journal of Administrative Sciences*, Vol. 22 (2), 97-110.
- Furey, S., P. Springer, and C. Parsons (2014), "Positioning University as a Brand: Distinctions Between the Brand Promise of Russell Group, University Alliance, and Million+ Universities," *Journal of Marketing for Higher Education*, Vol. 24 (1), 99-121.
- Garbarino, E. and M.S. Johnson (1999), "The Different Roles of Satisfaction, Trust, and Commitment in Customer Relationships," *Journal of Marketing*, Vol. 63 (2), 70-87.
- Grisaffe, D. B. and H.P. Nguyen (2011), "Antecedents of Emotional Attachment to Brands," *Journal of Business Research*, Vol. 64 (10), 1052-1059.
- Hair, J. F., W.C. Black, B.J. Babin, R.E. Anderson, and R. Tatham (2006), *Multivariate Data Analysis*, 6th ed., Pearson: Upper Saddle River, NJ.
- Hand, L. and C. Bryson (2008), "Conclusions and Implications," *SEDA Special 22: Aspects Of Student Engagement*. Ed. L, 41-42.
- Hartline, M. D. and O.C. Ferrell (1996), "The Management of Customer-Contact Service Employees: An Empirical Investigation," *Journal of Marketing*, Vol. 60 (4), 52-70.
- Hayes, A. F. (2013), *Introduction To Meditation, Moderation, and Conditional Process Analysis*, Guilford Press, New York, NY.
- Hemsley-Brown, J.V. I. Oplatka (2010), "Market Orientation in Universities: A Comparative Study of Two National Higher Education Systems," *International Journal of Educational Management*, Vol. 24 (3), 204-220.
- Hennig-Thurau, T., M.F. Langer, and U. Hansen (2001), "Modeling and Managing Student Loyalty: An Approach Based on the Concept of Relationship Quality," *Journal of Service Research*, Vol. 3 (4), 331-44.
- Hoyer, W. D., M. Dorotic, M. Krafft, and S.S. Singh (2010), "Consumer Co-Creation in New Product Development," *Journal of Service Research*, Vol. 13 (3), 283-296.
- Hu, L. and P.M. Bentler (1999), "Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives," *Structural Equation Modeling*, Vol. 6 (1), 1-55.
- Jaworski, B. J. and A.K. Kohli (1993), "Market Orientation: Antecedents and Consequences," *Journal of Marketing*, Vol. 57 (July), 53-70.

- Jaworski, B. and A.K. Kohli (2006), "Co-Creating the Voice of the Customer," In R. F. Lusch and S. L. Vargo (eds.), *The Service-Dominant Logic Of Marketing: Dialog, Debate, And Directions* (pp. 109-117). Prentice-Hall India: Delhi.
- Kahu, E.R. (2013), "Framing Student Engagement in Higher Education," *Studies in Higher Education*, Vol. 38 (5), 758-773.
- Khanna, M., I. Jacob, and N. Yadav (2014), "Identifying and Analyzing Touchpoints for Building a Higher Education Brand," *Journal of Marketing for Higher Education*, Vol. 24 (1), 122-143.
- Kelly, S. W. (1993), "Discretion and the Service Employee," *Journal of Retailing*, Vol. 69 (1), 104-126.
- Kim, W. and C. Ok (2010), "Customer Orientation of Service Employees and Rapport: Influences on Service-Outcome Variables in Full-Service Restaurants," *Journal of Hospitality & Tourism Research*, Vol. 34 (1), 34-55.
- King, W.R. and J. He (2006), "A Meta-Analysis of the Technology Acceptance Model," *Information & Management*, Vol. 43, 740-755.
- Koenig-Lewis, N., Y. Asaad, A. Palmer, and E. Petersone (2015), "The Effects of Passage of Time on Alumni Recall of 'Student Experience'," *Higher Education Quarterly*, doi: 10.1111/hequ.12063
- Koris, R., A. Örtenblad, K. Kerem, and T. Ojala (2014), "Student Customer Orientation at a Higher Education Institution: The Perspective of Undergraduate Business Students," *Journal of Marketing for Higher Education*, 1-16. DOI: 10.1080/08841241.2014.972486
- Kotler, P. and K.F. Fox (1995), *Strategic marketing for educational institutions*. Prentice Hall: Englewood Cliffs, NJ.
- Kotze, T.G. and P.J. Plessis (2003), "Students as "Co-Producers" of Education: A Proposed Model of Student Socialization and Participation at Tertiary Institutions," *Quality Assurance in Education*, Vol. 11 (4), 186-201.
- Kudisch, J. D., V.J. Fortunato, and A.F. Smith (2006), "Contextual and Individual Difference Factors Predicting Individuals' Desire to Provide Upward Feedback," *Group & Organization Management*, Vol. 31 (4), 503-529.
- Lee, M. K., C.M. Cheung, K.H. Lim, and C.L. Sia, (2006), "Understanding Customer Knowledge Sharing in Web-based Discussion Boards an Exploratory Study," *Internet Research*, Vol. 16 (3), 289-303.
- Liu, I., M.C. Chen, Y.S. Sun, D. Wible, and C. Kuo (2010), "Extending the TAM Model to Explore the Factors that Affect Intention to Use an Online Learning Community," *Computers and Education*, Vol. 54, 600-610.
- Lovelock, C., J. Wirtz, and H.S. Bansal (2008), *Services marketing, Canadian edition*. Pearson-Prentice Hall : Toronto.
- Morgan, R. M. and S.D. Hunt (1994), "The Commitment-Trust Theory of Relationship Marketing," *Journal of Marketing*, Vol. 58 (3), 20-38.
- Mukherjee, A., M. Pinto, and N. Malhotra (2009), "Power Perception and Modes of Complaining in Higher Education," *The Service Industries Journal*, Vol. 29 (11), 1615-1633.

- Ng, I. and J. Forbes (2009), "Education as Service: The Understanding of University Experience Through the Service Logic," *Journal of Marketing of Higher Education*, Vol. 19 (1), 38-64.
- Nguyen, A. and J. Rosetti (2015), "Overcoming Potential Negative Consequences of Customer Orientation in Higher Education: Closing the Ideological Gap," *Journal of Marketing for Higher Education*, Vol. 23 (2), 155-174.
- Oliver, R. L. (1999), "Whence Consumer Loyalty?" *Journal of Marketing*, Vol. 63, 33-44.
- Ostrom, A. L., M.J. Bitner, S.W. Brown, K.A. Burkhard, M. Goul, V. Smith-Daniels, E. Rabinovich (2010), "Moving Forward and Making a Difference: Research Priorities for the Science of Service," *Journal of Service Research*, 1-33.
- Palmatier, R.W., R.P. Dant, D. Grewal, and K.R. Evans (2006), "Factors Influencing the Effectiveness of Relationship Marketing: A Meta-Analysis," *Journal of Marketing*, Vol. 70 (4), 136-153.
- Pantages, T.J. and C.F. Creedon (1978), "Studies of College Attrition: 1950-1975," *Review of Education Research*. Vol. 48, 49-101.
- Park, S.Y. (2009), "An Analysis of the Technology Acceptance Model in Understanding University Students' Behavioral Intention to Use E-Learning," *Educational Technology & Society*, Vol. 12 (3), 150-162.
- Payne, A., K. Storbacka, and P. Frow (2008), "Managing the Co-Creation of Value," *Journal of the Academy of Marketing Science*, Vol. 36 (1), 83-96.
- Prahalad, C. and V. Ramaswamy (2004), "Co-Creating Unique Value with Customers," *Strategy & Leadership*, Vol. 32 (3), 4-9.
- Preacher, K. J. and A.F. Hayes (2004), "SPSS and SAS Procedures for Estimating Indirect Effects in Simple Mediation Models," *Behavior Research Methods, Instruments, and Computers*, Vol. 36 (4), 717-731.
- Preacher, K. J., D.D. Rucker, and A.F. Hayes (2007), "Addressing Moderated Mediation Hypotheses: Theory, Methods, and Prescriptions," *Multivariate Behavioral Research*, Vol. 42, 185-227.
- Pulendran, S., R. Speed, and R.E. Widing II (2003), "Marketing Planning, Market Orientation, and Business Performance," *European Journal of Marketing*, Vol. 37, (3-4), 476-497.
- Rod, M. and N.J. Ashill (2010), "The Effect of Customer Orientation on Frontline Employees' Job Outcomes in a New Public Management Context," *Marketing Intelligence & Planning*, Vol. 28 (5), 600-624.
- Schneider, B., M.G. Ehrhart, D.M. Mayer, J.L. Saltz, and K. Niles-Jolly (2005), "Understanding Organization-Customer Links in Service Settings," *Academy of Management Journal*, Vol. 48 (6), 1017-1032.
- Shahaida, P., H. Rajashekar, and R. Nargundkar (2009), "A Conceptual Model of Brand-Building for B-schools: An Indian Perspective," *International Journal of Commerce and Management*, Vol. 19 (1), 58-71.
- Seybold, P. (2006), *Outside innovation: How your customer will co-design your company's future*. Collins: New York.

- Shieh, G. (2011), "Clarifying the Role of Mean Centering in Multicollinearity of Interaction Effects," *British Journal of Mathematical and Statistical Psychology*, Vol. 64, 462-477.
- Singh, J. (1990), "A Typology of Consumer Dissatisfaction Response Styles," *Journal of Retailing*, Vol. 66 (Spring), 57-99.
- Tax, S., S. Brown, and M. Chandrashekar (1998), "Customer Evaluations of Service Complaint Experience: Implications for Relationship Marketing," *Journal of Marketing*, Vol. 60, 60-76.
- Taylor, S.A. and G. Hunter (2014), "Value, Satisfaction, and Loyalty: An Evolving Conceptualization," *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, Vol. 2717-23.
- Tohidinia, Z. and M. Mosakhani (2010), "Knowledge Sharing Behaviour and its Predictors," *Industrial Management + Data Systems*, Vol. 10 (4), 611-631.
- Uncles, M. D., G.R. Dowling, and K. Hammond (2003), "Customer Loyalty and Customer Loyalty Programs," *Journal of Consumer Marketing*, Vol. 20 (4), 294-316.
- van Doorn, J., K.N. Lemon, V. Mittal, S. Nass, D. Pick, P. Pirner, and P.C. Verhoef, (2010), Customer Engagement Behavior: Theoretical Foundations and Research Directions," *Journal of Service Research*, Vol. 13 (3), 253-266.
- Vargo, S. L. and R.F. Lusch (2004), "Evolving to a New Dominant Logic for Marketing," *Journal of Marketing*, Vol. 68 (1), 1-17.
- Venkatesh, V. and H. Bala (2008), "Technology Acceptance Model 3 and a Research Agenda on Interventions," *Decision Sciences*, Vol. 39 (2), 273-315.
- Venkatesh, V. and F.D. Davis (2000), "A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies," *Management Science*, Vol. 46 (2), 186-204.
- Verhoef, P. C. (2003), "Understanding the Effect of Customer Relationship Management Effort on Customer Retention and Customer Share Development," *Journal of Marketing*, Vol. 67 (4), 30-45.
- Verhoef, P. C., W.J. Reinartz, and M. Krafft (2010), "Customer Engagement as a New Perspective in Customer Management," *Journal of Service Research*, Vol. 13, 247-252.
- Voon, B.H. (2008), "SERVMO: A Measure for Service-Driven Market Orientation in Higher Education," *Journal of Marketing for Higher Education*, Vol. 17 (2), 216-237.
- Walz, A. M., K. Celuch, and N. Robinson (2012), "'I will Have No Other!' The Role of Communication and Trust in Driving Exclusive Behavior," *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, Vol. 25, 80-95.
- Wang, G. (2002), "Attitudinal Correlates of Brand Commitment: An Empirical Study," *Journal of Relationship Marketing*, Vol. 1 (2), 57-75.
- Wasmer, D.J. and G.C. Bruner II (2000), "The Antecedents of the Market Orientation in Higher Education," *Journal of Marketing for Higher Education*, Vol. 9 (2), 93-105.

- Williams, M.R. and J.S. Attaway (1996), "Exploring Salespersons' Customer Orientation as a Mediator of Organizational Culture's Influence on Buyer-Seller Relationships," *Journal of Personal Selling & Sales Management*, Vol. 4 (Fall), 33-52.
- Williams, R.L. Jr. and M. Omar (2014), "How Branding Process Activities Impact Brand Equity within Higher Education Institutions," *Journal of Marketing for Higher Education*, Vol. 24 (1), 1-10.
- Wilson, A., V. Zeithaml, M. Bitner, and D. Gremler (2008). *Service Marketing: Integrating Customer Focus Across The Firm*. McGraw-Hill: Maidenhead.
- Woodruff, R. and D. Flint (2006), "Marketing's Service-Dominant Logic and Customer Value," In R. F. Lusch and S. L. Vargo (Eds.), *The Service-Dominant Logic Of Marketing: Dialog, Debate, And Directions* (pp. 183-195). Delhi: Prentice Hall India.
- Wu, L. W. (2011), "Beyond Satisfaction: The Relative Importance of Locational Convenience, Interpersonal Relationships, and Commitment across Service Types," *Managing Service Quality: An International Journal*, Vol. 21 (3), 240-263.
- Yi, Y. and T. Gong (2013), "Customer Value Co-Creation Behavior: Scale Development and Validation," *Journal of Business Research*, Vol. 66 (9), 1279-1284.
- Yousafzai, S.Y., G.R. Foxall, and J.G. Pallister (2007a), "Technology Acceptance: A Meta-Analysis of the TAM Part 1," *Journal of Modelling in Management*, Vol. 2 (3), 251-280.
- Yousafzai, S.Y., G.R. Foxall, and J.G. Pallister (2007b), "Technology Acceptance: A Meta-Analysis of the TAM Part 2," *Journal of Modelling in Management*, Vol. 2 (3), 281-304.
- Zhao, X., J.G. Lynch Jr. and Q. Chen (2010), "Reconsidering Baron and Kenny: Myths and Truths about Mediation Analysis," *Journal of Consumer Research*, Vol. 37, 197-206.

Please address all correspondence to the first author.

Kevin Celuch
 Economics and Marketing Department
 University of Southern Indiana
 8600 University Boulevard
 Evansville, IN 47712
 (812) 461-5297 (office)
 kceluch@usi.edu

Nadine M. Robinson
 Department of Business and Economics
 Algoma University
 Sault Ste. Marie, Ontario, Canada