Factors Promoting the Active Participation of Customers in the Training Service

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Abstract:

In the service sector as well as in many other areas, active customer engagement is essential. This process will help shape, maintain and develop relationships among organizations and their customers. The results of this study identify and analyze the factors that influence the active participation of students in the delivery of training services. The results of the study have identified the factors affecting the students' participation in the process of creating training services at Industrial University of Ho Chi Minh City, namely: Study motivation, task clarity and implementation capabilities. The results of this study are an important basis for Vietnamese universities to propose solutions in improving the education services quality in the future.

Key words: Customer participation, capability, education service, motivation, task clarity.

INTRODUCTION

For organizations and service providers, their clients, besides serving as service consumers, also play the role of participants in service creation. In the service-delivery relationship between the enterprise and the customer, the productivity of the different businesses will produce different service but on the other hand the quality of the different customers will also produce different productivity.

There are many studies referring to customer participation in the service process. The role of customer engagement is increasingly emphasized in a strong competitive environment. The service value that customers enjoy is the result of cooperation among customers and businesses. In fact, history has proven that customers are not merely passive recipients of what they create by the enterprise but also are factors changing the process of service delivery of organizations and businesses. So, the question is how active is customer engagement in the service creation process? And what are the factors explaining the different levels of involvement of organizations and businesses in the service process?

LITERATURE REVIEW, RESEARCH MODEL & HYPOTHESIS

Customer participation is an issue that has been mentioned by many researchers in many of their studies but has not been fully and well researched. Some of the works are only in the form of theoretical discussions such as Lengnick-Hall, Bettencourt [13; 15; 22] or empirical research, but with several individual factors considered, such as the impact of the "engine" factor or the impact of the "knowledge resource" factor of the program, not taken how the impact factors such as learning engine, task clarity and implementation capabilities are on

customer engagement into account? In addition, researching on these scales has not yet been found in Vietnam.

Customer participation

Customer participation in the service process is defined as customers' behavior involved in the process of generating and using the service [1;18]. The value of the service is created through the combination of service provider and customers. Customer service processes use their own resources in combination with the resources provided by organizations to create the experience and value outcomes for themselves [24]. Services requiring high levels of interactivity such as training, customer participation is mandatory. Students must be proactive in their studies, and instructors provide documentation, support, guidance, direction, and troubleshooting. Yi & Gong [25] argues that when participating in the service process, customer behaviors appear such as information seeking, information sharing, responsible behavior and personal interaction. However, because the educational environment and training services in Vietnam are unique, two types of behaviors: "information sharing behavior" and "responsible behavior" are used to consider in this study.

Information sharing behavior

Sharing information is an indispensable requirement in the student's "participant behavior" because without the sharing of information or inaccurate information, the results of the service will not be as expected [25]. To ensure that the school provides the services needed, students must provide accurate and complete information about their characteristics and needs [9;11]. The information shared by students includes personal needs, career orientation, desire to start a business, feeling about subject, lectures, suggestions for better lectures, etc.

Responsible behavior

Responsible behavior is necessary activities to be performed by
the student within his / her area of responsibility, in
coordination with the provider to create service and use of the
service the best [25]. The student's responsibilities include
attendance at class time, reading materials at home, actively
practicing in class, seriously fulfilling course requirements from
instructors, coordinating with instructors during the practice,
doing assignments, group works and critical thinking etc.
Students with responsible behavior are those who will be aware
of their responsibilities as part of the service process [17]

Study motivation

Lengnick Hall et al., (2000) [13] also argues that "motivation" is
an important factor driving customer engagement. If
organizations know how to encourage, they will attract more
customers (Lovelock, C. H et al., 1979) [15]. Motivation is a
structure representing an internal source of motivation that is
not easily recognizable by humans for their impacts and
aroused feedback, directively that feedback. An invisible
purpose and the existence of motives can only be inferred from
each individual's behavior.

Motivation is defined as a psychological mechanism
within a human being, urging strongly to perform an action
[10]. Study motivation is defined as the desire for learning
behavior to acquire the knowledge or skills related to the
content of the course or curriculum [19]. Customer's motivation
include internal and external motives, which have a great
impact on the performance of organizations [Dabholkar, P. A
(1990), Dabholkar, P. A and Bagozzi, R. P (2002).) [7-8]. In
learning, the motive from within is the motivating factor of the
need for self-expression, curiosity, interest; External
motivations involve external factors such as competition,

recognition from others, and benefits from learned knowledge,
etc. [14;21].

The learning motive will contribute to determine the
student orientation in their learning process [13]. In particular,
external motives are from the desire to gain recognition,
competition or outcomes which will stimulate students to
participate in the learning process. Once realizing that
participation will bring the expected benefits for oneself,
students will be willing to participate [3; 5]. In addition, the
inner motives form the norm and motivate each person to
achieve those standards, create excitement, self confident, self-
efficacy in doing works successfully [2]. Desires from
themselves will lead students to behave as "information sharing
behaviors" and "responsible behaviors". They will invest a lot of
effort in order to capture and accumulate the best knowledge,
as well as have real positive experiences [20], and at the same
time control the learning process according to their interests
and abilities[16].

Because motivation to explore, learn, and understand
more about questions will motivate students to contact the
instructor for more specific instructions. Desires to satisfy
curiosity, to exploit all self, desire to create sympathy, learn
from experience and receive the advice and suggestions from
teachers will motivate students to actively raise questions or
present problems encountered. As a result, the process of
sharing information between teacher and learner is
continuously effective.

Hypothesis 1: Studying motivation has a positive impact on
information sharing behavior
The learning process can not be highly effective without the
instructor-led activities and students' learning activities [11]. In
order to improve education quality, the instructor must
regularly ask students to seriously attend classes, conduct

individual works, group assignments, positive feedback, test, and examination. Moreover, students must actively participate in scientific research, workshops to learn, experience accumulation. Students with study motivation are active and proactive in fulfilling the above mentioned tasks during the learning process.

Hypothesis 2: Studying motivation has a positive impact on responsible behavior

Awareness of task clarity

According to Bush, RF, and Busch, P (1982) task calrity is very important tasks and involve in the extent to which customers understand what they need to do in the service process. [4] . In the process of co-creating a service, knowing the task means that customers will know exactly what they need to do and how to do it (Mills, P. K et al., 1983). Students understanding the task in training service mean that students know what they need to do and how to get the best knowledge from the course. They know the nature learning process by self-developing knowledge for themselves through their own learning activities with the support of teachers and schools. Therefore, students need to share their information with the trainers. And this information may be related to specific knowledge needs, cognitive characteristics, favorable or unfavorable factors impact on their learning, etc. If instructors know exactly the students' needs and wants, it is more efficient to serve them, spend less time and avoid mistakes [17]. Without the sharing of information or inaccurate information, the results of the service will not be as expected [25]. Because of the importance of this factor, lecturers often ask and allow their students to raise questions, bravely discuss when needed to ensure the effectiveness of the lectures. Students who know their important role in the learning process (not just passively

listening) will actively share with faculty members when they
do not understand the lesson, give suggestions for better
lectures related to their study, careers. Thus, the students
understand the task clearly to make the service process more
efficient.

Hypothesis 3: Awareness of task clarity has positive impact on
information-sharing behavior

It is important for students to understand what they have to do
and how to use it to help them make better use of resources
such as time, effort, money, learning aids, libraries,
laboratories, and teachers, etc. In particular, students study
before class, actively discuss, peer reviews, practice, do
homework after learning the theory etc., so that their learning
is the most effective. Students who have a clear understanding
of the task will know that they want to acquire knowledge and
skills related to the subject, and they need to actively
participate in the learning activities of their responsibility.

Hypothesis 4: Awareness of task clarity has a positive impact
on responsible behaviour.

Implementation capabilities

Customers' implementation capabilities are a set of resources
and skills that clients can perform in the service [25]. The more
useful resources customers contribute at the right time, the
higher the value of the service process will be [22]. The capacity
of students is reflected in their knowledge, skills, thinking,
intelligence, and health during their studies [12]. If the
students are competent, they will be aware that sharing
information will make their learning process easier and more
effective.

Hypothesis 5: Implementation capacities have positive effect on information-sharing behavior.

Cognitive abilities, self study abilities, time resources, will power, physical and mental health, etc. will be an indispensable premise for the effective implementation of students' behavioral responsibilities [11]. If students know what needs to be done during the learning process, they will use the most effective resources.

Hypothesis 6: Implementation capacities have positive effect on responsible behavior.
Based on theories, relevant scientific research findings and research hypotheses, the following suggestions may be proposed.
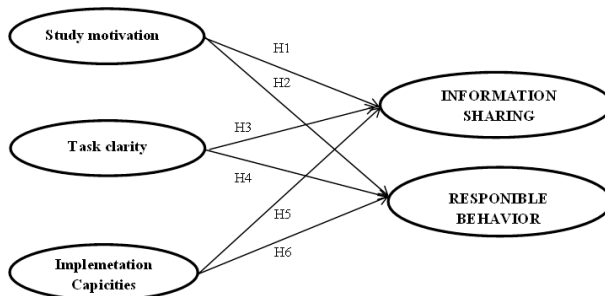

Figure 1: Research model of factors influence the active participation of students in the training service

RESEARCH METHODOLOGY

This study was carried out through three steps: Step one, expert interview methods are used, based on experts 'consultations and group discussions for improving scales and designing survey questionnaire. Step two, checking the reliability of the scale with Cronbach's Alpha coefficient and

Exploratory Factor Analysis. The aim of EFA - Exploratory
Factor Analysis is to reduce and summarize the data. This
method is based on factor ratio extraction (Eigenvalue), factor
analysis is appropriate and in the overall observed variables
are correlated with each other when the total variance
extracted > 50%, coefficient of KMO is from 0,5 to 1, the
coefficient Sig. ≤ 5%, the Factor loading of all the observed
variables are> 0,5; λiA- λiB weight difference are> 0,3 (Nguyen
Dinh Tho, 2011). Step three, performing confirmed factor
analysis CFA and verifying research model by analyzing a
linear structural model SEM (Structural Equation Modeling).
The purpose of CFA helps clarify: (1) Single-direction; (2) The
reliability of the scale; (3) The value of convergence; (4)
Discrimination Value. According to Steenkamp and Van Trijp
(1991); Hair et al (1998), a research model is considered
suitable with market data if testing valuable Chi-quare P-
value> 5%; Cmin / df ≤ 2; GFI index, TLI, CFI ≥ 0,9. However,
according to recent perceptions, GFI can be acceptable when it
is larger than 0.8 (Hair et al, 1998); RMSEA ≤ 0,08. In addition
to the above criteria, testing results must also ensure the
synthetic reliability > 0,6; variance extracted must be greater
than 0,5 (Hair et al, 1998). Survey results were entered SPSS
20.0 and Cronbach's Alpha coefficient was used to test
reliability of the scale. In this study, sampling and convenience
method were used. The formula for calculating sample size is
n $= \sum_{j=1}^{m} kPj$. In which m is the scale and Pj is the number of
observed variables of the scale. The proportion of the sample
compared to 1 analysis variable (k) is 5/1 or 10/1 (Nguyen,
Dinh Tho, 2010). Thus, the number of samples is larger than
"total observed variables" of scale times "5" and less than "total
observed variables" of the scale times "10". However, depending
on the object of study and research goals, increasing sample
size will increase the reliability of data (Young Lee, 2012). The
researcher designed survey questionnaires to collect the

opinions of 379 students in Industrial University of Ho Chi
Minh City, Vietnam.

RESEARCH RESULTS AND DISCUSSION

The test results shows that the scale has good accuracy with
Cronbach's alpha coefficient > 0.7 and the correlation
coefficients of the total variables of measurement variables
meet the allowed standard (> 0.3), the scale will be accepted.
The observed variables are used for factor analysis to discover
in the next step. Results of EFA - Exploratory Factor Analysis
showed the total variance extracted was 70,230%, greater than
50%. This means that the deduction factors would explain
70,230% for the model; the remaining 29,769% was explained
by other factors. Extraction ratio factors (Eigenvalue) were
greater than 1 should be retained.

Five unilateral scales with 22 observation variables are
included in the CFA analysis. The results show that the
observed variables has a skewness value of -0,674 to -0,083 and
Kurtosis from -492 to 1,093; therefore, it can be considered not
violating significantly the standard distribution [24]. It can be
continuing to delete 3 variables more (1 variable of ability, 1
variable of Information Sharing behavior, and 1 variable of
Responsible behavior) due to the correlation among high errors.

Table 1:
Results of measuring scale

Observed variables	Normalized loading factor
STUDYING MOTIVATION AVE=0,50; CR=0,76; α=0,74	
I want new knowledge	0,71
I want to have interesting experiences	0,71
Learning drives my curiosity and discovery	0,75
I want to equip the knowledge to start a career in the future	0,59
I want learning activities encouraging creativity	0,63
I like to choose some challenging subjects	*Reject*
TASK CLARITY AVE=0,52; CR=0,70; α=0,70	

I am clearly advised what to do to study well	0,67
I know what to do from studying the previous subjects	0,66
I know what to do in order to participate well in the learning process	0,76
School counseling is good and lively	0,70
AWARENESS ABILITY AVE=0,49; CR=0,71; α=0,77	
I know how to make my learning effective	0.75
I easily understand the content and practice in class	0.60
I think I have the skills necessary to study well	0.71
I think I have enough background knowledge to study well	*Reject*
RESPONSIBLE BEHAVOR AVE=0,54; CR=0,78; α=0,84	
I always cooperate very well with instructors	0.71
I have the sense to build lessons with you	0.60
I always do seriously the homework requirements from instructors	0.84
I always take seriously the requirements assigned by the team	0.71
Information sharing behavior AVE=0,55; CR=0,79; α=0,80	
I do not mind telling the instructor that I do not understand the lessons	0.72
I do not mind offering suggestions to instructor for better learning	0.80
I always share many issues related to learning	0.70
I often share personal issues impact greatly on my studies	*Reject*

α: Cronbach's alpha coefficient; CR: Comprehensive Reliability; AVE: Average Variance Extracted

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

The scale model is consistent with the actual data. Specifically, the ML (Maximum Likelihood) estimation gives the following results: Chi-square = 109,112; Df = 69; P = 0,000; Chi-square / df = 1,634, GFI = 0,871, CFI = 0,975, TLI = 0,898, SRMR = 0,054 and RMSEA = 0,054. The standardized loadings of the variables ranged from 0,57 to 0,84 (> 0,5), so the scale reaches the convergence value. Synthetic reliability (CR) is between 0,70 and 0,79, so the scales are reliable.

Table 2

Results of structural equational modeling (SEM)

H	Relationship	β	p	Hypothesis
H1	Study Motivation → Information sharing	0,411	0,011	Support
H2	Study Motivation → Responsible behavior	0,334	0,043	Support
H3	Task clarity → Information sharing	0,172	0,314	*Reject*
H4	Task clarity → Responsible behavior	0,135	0,601	*Reject*
H5	Implementation Capacities → Information sharing	0,212	0,083	*Reject*
H6	Implementation Capacities → Responsible behavior	0,503	0,022	Support

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

SEM model estimation is carried out to use the ML (Maximum Likelihood) method. The index of the model is as follows: Chi-square = 113,4; Df = 69; P = 0,000; Chi-square / df = 1,91, GFI = 0,832, CFI = 0,863, TLI = 0,988, SRMR = 0,065 and RMSEA = 0,047. This result shows that structural equational modeling is consistent with the actual data.

The results show that there are 3 hypotheses: H1, H2 and H6 are supported. Accordingly, "Implementation capability" has the strongest impact on "Responsible behavior" (ß = 0,503; p = 0,022), "Study Motivation" has an impact on both "Information sharing" (ß = 0,411; p = 0,011) and "Responsible behavior" (ß = 0,334; p = 0,043). The results also show that the three scales "Study Motivation", "Task clarity" and "Implementation capability" can be explained for 61% of variance ($r^2 = 0,61$) of "Responsible Behavior" and 60% variance ($r^2 = 0,60$) of the "Information sharing behavior". The remaining three hypotheses are rejected as H3, H4, H5. This means that "task clarity" has no direct impact on students' "information sharing behavior" and "Responsible behavior". Particularly, "Implementation capability" has no direct impact on "Information sharing behavior".

CONCLUSIONS AND RECOMMENDATIONS

Thus, the research results show that in the tertiary education
service, three motivational factors, the understanding of the
task and the implementation capacity behavior have a different
impact on participation behavior in the service process of
students at Industrial University of Ho Chi Minh City. The
students' study motivation factor has a positive effect on
"responsible behavior" and "information sharing behavior"
when participating in the learning process. In particular, "study
motivation" has a strong impact on "information sharing
behavior" rather than "responsible behavior" in learning. The
results of this study are relevant because "responsible behavior"
is a fundamental behavior and is compulsory for every student.
Although high or low motivation, students must also perform
some of the minimum tasks during their studies at the school.
The student's "information sharing behavior" is generally
voluntary. Students who are truly motivated to learn will be
more active in sharing and responding to the learning process.

The results showed that the H3, H4 and H5 hypotheses
were not supported. Thus, "task clarity" does not have an
impact on "information sharing behavior" and "responsible
behavior" or it can be more clearly "task clarity" does not have
much impact on students' participation in the learning process.
This result is appropriate because at university students
themselves are very clear that they want to learn well, they
need to do. The student's "implementation capability" has a
strong impact on "responsible behavior" in studying, but it does
not affect "information sharing behavior". Thus, "information
sharing behavior" does not require any special ability, but
mainly learning motivation of the student.

In summary, the results of this study analyze and
propose three factors that are considered to have a decisive
influence on the level of student participation in the service

process: study Motivation, task clarity and implementation
capacity. Each factor has different levels of impact. Thus, in
each type of service, the role of each factor is different.

In theory, the research responds to the question posed
regarding to the different factors involved in the training
process. The relative importance of each factor will vary
depending on the nature of each service. This research proposes
three factors: study motivation, task clarity, and
implementation capacity behavior. In particular, "study
motivation" is an important factor that has an impact on the
"information sharing behavior" and students' autonomy when
doing learning behavior. In addition, "behavioral
implementation capacity" learning is the key to good learning
outcomes. These are the three decisive factors in the quality
and outcomes of students in the learning process. Thus, in
order for students to achieve good academic results, lecturers
not only have the sole task of presenting knowledge about the
subject content, but also must have two other formal tasks
which is to create learning motivation for students and help
students enhance to study implementation capicity such as
time, effort, cognitive thinking, etc.

On the empirical side, this study provides an overview of
the role of customers' engagement in the training service.
Although it is not entirely new research, it takes Vietnamese
context of the university training environment into
consideration which is very limited and from the application
perspective. The results of this research have many practical
values and also confirm again some administrative implications
for Vietnam's education and training sector in the process of
educating in the coming time.

LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This research is absolutely necessary for services where customers' engagement is mandatory such as training services. This is a human transformative service with its own characteristics. This study has some limitations, therefore, further studies may test the theoretical model in other service sectors, especially in service sectors where customers' participation is not required.

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