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The Impacts of a University's Organizational Reputation and Organizational Attraction on Students' Intention to Pursue

Soner POLAT[1], Gizem GUNCAVDI[2], Yaser ARSLAN[3]

A R T I C L E   I N F O

A B S T R A C T

Purpose: This study aims to identify the impacts of a university's organizational reputation and organizational attraction on international students' intention to pursue post-graduate education in the university they study their bachelor's degree. **Research Methods:** This study is in the model of descriptive quantitative research method. The sample of this study included 231 students from 67 countries who enrolled in Kocaeli University in the 2015-2016 academic year. The data were gathered using a questionnaire that included the scale of intention to pursue and the scale of organizational attraction developed by Highhouse et al. (2003); and the scale of organizational reputation developed by Alessandri, Yang and Kinsey (2006).

Findings: The findings revealed that there were positive relationships between perceptions of international students towards the organizational reputation of the university, intention to pursue university and organizational attraction. Their perception of organizational reputation of university seemed to affect perceptions of intention to pursue university and organizational attraction directly. Also, the results showed that organizational attraction mediated the relationship between the organizational reputation and intention to pursue.

Implications for Research and Practice: The results show that the organizational reputation of university affects international students' intention to pursue post-graduate e education, and organizational attraction is a mediating variable. Thus, university administrators are suggested to be sensitive to increase the university's organizational reputation to increase the perceptions towards attraction. In addition, other researchers can conduct this study with international students at other universities to reach a more comprehensive result.

[1] Kocaeli University, Faculty of Education, Department of Educational Sciences, spolat@kocaeli.edu.tr , TURKEY, ORCID: 0000-0003-2407-6491

[2] Kocaeli University, Faculty of Education, Department of Educational Sciences, gizem.guncavdi@kocaeli.edu.tr , TURKEY, ORCID: 0000-0002-7340-145X

[3] Kocaeli University, Faculty of Education, Department of Educational Sciences, yaser.arslan@kocaeli.edu.tr, TURKEY, ORCID: 000-0001-6625-6066

Introduction

For organizations, it is vitally important to impress applicants who have many desired qualities and performance to maintain organizational success (Jiang & Iles, 2011). In today's competitive conditions, an organization's ability to survive depends on attracting highly qualified applicants, motivating them and making them continue working for the organization. Thus, organizations should attract qualified individuals among target groups and try to keep them. Through the process of doing this, organizational reputation and attraction are important factors. Thus, this study aims to define the impacts of organizational reputation and organizational attraction on students' intention to pursue university.

Intention to Pursue

The concept of intention to pursue or job pursuit intentions has become to be studied frequently in recent years in the field of business. The intention to pursue a job can be identified as "a person's desire to submit an application, to attend a site visit or second interview, a willingness to stay in the applicant pool without committing to a job choice" (Chapman et al., 2005, p. 929). In other words, the intention to pursue focuses on applicants' behavioural intentions and their interest in the organization (Dural, Aslan, Alince & Araza, 2014). The studies have shown that there are some factors that affect an individual's intention to pursue a job (Casper & Buffardi, 2004; Chapman et al., 2005; Rynes, Bretz & Gerhart, 1991). Type of work, the organizations' image, the organizations' familiarity to the applicant, the recruiter's sincerity, person-organization fit, dependent care assistance, such as health insurance or childcare facilities, work schedule flexibility, and salary, which are some of the factors that affect job pursuit intentions of employees (Casper & Buffardi, 2004; Chapman et al., 2005). Thus, it is possible to say that the factors that affect job pursuit intentions are related to the organizational and personal needs of employees.

The concept of intention to pursue has often been studied in business; however, it is also a concept which has been studied in educational organizations (To, Lai, Lung & Lai, 2014; To, Lung, Lai & Lai, 2014; Veloutsu, Lewis & Paton, 2004). Researchers conducted studies mostly about the factors that affected students' choice to pursue postgraduate education at a university (Lawley & Blight, 1997; Mazzarol & Soutar, 2002; To, Lai, Lung & Lai, 2014; Veloutsu, Lewis & Paton, 2004). The studies have put forward that university reputation, program reputation, program qualification, administrative aspects, characteristics of the country or the city where the university is located, environment, information availability, and their career plan are some of the factors that affect students' choice about where to pursue postgraduate education (Mazzarol & Soutar, 2002; To, Lai, Lung & Lai, 2014). In addition to these, a study on factors affecting international students' choices postgraduate education conducted by Kaur and Sidhu (2009) put forward that one of the reasons which affect international students' intention to pursue postgraduate education is having took an undergraduate degree in the same university. Thus, it can be suggested that

understanding whether international students would like to continue postgraduate education in the same university they took undergraduate education or not, which is the aim of this study, will contribute to the literature.

Organizational Reputation

There are different explanations about organizational reputation in the literature. Fombrun and Van Riel (2003) defined this concept as different partners' judgments about the organization's potential in terms of accomplishing its expectations. Bromley's (1993, 2000, 2002) definition of organizational reputation was that it is a system and this is made up of personal assumptions that belong to members of a social group. The organizational reputation can also be described as shared beliefs about an organization's identity and prominence (Rao, 1994; Rindova & Kotha, 2001), an organization's visibility and popularity on media (Deephouse, 2000), and mutual understanding about an organization in the minds of different communities (Grunig & Hung, 2002; Yang & Grunig, 2005). To sum up, the concept of organizational reputation refers to the impressions of an organization that members of a social group have, concerning the organization's potential to accomplish its expectations, visibility and popularity on media, and the organization's identity.

University Reputation

The concept of organizational reputation is generally studied in business; however, this concept can also be studied in educational organizations and universities are one of them. A university's reputation has been defined as aspects of a university's collective representations over time, and these aspects can be both internal and external ones, such as media (Alessandri, Yang & Kinsey, 2006). Various researchers that studied the concept of a university's reputation (Bromley, 1993, 2000; Caruana, 1997; Fombrun & Shanley, 1990; Gotsi & Wilson, 2001; Grunig & Hung, 2002) have claimed that the reputation of a university can be grounded on direct or indirect experiences, and information gained from symbols, such as logos and architecture, and lastly information gained from different channels of communication. Thus, it is possible to say that a university's reputation is mostly connected to the visual identity of the university.

In addition to the factors mentioned above, Ayoubi and Massoud (2012) highlighted the factors which are entry standards, research opportunities, job opportunities after graduation, staff/student ratio, utilities of library and information technologies as important variables that affect students' choice for a university regarding its reputation. Isik, Cicek and Almali (2016), on the other hand, stated that emotional attraction, ability to manage, being strategic, distinctiveness and social accountability as some of the main factors that determine a university's reputation. Apaydin and Seckin-Kapucu (2017) added the quality of education and social events to the factors that affect a university's reputation according to students' views.

Organizational Attraction

An organization's being evaluated as an attractive place to work by its prospective employees is described with the concept of organizational attraction. This concept is accepted as an important factor which affects individuals' choice for their workplace and their decision-making process on whether to apply for a job or not (Akcay, 2014). The concept of organizational attraction was firstly studied in terms of the characteristics of the job or of the organization (Ateg, Andersson, & Rosén, 2009; Cable & Graham, 2000; Carless & Wintle, 2007; Lievens et al., 2001; Rynes & Barber, 1990). Then, the studies about the organizational attraction started to include individual-organization harmony (Cable & Judge, 1996; Turban & Keon, 1993), organizational image and recognizability (Aiman-Smith et al., 2001; Turban & Greening, 1997).

As it was mentioned above, the concept of organizational attraction is an important aspect that affects an organization's prospective employees' decision–making process. Lievens and Highhouse (2003) claimed that prospective employees evaluate an organization concerning its instrumental and symbolic attributes before they apply for a job in that organization. While instrumental attributes include concrete benefits, such as salary and career opportunities offered by employers, symbolic attributes consist of inferences about an organization's being innovator, prestigious and sincere (Akcay, 2014). Lievens and Highhouse (2003) found out that these instrumental and symbolic attributions are closely related to an organization's attraction.

There are many individuals in the organizations' target group, and there are many organizations that can satisfy the needs of these individuals. The individuals make their choices among these organizations. In this process, many different variables affect the organization's target group's choices. One of these variables that affect individuals is the organizational attraction because individuals are thought to tend to choose organizations that they see as attractive (Turban & Keon, 1993). The organizational attraction is accepted as an important factor that affects individuals' choices and decision-making processes for deciding whether they interact with the organization or not (Akcay, 2014).

University Attraction

The concept of organizational attraction is a subject to be studied in educational organizations since this concept is effective for students to choose which university to go to and to pursue their postgraduate education. There are some studies conducted on university attraction (Drewes & Michael, 2006; Llewellyn-Smith & McCabe, 2008). Llewellyn-Smith and McCabe (2008) claimed that students choose the university they will attend by looking at the aspects, such as academic reputation, facilities, campus atmosphere, quality and availability of programs, social activities, sporting clubs, and accommodation which are close to university campus easily and campus attractiveness (Anderson, 1999; Arambewela & Hall, 2006; Lawley, 1998; Mazzarol & Soutar, 2002; Price, Matzdorf, Smith & Agahi, 2003; Soutar & Turner,

2002; Townsend & Lee, 2004; cited in Llewelyn-Smith et al., 2008). Students also preferred universities with low compulsory fees and high scholarships (Drewes & Michael, 2006).

In the literature, there have been some studies conducted in Turkey about universities' attraction for international students. For example, Kondakci (2011) conducted a study with international students to understand what attracts them to come to universities in Turkey. The results showed geographical proximity, academic quality, desire for learning, or experiencing a different culture; liking Turkish culture and Turkish people were important aspects that affected international students' decisions. In the light of these results, it can be said that students from neighbor countries or Turkic republics are more likely to come to Turkey, which is the case for Kocaeli University where this study was conducted. In addition, Gunduzyeli (2015) found that the reasons lying behind the choice of international students to choose universities in Turkey are tuition, living conditions, job opportunities, campus, the university's prestige and location, students' information about the university which they received from web sites related to Turkey, universities' websites, printed and visual media, and scholarship. The results of this study put forward that the international students find universities more attractive if tuition is low, job opportunities and university's prestige are high, getting a scholarship is easy, and they have an idea about all of these attraction factors with the help of information they receive through media.

The Relationship among Intention to Pursue, Reputation and Attraction

The relationship among organizational reputation, organizational attraction and intention to pursue the organization can be explained with "action theory" (Fishbein & Ajzen, 1975). Logical action theory claims that one of the determinants that define one's behavioral intention is the ideas of people about an object, organization, or behavior, and these constitute one's subjective norm about that object, organization, or behavior. Concerning this theory, it would not be wrong to say that organizational reputation and organizational attraction form subjective norms. The organizational reputation, a concept that defined all stakeholders' perceptions about an organization's performance (Fombrun, Gardberg & Sever, 2000), and organizational attraction define the social reference about an organization. If the reputation and recognition of an organization come to people's minds when they hear that organization's name, that organization can be considered as a prestigious one. Thus, organizational reputation reflects the consensus of society about an organization's qualities' being approved as positive or negative (Highhouse et al., 2003). This social reference may affect individuals' attitudes, beliefs, intentions and behaviors about an organization positively or negatively (Fishbein & Ajzen, 1975). In the light of this, students' perception of a university's reputation and attraction may affect their intention to pursue.

It has been claimed that the perceptions of potential applicants of an organization about that organization's instrumental and symbolic features affect their perception about an organization's attraction. While the concrete benefits that potential

organizations can offer to applicants, such as wage and career opportunities, are seen as instrumental features, the personality implications of an organization, such as being innovator, prestigious, and sincere, are evaluated as symbolic features (Lievens & Highhouse, 2003). As can be seen, one of the factors affecting organizational attraction is organizational reputation.

It was determined that if a prospective employee evaluated an organization's organizational reputation positively, her/his intention to apply to that organization was higher (Turban & Cable, 2003). Organizational reputation increases job satisfaction, improves organizational citizenship behavior, decreases intention to leave the job and quitting the job; as a result of this, an organization's productivity and performance increase (Carmeli & Freund, 2002; Freund, 2006; Herrbach & Mignonac, 2004; Sabuncuoglu, 1998). Organizational reputation is directly related to satisfying an organization's stakeholders' expectations. When their expectations are not satisfied, the organization's attraction decreases for stakeholders. Also, the inner stakeholders of the organization want to leave the organization. All of these conditions result in the organization's losing its social capital (Fombrun & Gardberg, 2000). It was found out that the number of qualified employees was higher, and these employees' rate of leaving the job was lower in the organizations with high level of perception of organizational reputation (Winkleman, 1999) since organizational reputation has the positive effect of attracting target group to the organization (Shamma, 2012).

There are many studies that analyze the relationship between organizational attraction and organizational reputation (Cable & Graham, 2000; Caligiuri et al., 2010; Turban & Cable, 2003; Williamson, King, Lepak & Sarma, 2010). When it is managed successfully, organizational reputation helps the organizations' familiarity increase for the target group and closeness to the organization increases. In this way, the individuals of the target group prefer organizations with a higher reputation (Brook et al., 2003). Similarly, it was emphasized that familiarity was one of the important premises of the level of organizational attraction, in the studies about the relationship between organizational familiarity and attraction (Gatewood, Gowan & Lautenschlager, 1993; Stevens, Dragoni & Collins, 2001; Turban & Greening, 1997; Turban et al., 2001).

Organizational reputation includes stakeholders' beliefs about the organizations' activities in the past and in the future, and it shapes what kind of interaction the stakeholders will have with the organization (Ponzi, Fombrun & Gardberg, 2011). Thus, it is believed that organizational reputation will be effective on organizational attraction and intention to pursue. In the light of these, this study aims to identify the impacts of a university's organizational reputation and organizational attraction on international students' intention to pursue post-graduate education in the university they study their bachelor's degree. Accordingly, the hypotheses of this study are formed as below:

Hypothesis 1: A university's reputation has a significant impact on students' perception of a university's attraction.

Hypothesis 2: Students' perception of a university's reputation has a significant impact on students' intention to pursue post-graduate education in the university they study their bachelor's degree.

Hypothesis 3: Students' perception of a university's attraction has a significant impact on students' intention to pursue post-graduate education in the university they study their bachelor's degree.

Hypothesis 4: Organizational attraction of a university has a mediator role on the impacts of a university's reputation on students' intention to pursue post-graduate education in the university they study their bachelor's degree.

Method

Research Design

This study aims to identify the relationship between a university's organizational reputation, organizational attraction and students' intention to pursue that university. The present study was designed in the descriptive quantitative research method. With the descriptive quantitative research method, this study aimed to examine and define an existing situation (Buyukozturk, Akgun, Demirel, Karadeniz & Cakmak, 2015). Through the use of this method in this study, researchers aimed to analyze average scores of each variable and identify any existent relationship between and among a university's reputation, organizational attraction and students' intention to pursue that university.

Population and Sample of this Study

This study was conducted at Kocaeli University. This university is located in Kocaeli, which is a city in the Marmara Region. The Marmara Region is the most industrialized and, as a result of this, a crowded region in Turkey. Istanbul is located in this region, and it is the most crowded city in Turkey, with almost 15,5 million people (TÜİK, 2018). Kocaeli is one of the neighboring cities to Istanbul. It is one of the metropolitan cities of Turkey. Thus, Kocaeli has many job opportunities. All of these factors are believed to affect international students' choice of university. Kocaeli University is also one of the most crowded universities with more than 81.000 students and 2000 academic staff. According to 2018 universities' ranking determined depending on the number of articles and citations of academic staff, the number of total scientific documents, the number of graduated students from PhD programs, and PhD students' ratio; Kocaeli University was the 30th university among 102 public universities (URAP, 2018). Also, Kocaeli University has Erasmus Mobility agreements with 168 universities from 24 countries. As a result of this agreement and scholarship supported by the Higher Education Council (YÖK) for international students, there were 1476 international students in 2015-2016 academic years at Kocaeli University, and 285 of them were postgraduate students. Most of the international students come from Turkic Republics, such as Turkmenistan, Azerbaijan, Kazakhstan, Kirghizstan, Tajikistan, Uzbekistan, and these countries are

followed by European (i.e.: Bulgaria, Montenegro, Greece, Macedonia, Kosovo, Russia and Germany) and African (i.e.: Djibouti, Niger, Uganda, Tunisia, Mauretania and Zambia) countries.

The population of this study included international students at Kocaeli University who enrolled and started their bachelor's degree in the 2015-2016 academic years. The sample of this study was determined through the use of a convenience sampling method, and it included 231 students from 67 countries who enrolled in Kocaeli University in the 2015-2016 academic years. Among 231 international students, 85 (36,8%) of them were female, 146 (63,2%) of them were male. One hundred thirty-four (58%) of them were bachelor's degrees, 71 (30,7%) of them were master's degree, and 26 (11,3%) of them were PhD degree students.

Research Instruments and Procedures

The Scale of Intention to Pursue University. To analyze international students' intention to pursue university, the scale which was developed by Highhouse et al. (2003) that included 5-Likert typed 15 items was used. In this scale, there are three sub-scales, and each sub-scale includes five items. In this study, the subscale of intention to pursue, which included five items, was used.

The scale measures students' intention to pursue with one-factor structure. An example item of the scale was "If this university invited me for a postgraduate (Ma, PhD, Post-Doc) interview, I would go to be a postgraduate student at this university". The participants were asked to evaluate the items by scoring them from "Strongly disagree" (1) to "Strongly agree" (5). When the scores from the scale increase, the students' intentions to pursue increase, as well. The Cronbach's Alpha reliability value of the original scale was α=0.82 (Highhouse et al., 2003: 995).

The confirmatory factor analysis (CFA) was conducted to verify the construct validity of the scale for this study's sample. The results of the analysis showed that Chi-square test was significant (p=.00), and other indexes ($χ^2$/sd= 3.33; RMSEA= 0.108; CFI= 0.98; GFI= 0.7 AGFI= 0.90) also met the criteria of good fit (Meydan & Sesen, 2011: 37). In the light of these results, the scale was found to be structurally valid. Cronbach's Alpha reliability test result was α=0.89, and the scale was evaluated as a reliable scale.

The Scale of Organizational Attraction. To analyze international students' perception of a university's organizational attraction, the scale which was developed by Highhouse et al. (2003) that included 5-Likert typed 15 items, was used. In this study, the subscale of General Attractiveness that included five items was used.

The scale measures organizational attraction with a one-factor structure. An example item of the scale was "Being a student at this university is very appealing to me". The participants were asked to evaluate the items by scoring them from "Strongly disagree" (1) to "Strongly agree" (5). When the scores from the scale increase, the organization's attraction increases as well. The Cronbach's Alpha reliability value of the original scale was α=0.88 (Highhouse et al., 2003: 995).

The CFA was conducted to verify the construct validity of the scale for this study's sample. The results of the analysis showed that Chi-square test was significant (p=.00), and other indexes (χ^2/sd= 4.8; RMSEA= 0.138; CFI= 0.94; GFI= 0.95; AGFI= 0.86) met the criteria of acceptable fit (Meydan & Sesen, 2011: 37). In the light of these results, the scale was found to be structurally valid. Cronbach's Alpha reliability test result was α=0.79, and the scale was evaluated as a reliable scale.

The Scale of Organizational Reputation. To measure the international students' perception of the university's reputation, the scale with Likert typed 10 items and developed by Alessandri, Yang, and Kinsey (2006) was used. This scale is made up of three dimensions, which are "quality of academic performance" (5 items), "quality of external performance" (3 items), and "emotional engagement" (2 items). Cronbach's Alpha reliability values of subscales were 0.78, 0.67, and 0.44, respectively. The levels of reliability value of "quality of academic performance" and "quality of external performance" were moderate, but the level of reliability value of "emotional engagement" was weak.

An example item of the scale was "The university offers highly qualified education". The participants were asked to evaluate the items by scoring them from "Strongly disagree" (1) to "Strongly agree" (5). When the scores from the scale increase, the organization's reputation increases as well.

The CFA was conducted to verify construct validity of the scale for this study's sample. The results of the analysis showed that Chi-square test was significant (p=.00), and other indexes (χ^2/sd= 6.66; RMSEA= 0,167; CFI= 0,91; GFI= 0,79; AGFI= 0,65) also met the criteria of good fit (Meydan & Sesen, 2011: 37). In the light of these results, the scale was found to be structurally valid. Cronbach's Alpha reliability test result was α=0.90, and the scale was evaluated as a reliable scale.

Data Analysis

The names and emails of international students were asked from Kocaeli University's International Relations Units. An invitation to attend this study was sent to international students through emails. Together with the invitation letters, a link for the online form of the questionnaire was sent, as well. Three hundred forty-eight international students were sent invitations, 258 international students filled in the online questionnaires. However, the data from 27 of these 258 international students were not analyzed due to missing items or reckless filling. As a result of this, data from 231 international students were used in this study. The means and standard deviation values were analyzed. Also, path analysis was conducted to identify the impacts of independent variables on dependent variables and their mediator roles.

Results

To test the hypotheses of this study, interrelations between variables were first examined. Mean scores and correlation coefficients between variables are presented in Table 1. These scores include university students' perception levels regarding

universities' organizational reputation, organizational attraction and intention to pursue university.

Table 1

Averages Scores and Correlation Coefficients between Variables and Perception Levels regarding Universities Organizational Reputation of University Students, Organizational Attraction and Intention to Pursue University

Variables	X	Sd	1	1.a	1.b	1.c	2
1. Organizational reputation of the university	3,93	.70					
1.a. Quality of the academic performance	4,04	.72	.94**				
1.b. Quality of the external performance	3,78	.82	.89**	.77**			
1.c. Emotional engagement	3,90	.95	.76**	.59**	.53**		
2. Organizational attraction	4,00	.68	.72**	.70**	.57**	.60**	
3. Intention to pursue university	4,05	.86	.69**	.67**	.58**	.54**	.68**

** p <0.01

International students' perceptions of all variables were at "agree (between 3.4 and 4.19)" level. While there was a high level of positive correlation between organizational reputation of university and organizational attraction (r=.72, p>.01), high levels of positive correlations were found between organizational attraction and quality of academic performance, a sub-variable of organizational reputation of university (r=.70, p>.01), a high level of positive correlation with emotional engagement (r=.60, p>.01), and a mid-level positive correlation with Quality of external performance (r=.57, p>.01).

While it was found that there was a high level of positive correlation between organizational reputation of university and intention to pursue university, a high level of positive correlation was found between intention to pursue university and quality of academic performance which is a sub variable of organizational reputation of university (r=.67, p>.01), a mid-level correlation was found between intention to pursue university and quality of external performance (r=.58, p>.01), a mid-level correlation was found between intention to pursue university and emotional engagement (r=.54, p>.01) and a high level of correlation was found between organizational attraction and intention to pursue university (r=.68, p>.01).

In the second phase of this study, AMOS 24 software was used to test the research hypotheses. Path analyses were applied via this program to figure out the effects of dependent variables on independent variables and the effects of the intervention. Based on the models set up, results of path analysis are given in Table 2. Table 2 reveals that the organizational reputation of the university predicts

organizational attraction (β=0.90, p=0.000) and intention to pursue university (β=0.74, p=0.000).

Among the sub-variables of the organizational reputation of the university, quality of academic performance (β=0.91, p=0.000), quality of external performance (β=0.73, p=0.000) and emotional engagement (β=0.74, p=0.000) predicted organizational attraction significantly. On the other hand, sub-variables of the organizational reputation of university seemed to predict intention to pursue university. Related coefficients are as follows respectively: quality of academic performance (β=0.73, p=0.000), quality of external performance (β=0.59, p=0.000) and emotional engagement (β=0.58, p=0.000).
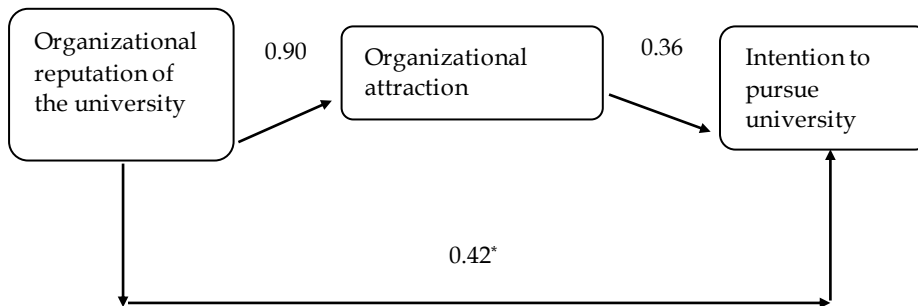
Table 2

Path Analysis Results regarding Organizational Reputation of University and Intention to Pursue University and Organizational Attraction

	Path	Standardized β	Standard Error	p
Model 1	organizational reputation of university - organizational attraction	.90	.103	.000*
Model 2	Organizational reputation of the university - intention to pursue university	.74	.141.	.000*
Model 3	organizational attraction - intention to pursue university	.74	.155	.000*
Model 4	organizational reputation of university - organizational attraction	.90	.105	.000*
	organizational reputation of university - intention to pursue university	.42	.278	.040*
	organizational attraction - intention to pursue university	.36	.321	.082

In the third phase, a path analysis was applied using AMOS software to examine the intervention effect of organizational attraction between the organizational reputation of the university and the intention to pursue university. The method recommended by Holmbeck (1997) was used in this analysis. Two mid effects, intervention effect and indirect effect, are mentioned in this method. To exemplify over the setup models, the intervention effect revealed that the relationship between the organizational reputation of the university and the intention to pursue university, which at first found statistically significant, seemed to reduce dramatically when a third variable, organizational attraction, was included in the analysis. Besides, in the model with organizational attraction included, making the relationship between organizational reputation of university and intention to pursue

university not significant indicated full intervention, whereas it indicated a partial intervention when the relationship between two variables was significant, but there was a slight fall in the beta coefficient.

In the model in which the intervention effect of organizational attraction was examined, it was found that the organizational reputation of the university predicted the intention to pursue university significantly and there was a fall in beta coefficient (β=0.42, p<0.000). These results demonstrate that organizational attraction has a partial intervention role in the relationship between the organizational reputation of university and the intention to pursue university (Figure 1). The acceptable levels of goodness of fit criteria have showed that the model was verified (χ^2/sd= 4.4; RMSEA= 0.13; CFI= 0.71; GFI= 0.78).

Figure 1.

The Effects of Organizational Reputation of University on Organizational Attraction and Intention to Pursue University

After figuring out the partial intervention role of organizational attraction between organizational reputation of university and intention to pursue university, more path analyses were applied to examine intervention effects of organizational attraction in the relationship between sub-variables of organizational reputation of university, namely, quality of academic performance, quality of external performance and emotional engagement (Table 3).

In the model in which intervention effect of organizational attraction was examined, it was found that sub-variables of quality of academic performance (β=0.22, p<0.289) and emotional engagement did not significantly predict intention to pursue university, and there was fall in beta coefficients (β=0.13, p<0.282). On the other hand, the quality of the external performance was found to predict intention to pursue university significantly with a fall in the beta coefficient (β=0.15, p<0.021). These findings revealed that academic performance and emotional engagement had a full intervention role and quality of external performance had a partial intervention
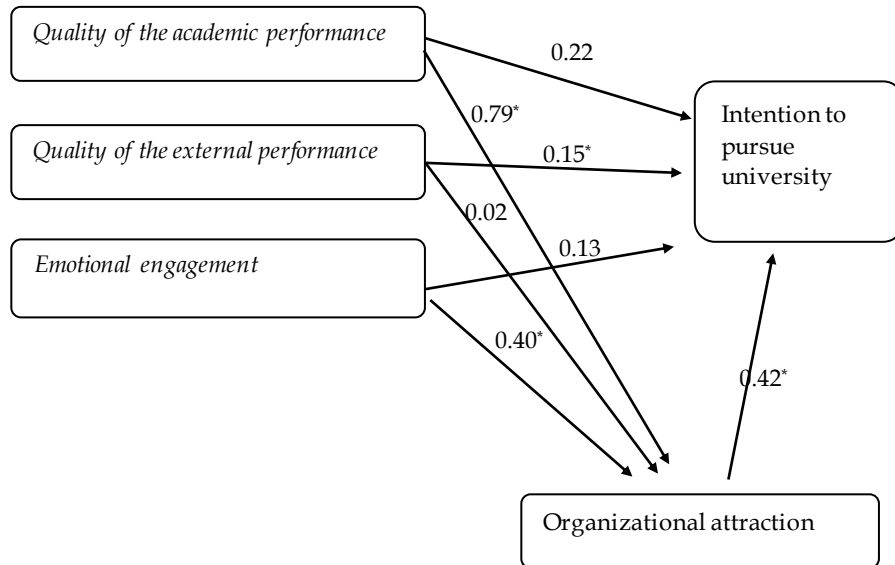
role in the relationship between sub-variables of the organizational reputation of the university and intention to pursue university. The model did not seem to be verified since the goodness of fit criteria were above the acceptable levels (χ^2/sd= 5.72; RMSEA= 0.15; CFI= 0.70; GFI= 0.68).

Table 3

Path Analysis Results regarding Sub-variables of Organizational Reputation of University, Organizational Attraction and Intention to Pursue University

	Path	Standardized β	Standard Error	p
Model 5	Quality of academic performance- organizational attraction,	.91	.105	.000 *
	Quality of external performance- organizational attraction,	.73	.109	.000 *
	Emotional engagement- organizational attraction	.74	.068	.000 *
Model 6	Quality of academic performance– intention to pursue university,	.73	.123	.000 *
	Quality of external performance– intention to pursue university,	.59	.169	.000 *
	Emotional engagement– intention to pursue university	.58	.092	.000 *
Model 7	Quality of academic performance- organizational attraction	.79	.084	.000 *
	Quality of external performance- organizational attraction,	.02	.042	.708
	Emotional engagement- organizational attraction	.40	.043	.000 *
	Quality of academic performance– intention to pursue university,	.22	.265	.289
	Quality of external performance – intention to pursue university,	.15	.071	.021 *
	Emotional engagement – intention to pursue university	.13	.107	.282
	organizational attraction - intention to pursue university	.42	.365	.076

In sum, it can be said that organizational attraction has a partial intervention role in the relationship between organizational reputation of university and intention to pursue university (Figure 2).

Figure 2.

The Mediating Effects of Organizational Attraction between Sub-variables of Organizational Reputation of University and Intention to Pursue University

Discussion, Conclusion and Recommendations

In this study, the results revealed that there were positive relationships between perceptions of international students towards the organizational reputation of the university, the intention to pursue university and organizational attraction. Their perception of the organizational reputation of university seemed to affect perceptions of the intention to pursue university and organizational attraction directly. Another finding was that international students' perception of organizational reputation of university affected intention to pursue university indirectly over organizational attraction. To put it differently, the organizational attraction is a mediating variable between the organizational reputation of university and the intention to pursue university.

A positive relationship was found between sub-variables of the organizational reputation of the university (quality of academic performance, quality of external performance and emotional engagement), organizational attraction and intention to pursue university. Another finding was that perceptions of international students

towards sub-variables of the organizational reputation of the university (quality of academic performance, quality of external performance and emotional engagement) affected organizational attraction and intention to pursue university variables directly. At the same time, sub-variables of organizational reputation of university (quality of academic performance, quality of external performance and emotional engagement) indirectly affected intention to pursue university over organizational attraction.

According to the results of this study, the quality of the academic performance was the most effective sub-variable of the sub-variables of the organizational reputation of university, affecting organizational attraction and intention to pursue university. This finding is consistent with the findings of Akar's study (2012). According to Akar (2012), academic respectability is the most important factor which university students consider when they choose their universities.

The results in this study yielded that students who perceived the organizational reputation of university high were the ones who found the organization attractive. This finding is consistent with the findings of theoretical and applied studies. An organization with a high reputation outperforms its rivals and seems more attractive in the eyes of stakeholders (Croucher, Zeng & Kassing, 2019; Fombrun & Shanley, 1990). In other words, a strong reputation towards an organization makes it more preferable by making it more attractive (Chauvin & Guthrie, 1994; Mohammed, 2019). Organizational reputation directly affects preferences target audience, especially individuals who are in search (Gatewood et al., 1993).

Another finding was that the perception of organizational attraction increased the perception of intention to pursue university. This finding also seems compatible with the expectations because high level of organizational reputation meets the expectations of individuals and increases the attractiveness of the organization, and therefore reduces the rate of quitting work (Carmeli & Freund, 2002; Fombrun et al. 2000; Freund, 2006; Herrbach & Mignonac, 2004). Hence, it increases the intention to pursue an organization. Organizational reputation seems to have a pivotal role in attracting qualified individuals to organization and keeping them in. The development of the social capital capacity of the organization depends on increasing organizational reputation, organizational attraction and perception of intention to pursue an organization (Djurdjevic, Rosen, Conroy, Rawski & Sosna, 2019). Another finding was that organizational reputation of university affected students to pursue universities positively. This finding also shows compliance with expectations because it was found that there was a rise in the number of qualified individuals in the organization with a high reputation and a fall in their behaviors of quitting work (Bohlmann, Krumbholz & Zacher, 2018; Winkleman, 1999).

In conclusion, the results show that the organizational reputation of university affects international students' intention to pursue post-graduate education, and organizational attraction is a mediating variable. This result suggests that university administrators should be sensitive to increase the university's organizational reputation to increase the perceptions towards attraction. It can be suggested that by

doing this, administrators could attract international students to choose their university and could increase the level of international students' intention to pursue their post-graduate education at the same university.

Recommendations

As any other studies, this research has some limitations. Firstly, this study was conducted with the international students that enrolled at Kocaeli University in the 2015-2016 academic years. Another research can be conducted with the same students through their 2nd, 3rd, or 4th years to understand whether their perceptions change or not. Also, this study was conducted in only one university, which limits the generalizability of the findings. Thus, it can be suggested that other researchers can conduct a similar study with international students at other universities to reach a more comprehensive result.

In addition to the recommendations for researchers mentioned above, there can be some others for practitioners. This study suggests that organizational reputation of a university affects international students' intention to pursue post-graduate study at that university, and organizational attraction is a mediating variable. These results may shed light to rectors', deans', or other administrators' ways to make their university more attractive for international students. Rectors may organize some events to present their university at international education fairs; they may appoint some academicians and professional staff for the human relations department to publicize their university concerning both academic opportunities and other facilities. When it comes to deans, they may show the same efforts to present their faculty and programs to attract international students by providing the necessary information. Also, all administrators should try to make their university more attractive by improving the conditions related to transportation, accommodation, and opportunities to reach information, dining hall and job opportunities for international students.

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Üniversitenin Örgütsel İtibar ve Örgütsel Çekiciliğinin Öğrencilerin Devam Niyeti Üzerine Etkisi

Atıf:

Özet

Problem Durumu: Devam niyeti bireyin bir yere başvurma, çalıştığı ya da bulunduğu kurumda çalışmaya istekli olma durumu olarak tanımlanmaktadır (Chapman vd., 2005). Örgütsel ün kavramı ise bir örgütün kimliği ve önemi ile ilgili bireylerin sahip olduğu ortak görüşlerdir (Rao, 1994; Rindova & Kotha,

2001), örgütün medyadaki görünürlüğü ve popülerliği (Deephouse, 2000) ve farklı topluluklardaki bireylerin zihinlerinde örgütler ile ilgili varolan anlayış (Grunig & Hung, 2002; Yang & Grunig, 2005) olarak tanımlanmaktadır. Çalışma kapsamındaki kavramlardan bir diğeri ise örgütsel çekicilik kavramıdır. Bir kurumun, gelecekteki işgörenler tarafından çekici bir iş yeri olarak değerlendirilmesi olarak tanımlanan örgütsel çekicilik kavramı, bireylerin çalışacakları yere, o yerde çalışmak için başvurup başvurmama konusundaki karar verme süreçlerini etkileyen önemli bir faktör olarak ele alınmaktadır (Akçay, 2014).

Örgütsel çekicilik ile örgütsel ün arasındaki ilişkiyi inceleyen bir dizi çalışma vardır (Cable & Graham, 2000; Turban ve Cable, 2003; Caligiuri ve diğerleri, 2010; Williamson, King, Lepak & Sarma, 2010). Başarılı bir şekilde yönetildiğinde örgütün itibarı, kurumun hedef grup için tanınırlığının artışına ve örgüte yakınlığın artmasına yardımcı olur. Bu sayede hedef grubun bireyleri daha yüksek itibarı olan kuruluşları tercih etmektedir (Brook ve ark. 2003). Benzer şekilde, örgütsel çekicilik ve tanınırlık arasındaki ilişkiyi konu alan çalışmalarda, örgütsel çekicilik düzeyinin önemli öncüllerinden biri olduğu vurgulanmıştır (Gatewood, Gowan & Lautenschlager, 1993; Turban ve Greening, 1997; Stevens, Dragoni &. Collins, 2001; Turban ve arkadaşları, 2001).

Örgütsel itibar, örgütsel çekicilik ve devam etme niyeti arasındaki ilişki "eylem teorisi" ile açıklanabilir (Fishbein ve Ajzen, 1975). Mantıksal eylem teorisi, kişinin davranışsal niyetini tanımlayan belirleyicilerinden birinin bir nesneye, organizasyona veya davranışa dair insanların fikirleri olduğunu öne sürmektedir. Bu fikirler bir nesne, örgüt veya davranış hakkında öznel bir norm oluştururlar. Bu teori açısından örgütsel itibarın ve örgütsel çekiciliğin öznel normlar oluşturduğunu söylemek yanlış olmaz.

Araştırmanın Amacı: Bu çalışmanın amacı, bir üniversitenin kurumsal itibarının ve örgütsel çekiciliğin uluslararası öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitime devam etme niyetine olan etkisini tespit etmektir. Buna göre, bu çalışmanın hipotezleri aşağıdaki gibi oluşturulmuştur:

Hipotez 1: Üniversitenin itibarı öğrencilerin üniversitenin çekiciliğine ilişkin algılarını etkiler. Hipotez 2: Öğrencilerin üniversitenin itibarına ilişkin algılarının, öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri üzerinde anlamlı etkisi vardır. Hipotez 3: Öğrencilerin üniversitenin çekiciliğine ilişkin algılarının, öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri üzerinde anlamlı etkisi vardır.

Hipotez 4: Üniversitenin örgütsel çekiciliği, örgütsel itibarının öğrencilerin lisans eğitimine devam ettikleri üniversitede lisansüstü eğitime devam etme niyetleri üzerindeki etkisinde aracı rolü vardır.

Araştırmanın Bulguları: Çalışma Kocaeli Üniversitesinde yapılmıştır. Üniversite Marmara Bölgesi'nde yer alan Kocaeli ilinde yer almaktadır. Marmara Bölgesi Türkiye'nin en çok sanayileşmiş bölgesi olduğundan ve İstanbul'un yer aldığı

bölge olmasından dolayı uluslararası öğrenciler tarafından oldukça fazla şekilde tercih edilen bir bölgedir. Kocaeli de İstanbul'un komşu illerinden biri olduğu ve büyükşehir olduğundan dolayı birçok iş imkanına ve sosyal imkanlara sahiptir. Tüm bu etkenlerin uluslararası öğrencilerin üniversite tercihlerini etkilediklerine inanılmaktadır. Ayrıca Kocaeli Üniversitesi 81000 öğrencisi ve 2000'den fazla akademik personeli ile Türkiye'nin en kalabalık üniversitelerinden biridir. 2018 yılı verilerine göre, Kocaeli Üniversitesi Türkiye'deki üniversiteler arasında akademik çalışmalar, doktora programlarından mezun olan öğrenciler gibi kriterlere göre değerlendirildiğinde 30. sırada yer almaktadır (URAP, 2018).

Araştırmanın örneklemini 2015-2016 eğitim öğretim yılında Kocaeli Üniversitesi'nde eğitim gören 1476 uluslararası öğrenciden o yıl eğitime başlayan 231 öğrenci oluşturmaktadır. Öğrencilerin çoğu Türkmenistan, Azerbaycan, Kazakistan, Kırgizistan, Tacikistan ve Özbekistan gibi Türkî Cumhuriyetlerinden gelmektedir. Bu öğrencileri Avrupa'dan ve Afrika ülkelerinden gelen öğrenciler takip etmektedir. Öğrencilerin 85'i (%36,8) kadın, 146'sı (%63,2) erkektir. 134'ü (%58) lisans öğrencisi, 71'i (%30,7) yüksek lisans ve 26'sı (%11,3) doktora öğrencisidir.

Araştırma sonucunda üniversitenin örgütsel itibarının örgütsel çekiciliği (β=0.90, p=0.000) ve devam niyetini (β=0.74, p=0.000) yordadığı bulunmuştur. Bu sonuçlar, örgütsel çekiciliğin, üniversitenin örgütsel itibarı ile öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri arasındaki ilişkide kısmi bir aracı rolüne sahip olduğunu göstermektedir. Araştırmanın sonuçları, uluslararası öğrencilerin üniversitenin örgütsel itibarı, öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri ve örgütsel çekiciliğe ilişkin algıları arasında olumlu ilişkiler olduğunu ortaya koymuştur. Üniversitenin örgütsel itibarı hakkındaki algılarının ve örgütsel çekiciliğin, aynı üniversitede lisansüstü eğitime devam niyetlerini etkilediği görülmektedir. Araştırmanın bir başka bulgusu, uluslararası öğrencilerin üniversitenin örgütsel itibarına ilişkin algısının, üniversitenin örgütsel çekiciliğe ilişkin algıları üzerinden aynı üniversitede lisansüstü eğitime devam etme niyetini etkilemiş olmasıdır. Başka bir ifadeyle, üniversitenin örgütsel çekiciliğinin, üniversitenin örgütsel itibarı ile öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri arasında aracılık yapan bir değişken olduğu bulunmuştur. Araştırma kapsamında elde edilen bir diğer bulgu ise üniversitenin örgütsel itibarının alt boyutları olan akademik performansın kalitesi, dış performansın kalitesi ve duygusal özdeşleşme boyutları ile üniversitenin örgütsel çekiciliği ve öğrencilerin lisans eğitimini aldıkları üniversitede lisansüstü eğitimine devam etme niyetleri arasında pozitif yönde bir ilişki olmasıdır. Bunun yanı sıra, öğrencilerin üniversitenin örgütsel itibarının alt boyutlarına ilişkin algıları, örgütsel çekicilik ve üniversitede lisansüstü eğitime devam etme niyetlerini doğrudan etkilemektedir. Araştırmanın sonucunda örgütsel itibarın alt boyutlarından akademik performansın kalitesi, üniversitenin örgütsel çekiciliği ve üniversitede lisansüstü eğitime devam etme niyetini en çok etkileyen alt boyutu olduğu bulunmuştur.

Araştırmanın Sonuçları ve Önerileri: Araştırmanın sonuçları, uluslararası öğrencilerin üniversitenin örgütsel itibarı, aynı üniversitede lisansüstü eğitime devam etme niyeti ve örgütsel çekicilik algıları arasında olumlu ilişkiler olduğunu ortaya koymuştur. Üniversitenin örgütsel itibarı hakkındaki algıları, üniversite ve örgütsel çekiciliğin devam etme niyetlerini doğrudan etkilediği görülmektedir. Ayrıca, sonuçlar örgütsel çekiciliğin örgütsel itibar ve devam etme niyeti arasındaki ilişkiye aracılık ettiğini göstermiştir.

Diğer çalışmalarda olduğu gibi, bu araştırmanın bazı sınırlılıkları vardır. İlk olarak, bu çalışma 2015-2016 akademik yıllarında Kocaeli Üniversitesine kayıtlı uluslararası öğrencilere yapılmıştır. Algılarının değişip değişmediğini anlamak için aynı öğrencilerle 2., 3. veya 4. yıllarında başka bir araştırma yapılması önerilebilir. Ayrıca bu çalışma yalnızca bir üniversitedeki uluslararası öğrenciler ile gerçekleştirilmiştir. Bu durumun, çalışmanın genellenebilirliğini sınırlandırdığını söylemek mümkündür. Bu nedenle, diğer araştırmacıların daha kapsamlı bir sonuca ulaşmak için bu araştırmayı diğer üniversitelerdeki uluslararası öğrencilerle yapmaları önerilebilir. Bu sayede çalışmanın genellenebilirliği arttırılabilecek, daha kapsamlı veriler elde edilebilecektir.

Anahtar Kelimeler: Örgütsel itibar, örgütsel çekicilik, devam niyeti, uluslararası öğrenciler.