

The Impact of School Brand, Organization Socialization and P-O Fit on Student Learning

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ABSTRACT

Ensuring the quality of education and enabling the advancement of students in a competitive environment requires an understanding of factors that influence learning. This research explores the influence of school brand, organization socialization, and person-organization fit (P-O Fit) on student learning outcomes, satisfaction with learning, and organizational citizenship behavior in universities. Our results reveal the following: (1) Organizations socialization has a significantly positive influence on P-O Fit. (2) School brand, socialization within an organization, and P-O Fit have a significantly positive influence on learning outcomes, satisfaction with learning, and organizational citizenship behavior. (3) P-O Fit can mediate the influence of socialization on learning outcomes, satisfaction with learning, and organizational citizenship behavior. These results will provide valuable insights for policy makers and educators in the Asia Pacific region and elsewhere to deal with critical questions about the improvement of teaching and learning and school improvement in a globalizing world.

Keywords: Organization Socialization, Person-Organization Fit (P-O Fit), School Brand, Learning Outcomes, Learning Satisfaction, Organization Citizenship Behavior.

INTRODUCTION

With rapid socio-economic changes, twenty-first century higher education is facing major challenges to its governance systems, curriculum, mission focus, external relations, research, and financing (Shin and Harman, 2009). Diversification, liberalization, and internationalization of university campuses are causing a shift from elite education to mass education, which has led to considerable competition with regard to the recruitment of new students. The need to compete has prompted many universities to adopt the enterprise business philosophy of "marketization", while paying greater attention to quality of education and the reputation of the school in order to attract better students from further afield. Students must base their choice of school on information they receive. In communicating with potential students, universities could be said to have entered an era of "brand leadership" (Hu, 2006). Changes in life situations prompt changes in socialization (Chao et al., 1994; Hart et al., 2003) and, upon entering a school; students begin the process of socialization (Yang, 2007). Guidance from existing members is a key to helping new members fit

into the culture of an organization and making the most of their abilities (Robbins, 1992; Schular, 1996). The increasing use of criteria-based approaches to assessment and grading in higher education is a consequence of its sound theoretical rationale and its educational effectiveness (Sadler*, 2005). Maulana et al. (2011) reported that the relationship between teacher interpersonal behaviour and student motivation is more strongly connected to Influence than to Proximity. It is crucial that new students receive assistance in developing the skills they require to facilitate assimilation. This is particularly important for universities facing declining birth-rates and fierce competition.

In this study, we examined issues pertaining to organizational socialization and their effects on learning effectiveness, learning satisfaction, and organizational citizenship behaviour, with a particular emphasis on P-O Fit and school brand. We employed linear structural modelling of path analysis to establish a model by which to formulate recommendations for school administrators seeking to make their institution more attractive to new recruits and more competitive with other schools. These results provide a valuable reference

for the management of universities in a competitive environment.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Socialization

Organizational socialization is the process by which newcomers adapt to a new environment and the role they play within the organization (Bauer, 2004; Chao et al., 1994; Hart et al., 2003; Yang et al., 2011). This term also refers to the process of teaching individuals the organizational norms, social knowledge, and skills they will require as members of the organization (Van Maanen and Schein, 1979).

Work training is an important part of organizational socialization (Wanous, 1992), in making an individual aware of her/his role (Reichers, 1987; Taormina, 1994) and reducing a sense of isolation from insiders (Dunseath et al., 1995). Individuals that receive support from experienced colleagues tend to feel greater satisfaction with the organization (Cohen and Wills, 1985).

Employees play a vital role in organizational socialization (Reichers, 1987; Taormina, 1994) and enhancing the P-O Fit (Morrison, 1993). Individuals with high expectations of their future within an organization are more likely to feel satisfaction with their situation (Taormina, 1994; Taormina, 1997; Taormina, 1998). Thus, we pose Hypothesis 1 and Hypothesis 2:

H1: Organizational socialization has a positive influence on P-O Fit.

H2: Organizational socialization has positive influences on learning outcomes, learning satisfaction and organizational citizenship behaviour.

P-O Fit

P-O Fit refers to the degree of consistency between the personal traits, beliefs, values of the employee and culture, norms, and values of the organization (Bowen et al., 1991; Kristof, 1996).

Improving P-O Fit can lead to greater satisfaction with one's work (Autry and Daugherty, 2003; Parkes et al., 2001; Tepeci and Bartlett, 2002), which manifests in their organizational citizenship behaviour (Netemeyer et al., 1997). Cable and DeRue (2002) reported that the performance, satisfaction, and organizational citizenship behaviour of individuals are related to P-O Fit. They divided P-O Fit into three dimensions:

- 1) Supplementary fit;
- 2) Needs-supplies;

- 3) Demand-abilities.

P-O Fit has been linked to work performance (Kolenko and Aldag, 1989), organizational citizenship behaviour (Chuang and Lin, 2005; Van Dyne et al., 1994), and work satisfaction (Chuang and Lin, 2005; Harris and Mossholder, 1996; Taris and Feij, 2001). From this, we infer Hypothesis 3:

H3: P-O Fit has a positive influence on learning outcomes, learning satisfaction, and organizational citizenship behaviour.

Learning Outcomes, Learning Satisfaction, Organizational Citizenship Behavior

The success of higher education is predicated on learning outcomes. Learner-centred teaching is the method that best reflects diversification in teaching and helps teachers to take on the role of facilitators (Shih, 2013). Ho et al. (1999) reported that motives and learning strategies and their influence as determinants of achievement was investigated. Kirkpatrick (1994) described a learning outcomes assessment model based on

- 1) Reaction
- 2) Learning;
- 3) Behaviour; and
- 4) Results

Kirkpatrick emphasized the need to assess learning outcomes from a variety of perspectives (Phillips, 1992).

Student satisfaction is another important criterion by which to measure the performance of an educational institution (Voldnes et al., 2012). Student surveys across the world have highlighted that students are dissatisfied with the feedback they receive on their assignments and many institutions have been putting plans in place to address this issue (Nicol, 2010). Thus, receiving feedback from students has become a normal part of life for university teachers worldwide. This puts pressure on them from several sides and may be an influential factor that leads them to tailor their teaching to students' preferences (Flodén, 2017). Gai (1979) proposed the "Education input and output group-factor interactive diagram" based on input and output theory from the perspective of education economics to explore the satisfaction of students with regard to learning. The input factors that influence the school production process are individual students and the school environment. Chen (2005), Conti (1985) and Zahn (1967) argued that teachers also affect student's satisfaction with learning. Katz (1964) described how individuals in an organization

evolve as they assume the role expected of them (Katz and Kahn, 1978). Farh et al. (1997) emphasized that Taiwan differs from western countries in its organizational citizenship behaviour. They developed a scale by which to measure organizational citizenship behaviour that is suitable for Chinese, based on the following:

- 1) Identifying organizations;
- 2) Altruistic behaviour;
- 3) Due diligence;
- 4) Interpersonal harmony; and
- 5) Protecting organizational resources.

Socialization is meant to give newcomers an understanding of an organization’s operations and expectations (Reichers, 1987; Taormina, 1994). It is also meant to promote P-O Fit (Morrison, 1993). Improving organizational socialization generally improves job satisfaction and organizational commitment at the individual level (Cooper-Thomas and Anderson, 2002; Van Maanen and Schein, 1979). Greater P-O Fit gives employees greater job satisfaction (Autry and Daugherty, 2003; Parkes et al., 2001; Tepeci and Bartlett, 2002), which in turn influences organizational citizenship behaviour (Netemeyer et al., 1997). Thus, Cable and DeRue (2002) asserted that personal performance, satisfaction, and organizational citizenship

behaviour are associated with P-O Fit. According to the P-O Fit model proposed by Chatman (1989), interaction effects between individuals and organizations influence personal performance, organizational identity, organizational citizenship behaviour, and satisfaction via P-O Fit (Cable and DeRue, 2002; Taormina, 1994; Taormina, 1997).

In summary, when an individual interacts with an organization, organizational socialization influences the learning outcomes, learning satisfaction, and organizational citizenship behaviour through P-O Fit (Cable and DeRue, 2002; Chatman, 1989; Taormina, 1994; Taormina, 1997). Thus, we infer Hypothesis 4

H4: Organizational socialization has a positive influence on learning outcomes, learning satisfaction, and organizational citizenship behaviour through P-O Fit.

School Brand

School brand refers to the distinguishing characteristics that differentiate one institution from others, as perceived by community members, parents, and students (Chang and Su, 2011). School brand includes tangible items as well as intangible feelings (Yeh, 2006). A brand seeks to create a link between a user’s self-image and the symbolism associated with an institution (Aaker, 2012).

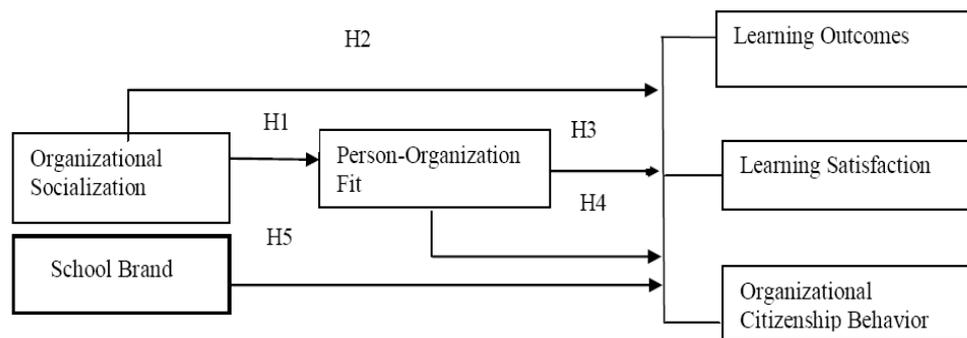


Figure1. Research framework

The school brand is the emblem of the school (Wang, 2009), and the school products include the qualities of the faculty and students (Tigga et al., 2014). Thus, the business of a school is similar to an enterprise business, wherein the overall image of the school affects the satisfaction of students (Beerli Palacio et al., 2002). Universities are currently facing declining birth rates and intense competition. In order to survive, schools must shape the culture and spirit of the institution and formulate a strong image of themselves in the eyes of the public. Entrepreneurial development now dictates many aspects of education, such that school management

has changed to school business and subsequently to brand business.

In a previous study, it was noted that school ranking is positively correlated with student satisfaction and identification (Caza et al., 2015; Huang et al., 2015). Bennett and Ali-Choudhury (2009) surveyed 189 students in two educational institutions in London with regard to their intentions, emotions, and cognitive reactions to schools (including the reputation of universities). Thus, we infer Hypothesis 5:

H5: School brand has positive influences on learning outcomes, satisfaction, and organizational

citizenship behaviour. Figure 1 shows the relationships between the hypotheses above.

RESEARCH METHODOLOGY AND OBJECT

We adopted a questionnaire-based survey method using a 5-point Likert-type scale with 1 for “strongly disagree”, 2 for “disagree”, 3 for “no comment”, 4 for “agree”, and 5 for “strongly agree”. We employed SPSS12.0 to conduct a questionnaire pre-test and descriptive statistical analysis. Statistical software LISREL8.70 was used to conduct verification on the influencing relationship between each dimension.

The values and goals of students must match those of the school; therefore, students were our primary focus in this study (Cowie, 2000). An online questionnaire was sent to tertiary campuses on 26th August 2015. A total of 224 valid questionnaires were recovered on 25th December 2015, including those from 37 private universities and 31 public universities in Taiwan. Among the 224 participants, 132 were male (59%) and 92 were female (41%) A total of 131 participants (58.48%) were attending private schools and 93 were attending public schools (41.52%).

Questionnaire Design

Organizational Socialization Scale

We adopted the study framework proposed by Taormina (1994; 1997; 1998) for the measurement of organizational socialization. Following confirmatory factor analysis (CFA) and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 58.28$ ($p = 0.0021$), GFI = 0.95, CFI = 0.99, SRMR = 0.034 and RMSEA = 0.063. Except that the χ^2 value indicates that the fit is significantly influenced by the number of samples (Huang et al., 2010), the fit indices correspond. Thus, the model fit presents good overall fit.

P-O Fit Scale

We adopted the dimensions proposed by Cable and DeRue (2002) as factors in measuring P-O Fit. Following confirmatory factor analysis (CFA), and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 3.33$ ($p = 0.77$), GFI = 1.00, CFI = 1.00, SRMR = 0.006 and RMSEA = 0.000. All fit indices correspond.

Learning Outcomes Scale

We adopted the dimensions proposed by Kirkpatrick (1994) as factors in the measurement

of learning outcomes. Following confirmatory factor analysis (CFA), and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 61.69$ ($p = 0.015$), GFI = 0.95, CFI = 0.99, SRMR = 0.029 and RMSEA = 0.049. Except that the χ^2 value indicates that the fit is significantly influenced by the number of samples (Huang et al., 2010), the fit indices correspond. Thus, the model fit presents good overall fit.

Learning Satisfaction Scale

We adopted the dimensions proposed by Chen (2005), Conti (1985), Gai (1979) and Zahn (1967), as factors in the measurement of learning satisfaction. Following confirmatory factor analysis (CFA), and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 89.81$ ($p = 0.012$), GFI = 0.94, CFI = 0.99, SRMR = 0.035, and RMSEA = 0.045. Except that the χ^2 value indicates that the fit is significantly influenced by the number of samples (Huang et al., 2010), the fit indices correspond. Thus, the model fit presents good overall fit.

Organizational Citizenship Behavior Scale

We adopted the factors proposed by Farh et al. (1997), in the measurement of organizational citizenship behaviour. Following confirmatory factor analysis (CFA), and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 110.05$ ($p = 0.00$), GFI = 0.92, CFI = 0.97, SRMR = 0.056 and RMSEA = 0.090. Except that the χ^2 value indicates that the fit is significantly influenced by the number of samples (Huang et al., 2010), the indices correspond. Thus, the model fit presents good overall fit.

School Brand Scale

We employed the school brand scale proposed by Bennett and Ali-Choudhury (2009), for the measurement of school brand. Following confirmatory factor analysis (CFA), and the deletion of questions with poor reliability and validity, the fit analysis results of this model revealed the following: $\chi^2 = 0.00$ ($p = 1.00$), GFI = 1.00, CFI = 1.00, SRMR = 0.000 and RMSEA = 0.000. All fit indices correspond. Thus, the model fit presents good overall fit. Table 1 summarizes the model fit as follows.

Table1. Fit indices of each scale

Index	Accept value	Organizational socialization	P-O Fit	Learning outcomes	Learning satisfaction	Organizational citizenship behavior	School brand
Chi-square (χ^2)	-	58.28	3.33	61.69	89.81	110.05	0.00
Degrees of Freedom	-	31	6	31	62	39	0
SRMR	<0.05	0.034	0.006	0.029	0.035	0.056	0.000
RMSEA	<0.05	0.063	0.000	0.049	0.045	0.090	0.000
GFI	≥0.90	0.95	1.00	0.95	0.94	0.92	1.00
CFI	≥0.90	0.99	1.00	0.99	0.99	0.97	1.00
NNFI	≥0.90	0.99	1.00	0.99	0.99	0.96	1.00
PNFI	≥0.50	0.67	0.40	0.71	0.78	0.68	1.00
PGFI	≥0.50	0.54	0.28	0.58	0.64	0.54	1.00

EMPIRICAL RESULTS AND ANALYSIS

The results of analysis using SPSS12.0 and LISREL8.70 are outlined in the following and Table 2.

Descriptive Statistics

Our SPSS12.0 analysis results revealed that the mean of organizational socialization was 3.6210

(SD = 0.69962); the mean of P-O Fit was 3.6153 (SD = 0.74684); the mean of learning outcomes was 3.5710 (SD = 0.66413); the mean of learning satisfaction was 3.7136 (SD = 0.68070); the mean of organizational citizenship behaviour was 3.5848 (SD = 0.65445); and the mean of school brand was 3.5279 (SD = 0.75246) (see Table 2).

Table2. Descriptive statistics of variables

Variable	M	SD	1	2	3	4	5	6
1.Organizational socialization	3.6210	0.69962	1.00					
2.P-O Fit	3.6153	0.74684	0.792**	1.00				
3.Learning outcomes	3.5710	0.66413	0.826**	0.760**	1.00			
4.Learning satisfaction	3.7136	0.68070	0.740**	0.720**	0.740**	1.00		
5.Organizational citizenship behavior	3.5848	0.65445	0.708**	0.713**	0.712**	0.746**	1.00	
6.School brand	3.5279	0.75246	0.606**	0.613**	0.582**	0.646**	0.698**	1.00

Note: * $p < 0.05$, ** $p < 0.01$, $n = 224$

Table3. Results of Hypotheses Testing

Hypothesis	Variable relationship	Normalization coefficient	t-value	Test results
Direct effect				
H1	Organizational socialization → P-O Fit	0.90	6.92**	Supported
H2	Organizational socialization → Learning outcomes	0.93	7.36**	Supported
	→ Learning satisfaction	0.96	3.29**	Supported
	→ Organizational citizenship behavior	0.79	8.73**	Supported
H3	P-O Fit → Learning outcomes	0.91	7.79**	Supported
	→ Learning satisfaction	0.97	2.26**	Supported
	→ Organizational citizenship behavior	0.81	8.19**	Supported
Mediating Effects				
H4	Organizational socialization → P-O Fit	0.89	7.49**	Supported
	→ Learning outcomes			
	Organizational socialization → P-O Fit	0.94	3.02**	Supported
	→ Learning satisfaction			
H5	Organizational socialization → P-O Fit	0.78	8.21**	Supported
	→ Organizational citizenship behavior			
H5	School brand → Learning outcomes	0.60	7.58**	Supported
	→ Learning Satisfaction	0.71	7.35**	Supported
	→ Organizational citizenship behavior	0.77	8.49**	Supported

Note: * $p < 0.05$, ** $p < 0.01$

Hypothesis Testing

As shown in Table 3, our empirical results demonstrate that organizational socialization has a significantly positive effect on P-O Fit ($\gamma = 0.90, p < 0.01$), thereby supporting Hypothesis 1. Organizational socialization has a significantly positive (direct) effect on learning outcomes, learning satisfaction, and organizational citizenship behaviour ($\gamma = 0.93, p < 0.01; \gamma = 0.96, p < 0.01; \gamma = 0.79, p < 0.01$), thereby supporting Hypothesis 2. P-O Fit has a significantly positive (direct) effect on learning outcomes, learning satisfaction, and organizational citizenship behaviour ($\gamma =$

$0.91, p < 0.01; \gamma = 0.97, p < 0.01; \gamma = 0.81, p < 0.01$), thereby supporting Hypothesis 3. Organizational socialization through P-O Fit has a significantly positive (direct) effect on learning outcomes, learning satisfaction, and organizational citizenship behaviour ($\gamma = 0.89, p < 0.01; \gamma = 0.94, p < 0.01; \gamma = 0.78, p < 0.01$), thereby supporting Hypothesis 4. School brand has a significantly positive (direct) effect on learning outcomes, learning satisfaction, and organizational citizenship behaviour ($\gamma = 0.60, p < 0.01; \gamma = 0.71, p < 0.01; \gamma = 0.77, p < 0.01$), thereby supporting Hypothesis 5.

Table 4. Determination Results of Control Variable - School Brand

	Normalization coefficient	t-value
Organizational socialization → Learning outcomes	0.93	7.36**
Organizational socialization → Learning satisfaction	0.96	3.29**
Organizational socialization → Organizational citizenship behavior	0.79	8.73**
School brand → Learning outcomes	0.60	7.58**
School brand → Learning satisfaction	0.71	7.35**
School brand → Organizational citizenship behavior	0.77	8.49**

Note: * $p < 0.05$, ** $p < 0.01$

Influencing Effect of Control Variables

We determined that school brand is less influential on learning outcomes, learning satisfaction, and organizational citizenship behaviour ($\gamma = 0.60, p < 0.01; \gamma = 0.71, p < 0.01; \gamma = 0.77, p < 0.01$) than is organizational socialization ($\gamma = 0.93, p < 0.01; \gamma = 0.96, p < 0.01; \gamma = 0.79, p < 0.01$). Thus, school brand does not have an influencing effect (see Table 4). Rapid organizational socialization can allow a person to enjoy learning, and avoid feelings of frustration due to a failure to assimilate into the organization. The process of socialization is very important to the individual as well as the organization, as compared to the school brand.

DISCUSSION AND CONCLUSIONS

Based on the results of path analysis, our study findings are as follows:

- 1) Our results indicate that organizational socialization is significantly positively related to P-O Fit, learning outcomes, learning satisfaction, and organizational citizenship behaviour. This is consistent with the findings of previous studies (Morrison, 1993; Taormina, 1997). Newcomers to an organization can facilitate the socialization process simply through by seeking information (Morrison, 1993). This suggests that universities should instruct students in areas such as “Learning in University”. A university could also focus on the four domains (Taormina, 1997) involved

in learning. We also determined that the internal and external behaviours of students can also be influenced by their level of socialization.

- 2) Our findings revealed that P-O Fit is significantly positively related to learning outcomes, learning satisfaction, and organizational citizenship behaviour. Previous theories related to organizational behaviour are based on a belief in the importance of good fit between a person and an organization (Hall and Moss, 1999; Sekiguchi, 2007). This is consistent with the findings of previous studies (Chuang and Lin, 2005; Harris and Mossholder, 1996; Kolenko and Aldag, 1989; Taris and Feij, 2001; Van Dyne et al., 1994). Steiger reported that P-O Fit is strongly related to organizational citizenship behaviour and very strongly associated with counterproductive behaviour, organizational commitment, and job satisfaction. The analyses for incremental validities suggest that for organizational citizenship behaviour, P-O Fit have incremental validities (Chuang and Lin, 2005; Taris and Feij, 2001), and organizational commitment and optimism about the organization’s future (Harris and Mossholder, 1996). In addition, survey 378 and 950 employees of various occupations. The results of this study showed that there were positive relationships between the P-O Fit and OCB (Kolenko and Aldag, 1989; Van Dyne et al., 1994).

- 3) In this research, the γ value for the influence of organizational socialization on P-O Fit was 0.90. The γ values for the influence of P-O Fit on learning outcomes, learning satisfaction, and organizational citizenship behaviour were 0.91, 0.97, and 0.81 respectively. These values indicate that P-O Fit has a mediating effect on organizational socialization, learning outcomes, learning satisfaction, and organizational citizenship behaviour. This is consistent with the findings of previous studies (Cable and DeRuem, 2002; Taorminam, 1994; Taorminam, 1997).
- 4) Our results revealed that school brand is significantly positively related to learning outcomes, learning satisfaction, and organizational citizenship behaviour. This is consistent with the findings of previous studies (Caza et al., 2015; Huang et al., 2015). The learning outcome and satisfaction of students in schools with a representative symbol and positive coverage by the media tend to be higher, and their organizational citizenship behaviour also tends to be better. Thus, the satisfaction of students with regard to their curriculum and perceptions of career readiness are important drivers behind the recruitment campaigns of universities, as well as their retention of students and their rankings among other universities (Caza et al., 2015; Huang et al., 2015).

MANAGEMENT IMPLICATIONS AND RECOMMENDATIONS

Socialization efforts can help new students to adapt to their new environment. Programs such as “Learning in university” during orientation could be used to prepare freshman students for the challenges ahead of them.

Amos and Weathington (2008) described the importance of P-O Fit. Employees that fit in with an organization present a positive attitude and behaviour. This commonly makes them more cooperative (Ashforth and Mael, 1989), and prompts them to exceed the responsibilities requested by organization (Mowday et al., 2013). It also makes them want to remain with the company (O'Reilly and Chatman, 1986). P-O Fit includes numerous factors, such as personality, technique, needs, and values (Westerman and Cyr, 2004).

Universities in a competitive market must differentiate themselves in order to boost enrolment, recruit the best students, and enhance their image and reputation. To meet the demands of consumers, educational institutions must move

away from the traditional hierarchy, bureaucracy, and conservatism, in order to make them more competitive. Conventional practices should be replaced with innovative management models and up-to-date recruitment and marketing techniques. Schools should attempt to create a unique style and a sense of quality superior to that of their competitors. One example is in AACSB accredited schools, which must clearly identified their visions and offers extensive connection between the vision and curricular. Then student performance is identified and evaluated through assurance of learning, which guarantees the continuous improvement of education quality.

Lipponen, Bard and Haapamaki (2008) reported that organizations today must adjust quickly to deal with a rapidly changing environment. Organizations require that their employees make recommendations to further the development of the firm; however, this is only possible when employees identify themselves as an integral part of the organization. Amos and Weathington (2008) also claimed that when the personal values of an employee are in line with those of the organization, they are more likely to commit themselves to the organization. Schools must seek to maintain consistency in their values, organizational culture, and goals, and ensure that these are in line with the needs and desires of their students.

The participants in this study included universities and colleges as well as their students. In the future, researchers could seek to control for differences in the background characteristics of participants before investigating the issue of learning effectiveness.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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