INFLUENCING FACTORS ON REPUTATION OF PRIVATE UNIVERSITIES IN BEIJING BASED ON STUDENT SATISFACTION

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ABSTRACT

With the rapid development of higher education, the competition between students in colleges and universities has become more and more fierce. Therefore, the shaping of a good image and reputation of private colleges and universities is one of the important conditions for them to win in the competition of students. However, there are few research results on the reputation of private universities at home and abroad, and due to the different national conditions and different educational models, the reference value of the existing foreign research results is relatively limited. This paper considers the relationship between colleges and universities and students, from the previous universities select students evolved into the current students choose colleges and universities, and the particularity of the private universities characteristics, private universities have a strong dependence on students, so this paper from the perspective of private universities students, through the investigation and analysis of student satisfaction to study the reputation of private universities in Beijing.

This paper first reviews the relevant concept of universities reputation and satisfaction evaluation, using the stakeholder theory and utility theory, from the perspective of students, the reputation of private colleges and universities is divided into emotional tendency and rational cognition, influence factor is divided into education resources, teaching quality, teachers, talent training, location, logistics service six dimensions. The results showed that the factors affecting the reputation satisfaction of the private universities in Beijing from the perspective of student satisfaction were studied by Adjusted R^2=76.1%. In the following aspects, the factors affecting students' reputation satisfaction of private universities in Beijing are educational resources (Beta=0.272), talent training (Beta=0.223), regional location (Beta=0.244), and logistics services (Beta=0.194). The factor that does not affect students' satisfaction with the reputation of private universities in Beijing is the teaching quality (Beta=0.027) and the faculty (Beta=0.034).On the basis of empirical research, the paper puts forward corresponding countermeasures, including: paying great importance to the quality of the talent training of private universities, improving the campus culture, creating the running conditions, improving the logistics service, making full use of the shared resources of the parent universities, and improving the vision of students' vision.

Keywords: Private universities, student satisfaction, reputation, and influencing factors

INTRODUCTION

China's 14th Five-Year Plan is an important step linking the past and the future, and also an important intersection of historical goals. The high-quality development of private colleges

and universities is an important part of the development of higher education in the new time. As the most important subjects affecting China's economic development, private colleges and universities must shoulder their social responsibilities in the 14th Five-Year Plan, scientifically formulate and strictly implement the 14th Five-Year Plan, and predict the future development of colleges and universities. In recent years, private colleges and universities have developed rapidly. This new form of higher education has greatly alleviated the contradiction between supply and demand of higher education, and has become an indispensable part of the current development of higher education. According to data released by the Ministry of Education, private education has grown into an important force in Beijing's higher education system in the process of developing from popularization to popularization. In 1949, when the People's Republic of China was founded, there were 69 private universities in China. In the early 1950s, they were turned into public schools. There were no private higher education institutions in China in the past 30 years since then. In the 1980s, private higher education began to resume. From 2001 to 2010, the number of private colleges and universities in Beijing increased rapidly, from 3 to 15, and the proportion of private colleges and universities in the total number of colleges and universities increased from 4.92% to 16.85%. At the end of the 12th Five-Year Plan, the number of private universities remained at 15, but the proportion decreased in the fluctuations. In 2016, the number of private colleges and universities increased to 16, then the number has remained unchanged, and the proportion of private colleges and universities has remained more than 17%, see Table 1.1 and Table 1.2. As the capital of China, Beijing's overall school-running mode is representative. Therefore, whether the private universities in Beijing can establish their own good reputation is of great influence on the future development of the major private universities in China.
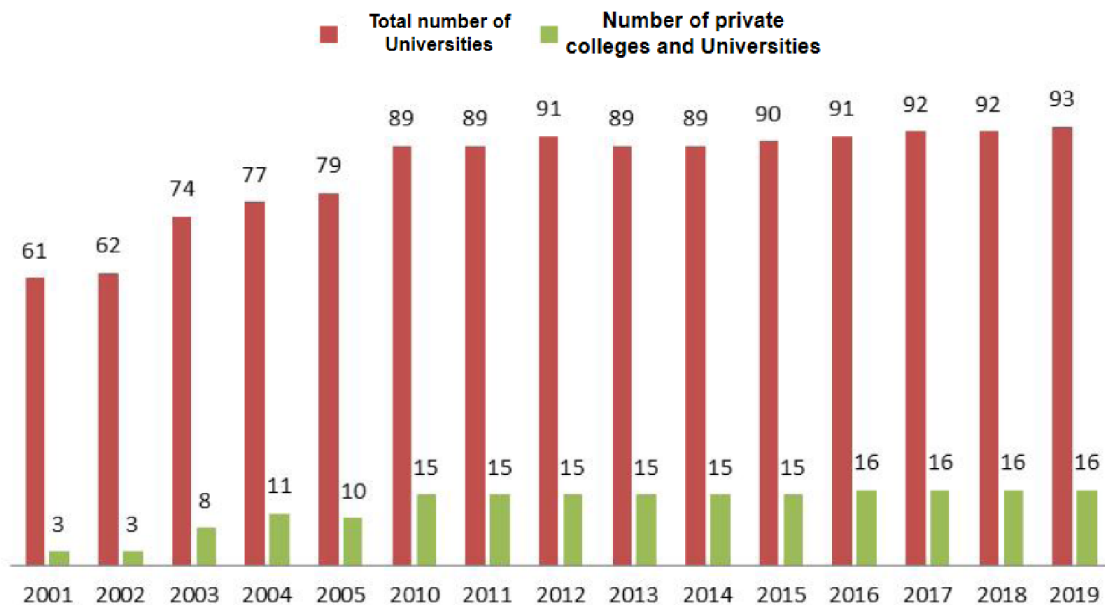

Table 1 comparison of the total number of universities and private universities in Beijing over the same time (Han Yafei, 2021)
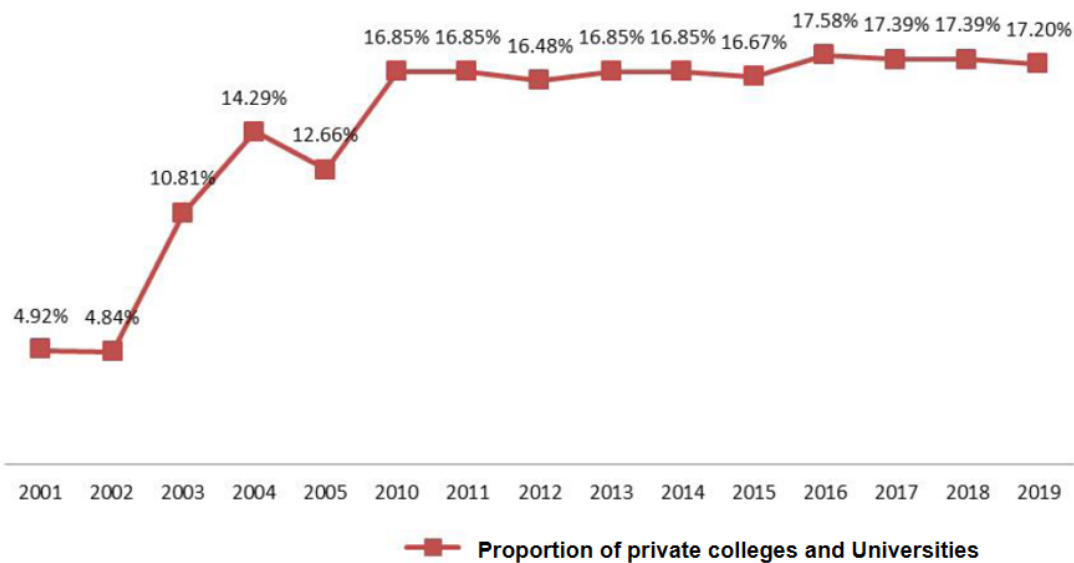
Table 2 Proportion of private colleges and Universities (Han Yafei, 2021)

As a result, private colleges and universities must start from itself, to market, customer demand (student) demand as the guidance, constantly improve its education teaching, management, service, personnel training level, to shape college good social image and reputation, and ensure that the college can remain in the future development of education students' advantage. The existing research results on the reputation of private universities are rare, and due to the different national conditions and educational models among countries, the reference value of the existing foreign research results is relatively limited. At the same time, Chinese colleges and universities in the fierce competition problem also caused the source of scholars 'thinking, the relationship between colleges and universities and the students from the previous "select students" evolved into "students choose" colleges and universities relationship, and due to the particularity of the characteristics of private colleges and universities, leading to private colleges and universities more dependent on students' choice. Therefore, this paper will analyze and study the influencing factors of private universities by investigating student satisfaction.

LITERATURE REVIEW

The relevant concept of universities reputation

The concept of reputation has not been clearly defined in academia. Scholars (Mahon, J.E, 2002) once pointed out that the concept of reputation is "hidden and invisible". Scholars from different areas of research, research perspective, reputation is given a variety of different definitions. Therefore, this paper sorted out some of the existing literature on the definition of reputation at home and abroad, and strives to have a simple definition of universities reputation on the basis of the concept of reputation.

In the field of economics, David M. Kreps (1982) from the perspective of game theory research reputation refers to under the condition of information asymmetry, one participant for the other party participant is a certain type (preference or feasibility behavior) probability of a

kind of cognition, the cognition is constantly updated to contain the repeated game between the two information. Shenker & Yuchtmanyar (1997) pointed out from the perspective of network information theory that reputation is a mechanism formed in the process of social development. Every member of this social mechanism exists as a network, and they have their own social status, and they are connected to each other at a relative distance. George.Mailath LarrySamuelson (1998) points out from trading theory that reputation is an "invisible" material asset, but its formation and demise require a certain process, maintenance and investment in order to maintain its sustainability.

In the field of management, Wartick (1992) and Gray & Ballmer (1998) indicate that reputation is a comprehensive understanding of stakeholders about the existing situation and the future expectations of the organization. Reputation is the rational assessment of organizational characteristics by all stakeholders. From the perspective of the formation mechanism, Saxton (1998) believes that reputation is an impression of the organization's stakeholders based on what they see and hear that are expressed through ideas and language. Mahon (2002) believes that the formation of reputation is a dynamic process, which is a social impression formed through the communication and interaction between the organization and external stakeholders. From the perspective of organizational theory, reputation is a valuable asset and resource that can give the evaluated institutions sustainable competitiveness.

Therefore, there is a view that the reputation of colleges and universities is actually a kind of organizational construction about the internal assets of the evaluated colleges and universities. According to the perspective of behavioral psychology, reputation is the concept and evaluation of the third party on the basis of receiving various signals and information about the evaluated institution. Therefore, another view is that college reputation is a kind of psychological construction about the ideas and views of colleges and universities. Charles Fombrun provides a third explanation of universities reputation, which is not only directly related to the views and evaluation of third parties, but also closely related to the resources of the university's organization (such as unique teaching ability, brand assets). This paper agrees with the third point of view, as scholars said, in the process of reputation formation, organizational assets, the concept of understanding, market behavior is closely linked, can not be ignored, so universities reputation should not be defined as one of the aspects, especially should not only be attributed to the concept of understanding. Referring to the reputational theory of organizational reputation, this paper understands universities reputation as "a comprehensive evaluation of the ability and resources that universities organizations can provide them with valuable output, including the emotional and cognitive components".

The Importance of universities reputation

The formation of a good social reputation is a long-term and continuous process, which is the overall impression of social groups on the long-term behavior and comprehensive strength of colleges and universities. The formation of reputation is not achieved overnight, and its management concept, academic ability, education and teaching, and social mission can all directly or indirectly affect the social evaluation of the reputation of colleges and universities. A good reputation of colleges and universities means the trust of the public, the support of the government and the attention of the society, and also means the collaborative consciousness, cooperation spirit, cohesion and centripetal force of teachers and students in colleges and universities. All these will eventually bring a lot of social returns to universities, that is, a variety of rich student resources and financial support. Therefore, the reputation of

colleges and universities is one of the important factors related to the sustainable development of colleges and universities.

From the universities, good reputation crisis is beneficial to enhance the cohesion within the universities, enabling staff and students to naturally enhance internal identity and loyalty, play a positive role in internal unity, construction of campus harmonious culture and teaching management; from the universities, the operation and development without the social recognition and support of universities, universities with high reputation often get greater assistance in policy, financial and technical support, more conducive to further optimize the allocation of educational resources, make universities in a more favorable position in the competition.

Relevant concepts of student satisfaction assessment

Definition of customer satisfaction

The term "customer satisfaction" has already appeared in consumer psychology research in the early 20th century to measure products and services from the satisfaction of customer needs. In 1965, some scholars formally put forward the concept of customer satisfaction, which was widely used in the field of management.

Customers are an individual or group that obtains any products and services provided by any organization through capital output."Satisfaction comes from the imagined value return of the product with the same or higher expected value return."(Philip Kotler, 2004) Therefore, customer satisfaction is divided into two aspects, namely, customer expectations, the value return of the product or service. The contrast between customers 'feelings about capital investment and their expectation is a reaction process of customer satisfaction, which is affected by the expectation before consumption. In a sense, customer satisfaction is a psychological reaction state that customers' consumption desire is satisfied or not satisfied. However, due to individual differences in expectations, the satisfaction of the same value experience will also vary.

The Student's "Customer" status

Colleges and universities have three major functions of personnel training, scientific research and social service. From the perspective of customers, teachers, students, employers and parents of students' parents are all among the service objects of universities, but the most direct and critical "customers" are students. Students acquire the knowledge, diplomas and abilities provided by universities through capital investment. In this process, they have dual identities and are not only consumers of higher education, but also beneficiaries of higher education. Students accept the products and services provided by colleges and universities to improve their own quality and realize the sublimation of self-value. Therefore, students' satisfaction with college education, teaching, service and other aspects directly affects the organizational reputation of colleges and universities. Therefore, the improvement of student satisfaction plays a very important role in the improvement and promotion of the reputation of colleges and universities.

METHODOLOGY

The research design of the following research is based on quantitative research where it is mainly emphasized on evaluating the numerical and figures. Henceforth, the following study

reflects on an objective view rather than a subjective. The data collection is conducted by gathering primary data rather than secondary data. The instrument utilized for collecting the primary data is the questionnaire 361 survey where the statements in the survey are designed with the help of the literature. The questionnaire survey consisted of the closed-ended questionnaire in which it was primarily based on the Likert scale which has a range from 1 – 5. The value 1 represents 'Strongly disagree' whereas the value 5 indicates' Strongly Agree'. The main focus of the study was to evaluate the effect of learning and knowledge on improvising private universities in Beijing. The context in which the study is being conducted is on the students from private universities in Beijing. The targeted individuals for the study were particularly the students. Sampling technique and sample size the main focus of the study is mainly emphasized towards understanding the influence of learning and knowledge on improvising student satisfaction in the private university; therefore, the targeted sample that is relevant for the study where insights carry the most worth value are the students that are working in the private university sector. Since the study mainly emphasized on gathering data from student; therefore, not every individual had a similar chance of being selected. Thus, the sampling technique falls under non-probability sampling which is considered that the chance of selecting an individual for a sample is unequal. Moreover, the sample size selected by the researcher for data collection is 361 questionnaires. 361 of; 361 surveys were appropriately filled by the targeted responses. Hence, the response rate on the questionnaire survey was 100 %. The complete data of the 361 samples were investigated and analyzed to determine whether learning and knowledge have an influence over the private universities in Beijing. Method for analysis of data the questionnaire survey has provided the data in numerical and figures; therefore, the data analysis is conducted through the use of path model where a path model is used.

RESULTS

This study aims to explore the factors affecting the reputation of private universities in Beijing, China, and make relevant suggestions. We used a quantitative study approach. The instrument used in the study was a questionnaire survey. Data were collected with a sample group of 361 samples and details are as follows:

The results of Level of opinion about educational resources, teaching quality, teaching staff, personnel training, geographical location, logistics services (Independent Variables) and students' satisfaction with the school's reputation (Dependent Variables).

Table 1 The level of opinion about the factors affecting the overall

Descriptive Statistics	Mean	S.D.	level	Rank
Teaching staff	3.99	0.64	High	1
Teaching quality	3.91	0.64	High	2
Logistics service	3.89	0.67	High	3
Geographical location	3.80	0.70	High	4
Personnel training	3.78	0.68	High	6
Educational resources	3.78	0.65	High	7
Total	3.86	0.58	High	4

As shown in Table 1, the mean and standard deviation of the levels of the opinion regarding the factors influencing students 'satisfaction with the school's reputation are both at a high overall level, with the average at a higher level being 3.86. In terms of the variables, we found that the highest average was the teaching staff (3.99), at a high level, followed by the teaching quality (3.91), and the lowest was the educational resources, with an average of 3.78.

Regression analysis

This study tested the study hypothesis by performing a multiple linear regression analysis of the sample data using statistical software. First, the factor variables of the six variables were unified into the new variables by calculation through data processing, and then the linear regression was used to test each hypothesis. The final results are shown in Table 4.11 below:

Table 2 Model summary

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.874 [a]	.765	.761	.38138	1.915

A. Predictors: (Constant), logistics services, teaching quality, geographical location, teaching staff, educational resources, personnel training

b. Dependent Variable: Students' satisfaction with school reputation

Outresults of the effect between the dependent variables and all independent variables by regression analysis, it was found that the adjusted R^2=. 761 It means that the six independent variables are the impact of educational resources, teaching quality, teachers, talent training, regional location and logistics services on Students' satisfaction with school reputation, which can be affected by 76.1% impact. The Durbin Watson data of 1.915, close to 2, meeting the criteria and no pseudo-regression in Eq.

Table 3 ANOVA

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	167.329	6	27.888	191.738	.000*
	Residual	51.489	354	.145		
	Total	218.817	360			

a. Dependent Variable: Students' satisfaction with school reputation

b. Predictors: (Constant), logistics services, teaching quality, geographical location, teaching staff, educational resources, personnel training

*Significant at 0.05 level

$F=191.738$, Sig.$=.000^*$, the value is much less than 0.05, which suggests that at least one factor affects the students' satisfaction with school reputation. The investigators will then analyze the extent of the influence of the respective variable and the dependent variable.

Table 4 Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.655	.138		-4.753	.000*
	Educational resources	.321	.060	.272	5.333	.000*
	Teaching quality	.032	.061	.027	.531	.596
	Teaching staff	.041	.057	.034	.717	.474
	Personnel training	.255	.059	.223	4.328	.000*
	Geographical location	.269	.046	.244	5.868	.000*
	Logistics service	.225	.048	.194	4.737	.000*

*Significant at 0.05 level

The results show that the factors influencing student reputation satisfaction in Beijing from the perspective of student satisfaction, Adjusted $R^2=76.1\%$。 Including the following aspects, the factors affecting students' reputation satisfaction with the reputation of private

universities in Beijing are educational resources (Beta=0.272), personnel training (Beta=0.223), geographical location (Beta=0.244), logistics services (Beta=0.194).

The factor that does not affect students' satisfaction with the reputation of private universities in Beijing is the teaching quality (Beta=.027) and the faculty (Beta=0.034).It can be written as a regression equation as follows:

$$\hat{Y} = .272(x1) + .027(x2) + .034(x3) + .223(x4) + .244(x5) + .194(x6)$$

Therefore, based on the standardized regression coefficients between the variables as shown in the following figure 1.
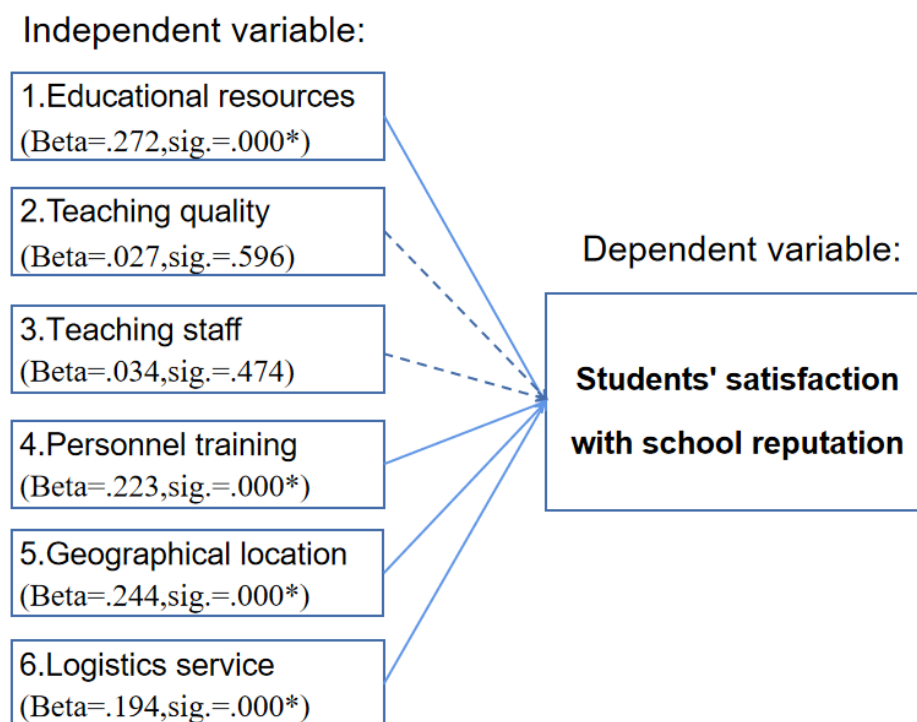

Figure 3 Research framework after verification

CONCLUSION

On the basis of summarizing the existing literature research, under the guidance of relevant theories, this paper mainly discusses the reputation influence factors of independent colleges reflected in the satisfaction survey from students' perspective. This paper uses quantitative research and mainly adopts the questionnaire survey method for data collection. The sample included 361 students from private universities in Beijing, China. The researchers used a simple random sampling method and determined the sample size according to Taro Yamane's formula. This paper proposes the relationship between six influence factors: educational resources, teaching quality, teachers, talent training, regional location, and logistics service. In order to verify whether the research hypothesis was valid, the reliability of the

questionnaire results data was tested, and the results were verified by using the percentage of descriptive statistical analysis, mean value, standard deviation, and multiple regression analysis, and a series of research conclusions were drawn. Through the analysis results, we can observe the interaction between the variables, and put forward further countermeasures and suggestions to improve the reputation of private universities in Beijing.

Summary the results of the research hypothesis test: Out results of the effect between the dependent variables and all independent variables by regression analysis, it was found that the adjusted R^2=. 761 It means that the six independent variables are the impact of educational resources, teaching quality, teachers, talent training, regional location and logistics services on Students' satisfaction with school reputation, which can be affected by 76.1% impact. The Durbin Watson data of 1.915, close to 2, met the criteria, and no pseudoregression phenomenon in Eq. F=191.738, Sig.=.000*, the value was much less than 0.05, suggesting that at least one factor affects the students' satisfaction with school reputation. The investigators will then analyze the extent of the influence of the respective variable and the dependent variable.

The results showed that the factors affecting the reputation satisfaction of the private universities in Beijing were studied from the perspective of student satisfaction, with Adjusted R^2=76.1%. In the following aspects, the factors affecting students' reputation satisfaction of private universities in Beijing, China are educational resources (Beta=0.272), talent training (Beta=0.223), regional location (Beta=0.244), and logistics services (Beta=0.194). The factor that does not affect students' satisfaction with the reputation of private universities in Beijing is the teaching quality (Beta=. 027) and the faculty (Beta=0.034).

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