ASSESSING STUDENTS LOYALTY IN SCHOOL ENVIRONMENT

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Abstract - This study made use of descriptive method of research. The thrust of the researcher is to describe the existing condition of the pre-determined variables (school loyalty) which is further clustered to three dimensions e.g. behavioral loyalty, emotional loyalty, and cognitive loyalty. It is found out and concluded that: the respondents have moderate loyalty to their overall behavior, emotions, and cognition and a significant difference exists on the three assessments of school loyalty as made by the respondents. The researcher offers significant recommendations.

Key Concepts - school loyalty, emotional, behavioral, and cognitive loyalty, school environment

I. INTRODUCTION

Building loyalty among a group of people usually takes longer lengthy time. As for the school and school work, establishing loyalty among students is a serious matter to deal with. School loyalty has emerged as an area of research where scholars, school administrators, policy makers, and even marketing specialists find time to explore. Overall, school loyalty must be a commitment of the school in bringing out the best in each child; thus, all should pave ways where learners could positively develop loyalty that will eventually lead them to individual growths.

Loyalty is the biased (non-random) behavioral response (purchase) expressed over time by some decision-making unit with respect to one or more alternative brands out of a set of brands and is a function of psychological processes Rundle-Thiele, S., & Bennett, R. (2001)**.** In other words, loyalty is a virtue. It is founded on the belief that one's attachment to some being e.g. a person, institution, or even to a principle is harnessed through the years. Building loyalty among a group of persons most of the times take lengthy time. As for the school and school work, establishing loyalty among students is a serious matter to deal with. It is through this behavior that a learner engages himself or herself to strive for some ideals.

In a study conducted by Skallerud (2011), he highlighted that there are some dimensions of loyalty. School reputation and its relations to parents' satisfaction and loyalty are explored by Skallerud (2011). Among others, her findings include: support for a four-dimensional scale for assessment of parent-based school reputation was found, using the following dimensions: parent orientation, learning quality, safe environment and good teachers. Well trained teachers play significant role in school reputation Devecioglu, Y., & Kurt, İ. (2013) suggest that A teacher must always work and enhance his/her knowledge and capacity. Competent teacher always has attraction of students. Likewise, parents' satisfaction significantly affected all reputation dimensions. Views of schools as having a parent orientation and good teachers affected parents' loyalty. It is in this context that school loyalty has emerged as an area of research where scholars, school administrators, policy makers, and even marketing specialist find time to explore.

II. DETAILS EXPERIMENTAL

Declared earlier, the present study is designed towards assessing the degree of loyalty according to behavioral manifestations, emotional expressions, and cognitive displays.

This study particularly sought to answer the following: How did the respondents assess their behavioral loyalty? How did the respondents assess their emotional loyalty? How did the respondents assess their cognitive loyalty? Is there a significant difference on the assessments made by the respondents on the three dimensions of loyalty?

The researcher, being a practitioner, has observed and experienced that school and school work loyalty are both innate and canned behavior. It means to say that being loyal is either natural among learners or had been developed over time. Hall (2013) once asked how trust is built in loyalty where competition is great. This inquiry had triggered the researcher to find time and probe on the degree of school loyalty of selected students in public schools. As stemmed out from simple loyalty, the present study is directed to assess the degree of loyalty according to behavioral manifestations, emotional expressions, and cognitive displays. The study is made among selected 50 public schools students in Selçuklu, Konya.

2.1. Research Method Used

This study made use of descriptive method of research. A survey is conducted by the researcher in order to generate data for analysis. The thrust of the researcher is to describe the existing condition of the pre-determined variables (school loyalty) which is further clustered to three dimensions e.g. behavioral loyalty, emotional loyalty, and cognitive loyalty. The research utilized only one research instrument (please see as attachment.) The survey tool is conceptually created by the researcher himself after literature and

study reviews but with great reference to the works of Akin, et.al. (2013) they have explained that high score in scale shows occurrence of high level of school loyalty and scale gives score about sub dimensions. The same is observed by the present researcher.

The researcher made specifications of the survey and tested initially for corrections purposes. The suggestions from the first batch of respondents were included to enhance the tool. Also, experimenter and cultural bias were removed by expert consultants. This procedure had strengthened through face and content validation

The sample of 50 secondary school students that served as respondents are taken from the population of 300 students in one Konya public school. They are randomly selected through a school register. Their participation is made possible through the assistance of some faculty members who guided the researcher in identifying the best group of students to serve as research respondents. During data gathering, it is maintained by the researcher the privacy of the respondents, the confidentiality of their responses, and anonymity of their identities. A strict system of data generation is observed all throughout in order to avoid biases in statistical analysis and eventually in formulating conclusions and recommendations.

With the nature of the specific problems identified, sub problems 1 to 3 results are presented and analyzed with weighted means. Meanwhile, sub problem 4 results are presented and analyzed with the employment of F-Test.

To interpret the computed weighted means, the arbitrary scale is designed by the researcher:

Rating	Range	Respondents' Guide Interpretation	Verbal Interpretation
1	1.00 1.50	Never	Not loyal
2	1.51 2.50	Rarely	Weakly loyal
3	2.51 3.50	Sometimes	Moderately loyal
4	3.51 – 4.50	Usually	Highly loyal
5	4.51 5.00	Always	Very highly loyal

Table A
Arbitrary Scale for Weighted Means Interpretation

RESULTS AND DISCUSSION

Item No.	*Statement*	*Weighted Mean*	*Verbal Interpretation*
1	Give attention to class	3.34	Moderately loyal
2	I behave as if I am studying in classroom.	2.44	Weakly loyal
3	I obey the rules in school.	4.02	Highly loyal
4	I have no troubles in school.	3.12	Weakly loyal
5	I finish my homework on time.	3.46	Moderately loyal
Average Weighted Mean		**3.28**	**Moderately loyal**

TABLE 1
Assessments of the Respondents on their Behavioral Loyalty

Table 1 presents the assessments made by the respondents on the degree of their behavioral loyalty. It can be gleaned from the table that Item No. 3 (I obey the rules in school.) has the highest weighted mean of 4.02 which suggests that the respondents believe that they are highly loyal in obeying school rules. This is followed by Item No. 5 (I finish my homework on time.) with a weighted mean of 3.46 which suggests that the respondents are moderately loyal in finishing their homework timely. The least weighted mean of 2.44 is assigned by the respondents to Item No. 2 (I behave as if I am studying in classroom.) which suggests that the respondents are weakly loyal to behaving as if they are studying in classrooms.

The average weighted mean is 3.28 with a verbal interpretation that the respondents are moderately loyal as regards to their overall behavior. Ruminating that behavioral loyalty pertains to certain skills, the findings suggest that the respondents have not yet attained a high degree of commitment to school works. This necessitates efforts from stakeholders to push themselves to limits until such expected skills are developed.

Item No.	*Statement*	*Weighted Mean*	*Verbal Interpretation*
1	I am happy in school	2.80	Moderately loyal
2	I enjoy studying in school	3.22	Moderately loyal
3	I like to be in school	2.86	Moderately loyal
4	I take care of my classes in school	3.66	Highly loyal
5	My classroom is enjoyable place for me	3.34	Moderately loyal
6	I am bored in school.	1.90	Weakly loyal
Average Weighted Mean		**2.96**	**Moderately loyal**

TABLE 2
Assessments of the Respondents on their Emotional Loyalty

Table 2 presents the assessments made by the respondents on the degree of their emotional loyalty. It can be gleaned from the table that Item No. 4 (I take care of my classes in school.) has the highest weighted mean of 3.66 which suggests that the respondents believe that they are highly loyal in taking care of their

classes in school. This is followed by Item No. 5 (My classroom is enjoyable place for me.) with a weighted mean of 3.34 wherein the respondents are moderately loyal in enjoying their classroom. The least weighted mean is assigned by the respondents to Item No. 6 (I am bored in school) wherein the respondents are weakly loyal to experience boredom in the school.

The average weighted mean is 2.96 with a verbal interpretation that the respondents are moderately loyal as regards to their overall emotions. Judging on the findings, these suggest that affective domains of the learners have not yet fully shaped. Similar to earlier findings, herein makes the school administrators, policymakers, and teachers to work hand in hand in mounting deeper appreciation of school works for individual successes in the future. Unless this is not addressed, weak school loyalty lest of emotional aspect will thrive.

Item No.	***Statement***	***Weighted Mean***	***Verbal Interpretation***
1	When I read a book, I ask questions to myself if I understand what is reading about.	3.08	Moderately loyal
2	Even though there is no exam, I study at home.	2.38	Weakly loyal
3	I try to watch relevant TV programs with what we've done at the school	2.06	Weakly loyal
4	I check my homework to see my mistakes	2.78	Moderately loyal
5	I read extra books at home for to add more to what I've learned at the school	2.50	Moderately loyal
6	During the reading if I don't know meaning of some words I spend effort to learn unknown words	3.34	Moderately loyal
7	If I don't understand what I am reading I return and reread	3.64	Highly loyal
8	I talk with the people outside of the school about what I have learnt in school	3.12	Moderately loyal
Average Weighted Mean		**2.86**	**Moderately loyal**

TABLE 3
Assessments of the Respondents on their Cognitive Loyalty

Table 3 presents the assessments made by the respondents on the degree of their cognitive loyalty. It can be gleaned from the table that Item No. 7 (If I don't understand what I am reading I return and reread.) has the highest weighted mean of 3.64 wherein the respondents believe that they are highly loyal in doing it so. This is followed by Item No. 6 (During the reading if I don't know meaning of some words, I spend effort to learn unknown words) with a weighted mean of 3.34 wherein the respondents are moderately loyal in carrying it out. The least weighted mean of 2.06 is assigned by the respondents to Item No. 3 (I try to watch relevant TV programs with what we've done at the school) wherein the respondents believe that they are weakly loyal in performing it.

The average weighted mean is 2.86 with a verbal interpretation that the respondents are moderately loyal as regards to their overall cognition. Based on the findings above, these tell that the respondents have not yet manifested cognitive excellence. Lot of efforts is also needed to improve cognition through involving students in activities that will spark interest in more intellectually challenging endeavors.

Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***
Between Groups	285.858	18	15.881	8.127	2.39E-20	1.6149
Within Groups	1819.14	931	1.9539			
Total	2104.999	949				

SS = sum of squares df = degrees of freedom MS = mean of squares F= F-value F crit = F critical

TABLE 4
F-Test Analysis on the Assessments Made for Three (3) Loyalty Dimensions

Table 4 exhibits the F-test results for the assessments made by the respondents on their three (3) loyalty dimensions. It can be gleaned from the table that F-value of 8.12761 is greater than the F-critical value of 1.614944 at p-value of 2.39E-20. This suggests that the null hypothesis which says that there is no significant difference on the assessments on the three loyalty dimensions of the respondents is rejected; thus, there exists a significant difference on the assessments made.

CONCLUSIONS

Anchored on the findings revealed earlier, the researcher formulated the following conclusions:

The respondents have moderate loyalty to their overall behavior. Likewise, there is also a moderate loyalty among the respondents towards their overall emotions. In furtherance, the respondents have moderate loyalty

to their overall cognition. There exists a significant difference on the three assessments on school loyalty as made by the respondents.

RECOMMENDATIONS

On the strengths of the conclusions made above, the researcher hereunder offers proposals for improvement of practices as these are moved by one's school loyalty:

After school programs and projects may be designed by the school in promoting school loyalty. It must be borne in mind that school loyalty takes time to be inculcated among learners; thus, the need for more efficient system of loyalty generation. More self-reflections and personal ramification check should be experienced by the learners to develop their school loyalty. Student advising and counseling should be periodically reviewed to spot weaknesses or lapses in making the learners loyal to school work. It must be noted herein that individual progress will only be realized when students are personally and directly involved in their school works. Musing on the fact that school loyalty is either innate or developed; all stakeholders must proceed to nurturing the learners' behavior, honing up skills, and refining reasoning. This is the very purpose of school loyalty – the holistic development of the child.

ACKNOWLEDGMENTS

This research was supported by Department of Education of Konya Province. I thank my colleagues from Mevlana University who provided insight and expertise that greatly assisted the research paper. I thank Dr. Avelino Caraan (Jose Rizal University) for assistance with technique-methodology and Dr. Ibrahim Kurt (University of Southern Africa) for comments that greatly improved the manuscript.

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