ACTIVE PARTICIPATION OF THE STUDENT IN THE PERFORMANCE OF UNIVERSITY TRAINING SERVICES

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ABSTRACT

In many service sectors, customer participation is necessary in generating value. The problem is whether customers are actively involved in generating service process. And what factors influence their level of participation? This research aims at identifying and proposing factors affecting the level of student participation in service process: Motivation, Task Clarity, and Performance Capabilities. The results of research and practice in the field of higher education services at Van Hien University, Vietnam. The research shows that Motivation and Performance Capilities must be present in customers, then they actively participate in the co-creation of value-added training services.

Keyword: *Customer participation, motivation, task clarity, capability, education service, education quality*

INTRODUCTION

In many service sectors, customers' participation is essential in creating value process. Students' involvement in the service process is a concept that has long been considered by many scholars in the world [Lovelock, C. H., & Young, R. F., 1979]. The value of services that students come in for is the result of a collaborative process between students and the school. Students are not simply recipients of what the school has created without spending others than the fees to perform some of the behaviors needed in using service. [Grönroos, C. , 2008]. In such this view, the raised issue is that students are really keenly concerned about the creating service process or not? And What are the factors explaining the different levels of involvement in the service process? Therefore, this empirical study, which answers the research questions mentioned above, will be very theoretical and practical. This research uses the theory to explain behaviors as a basis for modeling research. Accordingly, the three factors motivation, task clarity, and performance capilities are hypothesized to have a positive effect on the level of student participation in service process. In this study, the hypotheses will be tested in the university training service context at Van Hien University.

LITERATURE REVIEW

Customers' participation in the service process is defined as customers' behaviors related to the process of generating and using the service [Auh, S., et al, 2007]. The view considered service states that service value is created through the combination of service providers and students, but it is not the producers and distributors providing to the students. During the interaction process, students use their own resources combined with the resources provided by the enterprise to create their own experiences and outputs [Vargo, SL, et al, 2004]. For services requiring high levels of interaction such as training, students' participation is a must. Students must be proactive in their studies, and instructors are the facilitators, guides, assistants, resource providers, answerers, and directors. Yi & Gong argue that when participating in the service process, students' behaviors include information seeking, information sharing, responsible behavior, and personal interactions. However, in the specific context of the interaction between students and trainers in training services in Vietnam, the only two important behavioral types are information sharing and responsible behavior considered in this study.

It can be said that information sharing is a core component of student engagement because without the sharing of information or inaccurate information, the results of the service will not be as expected. In undergraduate training, information sharing takes place primarily between students and lectures.Responsible behavior is activities performed by students within their duty, and collaboration with the school to create and use services [Yi, Y., & Gong, T, 2013]. This behavior are when students perceive their responsibilities as part of service process [Ennew, C. T., &Binks, M. R., 1999]. In undergraduate training, the behavior of learner's responsibilities includes attending lectures, reading materials at home, seriously fulfilling the subject requirements from instructors, and coordinating with instructors in practicing, conducting assignments given by instructors, participating in class assignments, and others.In order for students to co-create services with the school, they must be in readiness. Theory has shown that people are only willing to do some task when they have their incentive; They understand the task to be done, and have the capacity to perform their own roles [(Bettencourt, L., et al., 2002); (Schneider, B., & Bowen, D. E., 2995)].

Participation motivation of students

Motivation is defined as a psychological mechanism within people, urging them to do some action [Kieinginna, Jr.]. &Kleinginna AM., 1981].Students motivation is defined as the desire for learning behavior to acquire knowledge or skills related to the content of the subject or curriculum. Human motor studies often refer to two types of engines, internal motors and external motors [Pintrich, P. R., 1991]. In learning, the motive from within is the motivating factor of the need for self-expression, curiosity, interest; The external motive involves external factors such as competition, recognition of others, and the benefits of learned knowledge.

The learning purpose will determine students' orientation, concentration and effort in their learning process. In particular, external motivation comes from the desire to gain recognition, competition or outcomes encouraging students to participate in their learning process. Once realizing that participation will bring the expected benefits for themselves, students will be willing to participate. In addition, the inner motives form norms and influence each individual to achieve those standards, creating high spirit when successfully accomplishing some task [Bandura, A, 1986]. Because the motivation to learn and to understand more about the problems questioned will force students to contact the instructors for specific guidance. In addition, the desire to create sympathy, to learn from experience and to receive advice and suggestions from lecturers to satisfy their curiosity, want to know will motivate students to proactively raise their issues or present their challenges encountered.

Any school or faculty member understands that learning can not be effective without students' learning [Lengnick-Hall, C.A., 1996]. Therefore, in order to improve the effectiveness of teaching, the school and instructors often require students to seriously attend classes, lectures, individual exercises, group assignments, tests, exams.

Task clarity

Task awareness involves the degree to which students understand what they need to do during the service process [Bowen, D. E., 1986]. In the process of co-creating a service, knowing the mission means that the customer knows exactly what they need to do and how to do it [Mills, P. K., 1983].

Students understanding the task in the training service mean that the student knows what they need to do and how to get the best knowledge from the course. Thanks to information shared by students, lecturers know exactly students' needs and desire to serve effectively. Without the

sharing of information or inaccurate information, the results of the service will not be as expected. [Yi, Y., & Gong, T. 2013]. Because of the importance of this factor, faculty members often ask and allow their students to raise questions, freely discuss when necessary to ensure the effectiveness of the lectures. Students identify their important role in the learning process, not passively listen and offer suggestion for better lectures.

Students comprehending their tasks will know exactly that they want to acquire the knowledge and skills related to the subject; therefore, they themselves need to actively and positively engage in learning activities as described above.

Performance Capabilities

Students' performance capacity is the resources and skills by which students can engage in service participtions [Yi, Y., & Gong, T ,. 2013]. The more helpful and timely resources contribute to the output, the higher value service processes are [Schneider, B., & Bowen, D. E., 1995]. Once students know what needs to be done during the learning process, they will use their personal resources to perform them.

Hypothesis

H1: Motivation has a positive impact on information-sharing behavior

H2: Motivation has a positive impact on responsible behavior.

H3: Task clarity has a positive impact on information sharing behavior.

H4: Task clarity has a positive impact on responsible behavior.

H5: Performance capacity has a positive effect on information-sharing behavior.

H6: Performance capacity has a positive effect on responsible behavior

METHODS OF RESEARCH

This study is done quantitatively with 450 samples. The subjects are students of the three faculties of Van Hien University. Sampling collection are conducted in the classroom with convenient sampling method. Data is processed by SPSS and AMOS software. And scales in the research model are tested for reliability. Scales for the five concepts in the model were inherited from the previous studies. Accordingly, the "Motivation" scale consists of 5 observation variables. "Task clarity" scale has 5 observation variables. "Performance Capability" scale also contains 5 observation variables, "Participation Behavior" scale is "Sharing Information" and "Responsible Behavior" consisting of 5 observation variables. Research from discussion with 20 students and 10 professionals in the education sector is justified in order to fit the scale. Comments from 70 students and using Cronbach's alpha and EFA are to estimate primiraly the scales before carrying out the formal survey questionnaires.

RESEARCH RESULTS & DISCUSSIONS

The research results are obtained from 450 students. In the survey sample, females accounted for 64.2% and males accounted for 35.8%. Most of them were third year students (45.2%), then second year students (34.7%) and first year students (20.1%). Scales are preliminarily evaluated by using the EFA and Cronbach's Alpha reliability. In which two observation variables of the "Participation Motivation" and two observation variables of the "Task Clarity" are eliminated due to inadequate factor load factor (<0.4), the remaining scales are put into official inspection.

The results show that the observed variables had a Skewness value from -0.696 to -0.095 and Kurtosis from -494 to 1.095 considered not violating standards. The research model was suitable to the actual data. Specifically, the estimated ML had the following results: Chi-square = 116196; Df = 77; P = 0.000; Chi-square / df = 1.914, GFI = 0.976, CFI = 0.989, TLI = 0.979, SRMR = 0.052 and RMSEA = 0.069. The standardized load factor of the variables was 0.79 to 0.80 (> 0.5), so the scale reached to the value. Composite reliability (CR) from 0.88 to 0.99 made the scales reliable. The correlation among the scales ranged from 0.72 to 0.96, significantly lower with 1 (with p = 0.05).

Table 1.The result of scale

Observed variables	Standardized loading coffiencient
Motivation α=0.73; CR=0.74; AVE=0.49	
I want to look new knowledge in my study.	0.72
I want to get more skills in my study	0.73
Learning promotes my curiosity and my desire	0.76
I like to choose the hard subjects to challenge my ability	*Rejected*
My motivation for coming to my class is to acquire new knowledge	0.59
Task clarity	
Knowing how to participate in the group will help me to practice my skills	*Rejected*
Friends tell me what to do in order to participate well in learning process X	*Rejected*
Teacher tells me what to do in order to participate well in learning process	0.76
I know what needs to be done in order to participate well in learning process	0.66
Awareness capacity α= 0.77; CR=0.75 ; AVE=0.49	
I think I have necessary skills to study	0.70
I know how to make re-learning work best	0.76
I can easily understand the lectures	0.74
I can easily understand when reading materials at home	0.63
I think I have enough background knowledge to study	*Rejected*
Responsible behaviour	
I seriously implement the requirements set by the teacher	*Rejected*
I think I seriously take the homework requirements from the teacher	0.72
I think I have worked very well with the teacher	0.81
I am aware of making the teacher's teaching more effective	0.72
Information Sharing α=0.77; CR= 0.79; AVE=0.55	
I often talk to teachers when I have difficulty	*Rejected*
I always ask the teacher about problems related to learning	0.71
I actively tell the teacher when I do not understand the lecture	0.73
I offer teacher with suggestions for better learning	0.76

α: Cronbach's alpha;

CR: Composite Reliability;

AVE: Average Variance Extracted

The study result of SEM structure using the Maximum coincidence method shows the following results. Chi-square = 126.10; Df = 67; P = 0.000; Chi-square / df = 1.93, GFI = 0.948, CFI = 0.963, TLI = 0.947, SRMR = 0.046 and RMSEA = 0.051. This result that shows that the structural model is consistent with the actual data.

The analysis data show that there are 3 hypotheses H1, H2 and H6 accepted. Accordingly, "Performance Capability" has the strongest impact on "Responsible Behaviour," "Participation Motivation" affect to both "Information Sharing" and " ResponsibleBehaviour." The results also show that three factors, such as Participation Motivation, Task Clarity, and Performance Capability can be explained for 51% of the variance ($r2 = 0.51$) of the Responsible Behavior and 52% variance ($r2 = 0.52$) of Information Sharing.

Table 2.*Standardiized estimation coefficient*

H	Relationship			*Standardiized estimation*	p	Testing hypothesis
H1	Participation motivation	→	Information sharing	0. 412	0.008	Accepted
H2	Participation motivation	→	Responsible Behavior	0.328	0.019	Accepted
H3	Task Clarity	→	Information sharing	0.153	0.278	Rejected
H4	Task Clarity	→	Responsible Behavior	0.117	0.560	Rejected
H5	Performance Capicity	→	Information sharing	0.300	0.180	Rejected
H6	Performance Capicity	→	Responsible Behavior	0.322	0.007	Accepted

(Source: The researcher's collecting data and SPSS)

The results of the analysis show that the remaining three hypotheses are H3, H4, H5 rejected. This means that "Task Clarity" does not have a direct impact on student's "Information Sharing Behavior" and "Responsible Behaviour". "Performance Capicity" does not directly impact on "Information Sharing Behavior".

Thus, statistical results show that in the tertiary education service, three factors of "Motivation", "Task Clarity" and "Behavior Capicity" participate in different roles. "Participation Behavior" in students' learning process. In particular, "Motivation" of each student has a positive impact on "Responsible Behavior" and "Information Sharing Behavior" when participating in learning process. In particular, "Motivation" has a stronger impact on "Information Sharing Behavior" than "Responsible Behavior" in learning. It is easily understood "Responsible Behavior" is the basic

behavior and compulsory for each student. Despite the high or low "Motivation", students also have to perform some minimum tasks during their learning process. On the other hand, information sharing behavior of students is mainly voluntary. Students who are truly motivated to learn better will be more active in sharing and responding to information before, during and after their learning process.

The results also suggest that H2 and H3 are not supported. That is, in university study, "Task Clarity" has no impact on both Information Sharing Behavior and Responsible Behavior. In other words, Awareness Task is considered to have no significant role in influencing students' participation in learning process. This may explain that college students know very well what they want to do. This understanding can be gained from previous class experiences, from friends, teachers, etc. The student's "Performance Capicity" has strong impact on "Responsible Behavior," but does not affect "Information Sharing Behavior." Thus, in the training service, the capacity to conduct learning has a major influence on learning behavior. Information Sharing Behavior does not require any special ability, but mostly students' motivation.

CONCLUSIONS

The test results show that the pattern of students' willingness is determined primarily by two components, learning participation motivation and learning performance capility. Thus, to encourage students to share information, it is necessary to put an impact on learning motivation. If students want actively carry out their behavioral responsibilities, it is necessary to help them improve both their motivation and ability to learn. However, it should be noted that in each type of service, the role of each factor varies.

The study has proposed three factors, Motivation, Task Clarity, and Performance Capicity of Students. The relative importance of each factor will vary depending on the characteristics of each service. On the empirical side, this study has provided an overview of students' participants role in training services. In particular, this study states the role of Participation Motivation and Performance Capacity in learning. For services in which customer engagement such as a student is imperative, the service provider must necessarily ensure the presence of these two factors, in which the student who does not want to be frustrated in their co-creating service and service value

In addition to Learning Motivation, Learning Performance Capicity is a key factor for good learning outcomes. These are two decisive factors for the quality and outcomes of students in their learning process. Thus, in order for students to study well, lecturers providing tasks need present knowledge about the content of the subject, and must have two other official tasks which motivate students to learn and help students improve their ability to conduct learning and so on./.

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