

The Influences of Organizational Reputation on Students' College Choices: A Case of High School Students in Liaoning Province, China

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Abstract:

The purpose of this study is to: (1) understand the impact of organizational reputation on college admissions (2) understand the factors that affect students' choice of schools (3) evaluate the fit of the model. (4) Analyze the relationship between these influencing factors. This study uses a quantitative survey method to select from undergraduate students in colleges and universities in Liaoning Province in 2021. The sample is from 500 students in four grades in 20 colleges and universities in Liaoning Province. Data were collected using questionnaires and semi-structured data interviews. Statistics used for data analysis include frequency, percentage, mean, standard deviation, and path analysis. The results show that: (1) the reputation degree of colleges and universities in Liaoning Province has a significant impact on students' choice of schools (2) the main factor affecting students' choice of schools is the reputation degree of colleges and universities. (3) The mutual influence of various elements: the reputation of colleges and universities has a positive impact on students' school choice, the quality of college teachers has a positive impact on students' college choice, the reputation of colleges and universities has a positive impact on the reputation of organizations, and the quality of college teachers has a positive impact on the reputation of organizations. The research quality of colleges and universities has a positive impact on the reputation of the organization. (4) The model is consistent with the empirical data.

Keywords:

Organizational Reputation, Student Choice, College Reputation

1. Introduction

The 21 century the world is changing rapidly. both the digital technology revolution as well as the subject of career revolution as a result, human lifestyles have changed in order to keep pace with the changing world. Human resources are the most

important factor for the development of the country and the global society. To create quality human resources is one of the important factors. It is education. In addition to enabling people to have knowledge and self-development can also be can also determine the direction of the country. If any country promotes education in the right direction as well as plans for efficient human resource production would inevitably cause that country to have a cost that is a potential human resource. In jointly building the country to move forward. Many countries have begun to promote education in preparation for Developing populations suitable for the modern world to develop the potential of the population and workers to keep up with the changes. Education, in addition to enabling human knowledge and self-development. This can also determine the direction of the country. because if any country has the promotion of education in the right direction as well as planning efficient human resource production would cause the country to have a cost of human resources that have the potential to work together and help build the country forward. That includes a sub-unit like an organization that, if selecting quality human resources to work, will result in the organization's development going forward as well. At the same time, the organization should not stop developing knowledge for its personnel. because education is never ending. Anyone can always learn. and self-development all the time as well. [1]

In much of the developing world, higher education has been in crisis for nearly a decade. As a result of structural adjustment policies and the unstable political situation, the budgets of higher education institutions have been reduced considerably. Unemployment and brain drain of college graduates undermine the credibility of higher education in people's minds. Too much emphasis on the social sciences has led to an imbalance in the existing graduate categories in the labor market, leaving graduates and employers disappointed with the quality of knowledge imparted by higher education institutions. Social pressures and the special demands of the labor market have led to an extraordinary diversity of higher education institutions and disciplines. Higher education has not escaped the constraints of the idea of a politically forceful and urgent recognition of the need for educational reform in order to meet the urgent needs of the economy. Universities no longer have a monopoly on higher education. in fact, national higher education systems, both in their structure, programs and students, and in their financing, are now diverse and complex, making it difficult to understand. They make clear classifications. The increase in the number of students and higher education institutions has led to increasing expenditure on higher education. Higher education faces all kinds of thorny problems that come with popularization. However, we have not yet come up with an effective way to meet the challenge of democratizing higher education, so it is necessary to re-examine the mission of higher education. [2]

2. Research Questions

The following questions were set to guide this study:

- 1) Does the reputation of Liaoning secondary high school in China effect choices of enrollment?
- 2) How are effects of reputation of Liaoning secondary high school can be decomposition.

3. Research Objectives

- 1) To study the effects of university reputation, on the choice of enrollment of secondary school students.
- 2) To find the direct effect, indirect effect as well as spurious effect of university.

4. Research Hypotheses

H1: Universities' reputation has positive effected on the choice of university enrollment.

H2: Quality of field of study has positive effected on the choice of university enrollment.

H3: Teachers' quality has positive effected on the choice of university enrollment.

H4: Quality of field of study has positive effected on organizational reputation.

H5: Teachers' quality has positive effected on organizational reputation.

H6: Teachers' quality has positive effected on quality of field of study.

H7: Quality of field of study has indirect effected on the choice of university enrollment via organizational reputation.

H8: Teachers' quality has indirect effected on the choice of university enrollment via quality of field of study.

5. Research Method

This study will use multi-state stratified random sampling techniques to select samples. To ensure that the sample will distribute throughout the province, at the first step the researcher will use the stratified random technique by using district that have a university or more will be used as clusters or strata. In the second step the multistage random sampling will be employed by randomly selected universities in each stratum in the first stage, select universities as cluster, the total number of universities will be 20 universities. If there is only one university in each district the university will be selected, if there are two universities, one university will be randomly selected. The districts that have more than 2 universities (Shenyang and Dalian) will randomly select by 7 universities for each district. In the second stage, the simple random sampling, selects 4th grade students from the universities selected in the first stage, by using proportional random sampling selection from each college. There are about 500 in total.

Table1. Instrument qualities by variables.

Measures	Cronbach's reliability	The number of projects	Discrimination power
1.Organizational reputation	0.852	13	0.838-0.845
2.Research field of perceived quality	0.855	10	0.838-0.847
3.Teacher perception quality	0.851	9	0.831-0.844
4.University reputation	0.861	13	0.848-0.854
5.Student University Selection	0.874	14	0.860-0.874

6. Research Results

6.1. Sample characteristics

Table 2. Frequencies and percent of personal characteristics of respondents.

Variables	Values	n	%
Gender	1. male	210	42
	2. female	290	58
Age	1. Under 20	377	75.4
	2. 20-25 years old	105	21
	3. Over 25 years old	18	3.6
Grade	1. Freshman	321	64.2
	2. Sophomore	83	16.6
	3. Junior	63	12.6
	4. Senior	33	6.6
Total		500	100.00

The results in Table 2, show that the total number of respondents was 500 art students. When disaggregated by gender, there are more women than men. (58%: 42%) by age group. The survey found that most were under the age of 25, with 377 (75.4%) under the age of 20, 105 (21%) between the ages of 20-25, and 18 (3.6%) over the age of 25. When grouping students by grade. The survey found that most of the students were freshmen, 210 (42%), 106 (31.27%) were freshmen, 79 (23.3%) were sophomores, and 23 (6.78%) were sophomores. From the above data, it can be seen that among the students of art colleges and universities in Liaoning Province, girls account for a larger proportion. Freshmen are more willing to accept data surveys, and their age is generally under the age of 20.

6.2. Descriptive statistics of variables

Table 3 presented the descriptive statistics of variables under study. Taking the four first-level indicators as the first level variables and taking the "school choice" population as the second-level latent variable, the second-order CFA test was performed. the analysis was performed using spssau. The factor loading value of each first-level index is between 0.69 and 0.93, and the factor loading value of each second-level index is above 0.50. The results are ideal, and they are all significant at the level of 0.1%. The whole measurement model showed a good degree of fit, reaching an ideal level.

Table 3. Descriptive statistics of quantitative variables.

Name	X	S.D.	Kur	Sk	CV
Universities' Reputation (A)	3.885	0.639	2.002	-0.690	16.445%
Quality of field of study (B)	3.867	0.710	2.514	-1.172	18.355%
Teachers' Quality (C)	3.816	0.759	1.634	-1.059	19.887%
Organizational Reputation (D)	3.895	0.653	2.241	-0.824	16.774%
Student Choice (E)	3.732	0.685	1.368	-0.591	18.358%

6.3. Model specification

As shown in Figure 1, important relationships between study variables are shown. Taking Liaoning University as an example, organizational reputation affects students' choice, and college reputation is the core, and changes in other factors will have an impact on college reputation. The quality of teachers also influences student choice, while the quality of school research does not have much of an impact on student choice. The level of organizational reputation also affects the quality of teachers and the quality of research in schools.

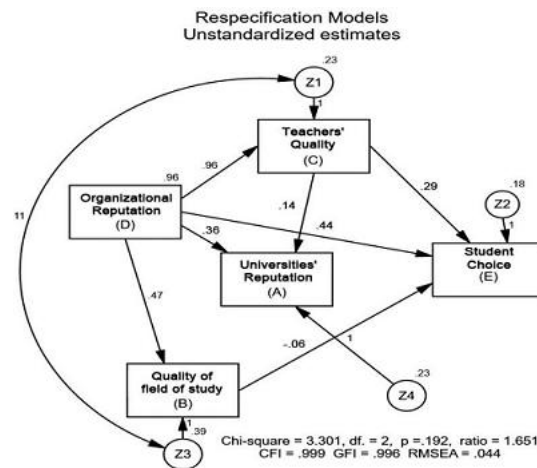


Figure 1. Trimmed path model for unstandardized estimates.

6.4. Model evaluation

Table 4. Model Fit Metrics 1.

Common indicators	χ^2	df	p	Chi-squared degrees of freedom ratio χ^2/df	GFI	RMSEA	RMR	CFI	NFI	NNFI
Judgment standard	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Value	1839.498	941	0.000	1.955	0.856	0.044	0.050	0.914	0.919	0.908
Other indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR	RMSEA 90% CI			
Judgment standard	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1				
Value	0.908	0.912	0.908	0.928	0.750	0.043	0.041 ~ 0.047			

Default Model: $\chi^2(990)=8738.456, p=1.000$

According to the model fitting index, $\chi^2/df=1.955$ (<3.00), $SRMR=0.043$ (<0.1), $RMSEA=0.044$ (<0.10), $IFL=0.908$ (>0.9), $CFL=0.914$ (>0.9), $TLI=0.908$ (>0.9) The higher fit of the first-order measurement model indicated that the classification had good reliability and validity.

Table 5. Model Fit Metrics 2.

Common indicators	χ^2	df	p	Chi-squared degrees of freedom ratio χ^2/df	GFI	RMSEA	RMR	CFI	NFI	NNFI
Judgment standard	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
value	0.000	0	-	-	1.000	0.000	0.000	1.000	1.000	null
Other indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR				
Judgment standard	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1				
value	null	null	1.000	0.000	0.000	0.000				

Table 6. Summary table of model regression coefficients.

X	→	Y	Unnormalized path coefficients	SE	z (CR value)	p	normalized path coefficients
D	→	E	0.441	0.055	8.038	0.000	0.421
C	→	E	0.294	0.043	6.828	0.000	0.326
B	→	E	-0.061	0.050	-1.224	0.221	-0.063
A	→	E	0.083	0.059	1.400	0.162	0.077
D	→	A	0.362	0.038	9.475	0.000	0.370
C	→	A	0.147	0.032	4.606	0.000	0.174
B	→	A	0.332	0.035	9.573	0.000	0.368
Remarks: → indicates that the path affects the relationship							

It can be seen from the above Table 6: when D affects E, the normalized path coefficient value is $0.421 > 0$, and this path shows a significant level of 0.01 ($z=8.038$, $p=0.000 < 0.01$), thus indicating that F4 will have a significant effect on Y positive influence relationship.

6.5. Hypothesis testing

Table 7. Model regression coefficient summary table.

Liaoning University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.608	0.098	6.189	0	0.384
C	→	E	0.114	0.077	1.483	0.138	0.084
B	→	E	0.144	0.089	1.618	0.106	0.099
A	→	E	0.017	0.106	0.158	0.875	0.01
Shenyang Aerospace University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.506	0.108	4.688	0	0.31
C	→	E	0.274	0.085	3.234	0.001	0.195
B	→	E	-0.051	0.098	-0.522	0.601	-0.034
A	→	E	-0.023	0.116	-0.195	0.846	-0.014
Northeastern University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.822	0.108	7.609	0	0.489
C	→	E	-0.05	0.085	-0.595	0.552	-0.035
B	→	E	-0.007	0.098	-0.069	0.945	-0.004
A	→	E	0.03	0.116	0.262	0.794	0.018
LuXun Academy of Fine Arts							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.422	0.113	3.742	0	0.252
C	→	E	0.25	0.089	2.829	0.005	0.174
B	→	E	-0.075	0.102	-0.729	0.466	-0.048
A	→	E	0.076	0.122	0.629	0.529	0.045
Liaoning Technical University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.583	0.116	5.046	0	0.331

C	→	E	0.203	0.091	2.236	0.025	0.134
B	→	E	-0.02	0.105	-0.186	0.852	-0.012
A	→	E	0.043	0.125	0.349	0.727	0.024
Liaoning Shihua University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.16	0.112	1.424	0.154	0.094
C	→	E	0.499	0.088	5.677	0	0.341
B	→	E	-0.22	0.102	-2.164	0.03	-0.141
A	→	E	0.262	0.121	2.174	0.03	0.151
Shenyang University of Chemical Technology							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.129	0.117	1.099	0.272	0.073
C	→	E	0.41	0.092	4.447	0	0.271
B	→	E	-0.063	0.107	-0.59	0.555	-0.039
A	→	E	0.243	0.127	1.918	0.055	0.135
Dalian Jiaotong University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.618	0.111	5.548	0	0.357
C	→	E	0.152	0.087	1.737	0.082	0.102
B	→	E	-0.006	0.101	-0.064	0.949	-0.004
A	→	E	0.099	0.12	0.826	0.409	0.056
Liaoning University of Science and Technology							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.319	0.116	2.747	0.006	0.185
C	→	E	0.385	0.091	4.226	0	0.259
B	→	E	-0.023	0.105	-0.222	0.824	-0.015
A	→	E	-0.011	0.125	-0.091	0.927	-0.006
Liaoning University of Science and Technology							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.414	0.11	3.759	0	0.248
C	→	E	0.225	0.086	2.599	0.009	0.156
B	→	E	0.054	0.1	0.544	0.586	0.035
A	→	E	0.067	0.119	0.564	0.573	0.039
Shenyang Normal University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.517	0.112	4.635	0	0.303
C	→	E	0.232	0.088	2.646	0.008	0.158
B	→	E	-0.036	0.101	-0.351	0.726	-0.023
A	→	E	0.086	0.12	0.72	0.472	0.05
Bohai University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.336	0.114	2.934	0.003	0.193
C	→	E	0.441	0.09	4.91	0	0.294

B	→	E	-0.208	0.104	-2.001	0.045	-0.13
A	→	E	0.183	0.123	1.483	0.138	0.103
Anshan Normal University							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.56	0.111	5.043	0	0.317
C	→	E	0.545	0.087	6.257	0	0.359
B	→	E	-0.312	0.101	-3.1	0.002	-0.192
A	→	E	0.039	0.12	0.328	0.743	0.022
other universities in Liaoning Province							
X	→	E	Unnormalized path coefficients	SE	z (CR Value)	p	Normalized path coefficients
D	→	E	0.186	0.117	1.596	0.11	0.108
C	→	E	0.435	0.092	4.742	0	0.293
B	→	E	-0.057	0.106	-0.534	0.593	-0.036
A	→	E	0.067	0.126	0.533	0.594	0.038
Remarks: → indicates that the path affects the relationship							

7. Conclusion, Discussion and Recommendations

From the perspective of research objectives, the main findings are as follows: (1) The organizational reputation of colleges and universities will have a great impact on students' choice of colleges and universities. The better the organizational reputation of the university, the higher the possibility of students' choice; the worse the organizational reputation of the university, the lower the possibility of students' choice. (2) The quality of teachers in colleges and universities will have a great impact on students' choice of colleges and universities. The higher the quality of teachers in colleges and universities, the higher the possibility of students' choice; the lower the quality of teachers in colleges and universities, the lower the possibility of students' choice. (3) The quality of research fields in colleges and universities does not have a great impact on students' choice of colleges and universities. (4) The model is suitable for this study.

Through this study, the following six recommendations are proposed: (1) Establish and improve the professional reputation management mechanism of colleges and universities. (2) Increase reputation investment. (3) Cultivate professional campus opinion leaders. (4) Use new media platforms to speak out. (5) Improve the reputation of teachers. (6) University, government and society jointly undertake the construction of reputation.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Author Contributions

Conceptualization: Chen hemingye.; Methodology: Chen hemingye; Software: Chen hemingye; Validation: Chen hemingye; Formal analysis: Chen hemingye; Investigation: Chen hemingye; Resources: Chen hemingye; Data Curation: Chen hemingye; Writing – original draft preparation: Chen hemingye; Writing – review and

editing: Chen hemingye; Visualization: Chen hemingye; Supervision: Chen hemingye;
Project administration: Chen hemingye.

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