

Жихарева Елена Васильевна

канд. психол. наук, доцент

Маликова Елена Владимировна

канд. психол. наук, доцент

Трубникова Наталья Ивановна

канд. психол. наук, доцент

ФГБОУ ВО «Алтайский государственный

гуманитарно-педагогический университет им. В.М. Шукшина»

г. Бийск, Алтайский край

MODERN UNDERSTANDING AND RESEARCH TRENDS OF UNIVERSITY STUDENTS' LOYALTY

***Abstract:** based on an analysis of modern Russian scientists' researches, the phenomenon of "loyalty" as applied to university students as subjects of education is examined.*

***Keywords:** students' loyalty, types of loyalty, factors of loyalty, components of loyalty.*

***Аннотация:** в статье на основе анализа исследований современных отечественных ученых рассматривается феномен «лояльность» применительно к студентам вуза как субъектам образования.*

***Ключевые слова:** лояльность студентов, виды лояльности, факторы лояльности, компоненты лояльности.*

In the last decade, scientists of various scientific fields are increasingly turning their attention to issues of loyalty in general, and its manifestations by various actors in particular. In this case, the areas of psychology and pedagogy do not constitute an exception, including education management.

An analysis of the works presented in this direction allows us to note that loyalty is viewed from the perspective of marketing educational activities in the context of the competitiveness of educational organizations. Fundamental are the issues of student loyalty as consumers of educational services.

S.G. Borisova (2012) notes that a university cannot provide a competitive advantage only due to the specifics of educational services. It is important how consumers of these services show their loyalty. The author considers the satisfaction with the quality of services, a high degree of trust and devotion to the university to be among the components of this loyalty.

Referring “quality” to the “most important” factor that strengthens the loyalty of consumers of educational services, S.G. Borisova divides the requirements of consumers themselves into two groups:

- the first group includes criteria “reliability, accessibility, reputation and understanding of the problems and needs of consumers” associated with the results of the educational process;

- the second group includes criteria for the quality of service delivery – “competencies, responsiveness and courtesy of staff”, the reaction of teachers and university staff to consumer problems.

Note that loyalty is considered by scientists as a “complex indicator”, a qualitative assessment of which is possible only on the basis of “analysis of a system of indicators”, the set of which should be determined based on the characteristics of the university and the services it provides [1].

Yu.S. Savenkova (2009), defining the key factors that ensure the competitiveness of the university, also calls consumer loyalty to the university, along with the image of the university, human resources, quality, breadth and flexibility of the range of educational programs, etc.

In general the loyalty of consumers of educational services, from the perspective of the author, is defined as “creating a positive image of the university in the minds of consumers on the basis of a positive attitude to the complex of educational and social services provided by the university” [5; 6].

V.D. Sekerin (2014) addresses the issue of determining the effectiveness of universities. He points to the assessment of various criteria of their activity “from the point of view of only one of the three sides of the interaction of educational the pro-

cess – the polity” and speaks of the need to evaluate the educational process on the part of those who are focused on this process – students [7].

The scientist calls student loyalty as one of the main components of such an assessment. In his opinion, this loyalty is becoming one of the priority factors for the growth of competitive advantage.

V.D. Sekerin (2014) considers loyalty to be the result of the interaction of two elements:

- the economic element (material component, correlating with an increase in the number of people who want to go to university);
- the emotional element (the emotional response of students (applicants), which can be measured and directed in the right direction).

It is noted that the correct and timely assessment of loyalty of direct consumers of services in the field of education is an important area of activity of the administration of institutions to improve the work of the university in order to obtain competitive advantages.

On the awareness of the importance of student’s loyalty is oriented and O.N. Gubina (2014), noting that most universities, promoting their services, are focused on working with applicants, i.e. potential consumers, and to a lesser extent are guided by the loyalty of students who could quite productively participate in attracting future students to the institution. In other words, the client (he is the immediate student) in this case is a good recommender. According to the author, this is the meaning of loyalty as a factor in the successful promotion of their educational services by a university.

E.A. Stavropoltseva (2014) an essential condition for preparation a specialist at the stage of university education considers “psychological readiness for organizational and managerial activity”, which is associated with the formation of “organizational loyalty” among students [9].

Organizational loyalty (according to V.I. Dominyak (2006)) acts as a socio-psychological setting and characterizes the employee’s relationship with the organization and organizational culture [3].

Based on this, the very loyalty of E.A. Stavropoltseva (2013) defines “as a benevolent, correct, sincere, respectful attitude to the organization and its members”, which is accompanied by the fulfillment by employees of their duties in accordance with the tasks set by the organization and compliance with existing norms and rules [8].

Scientists (V.I. Dominyak (2006), E.A. Stavropoltseva (2013)) distinguish the following types of organizational loyalty:

- potential loyalty (formed on the basis of ideas about the organization, taking into account the information available about it, past experience, existing attitudes and needs (typical for the category of university students);

- perceived loyalty (formed on the basis of the employee’s assessment of the potential and prospects for fulfilling expectations, taking into account the experience gained in the organization) (typical for direct employees or employees) [3; 8].

Organizational loyalty is represented by three components (M.I. Magura (2005), V.I. Dominyak (2006)):

- affective component (loyalty itself) (emotional attitude to the organization);
- cognitive component (identification) (adoption of norms and rules, values and other elements of the organization’s culture);

- intentional (involvement) (desire and desire to act for the good of the organization) [4; 3].

E.A. Stavropoltseva (2014) believes that the work on the formation of organizational loyalty is necessary already at the stage of training students in a university. This will allow them, by familiarizing themselves with the theoretical foundations of the specialty, to choose the actual direction of professional and career growth, to avoid the difficulties that arise when adapting to the conditions of work, and thanks to the assimilation of norms and the rules of conduct existing in the organization, build effective models of their behavior [9].

So the modern understanding of student's loyalty as a benevolent attitude towards an institution is considered in the context of the competitiveness problem from

the standpoint of marketing educational activities that ensure the effective promotion by universities of their educational services.

Список литературы

1. Borisova, S. G. (2012). Study of Consumer Loyalty of Educational Services. *Practical marketing*, 2, 34–40. URL: <https://elibrary.ru/item.asp?id=17300717>
2. Gubina, O. N. (2014). Student Loyalty as a Factor in Promoting Educational Services of a University. *Priority Areas for the Development of Science and Education: materials of the III International Scientific and Practical Conference*. Cheboksary: CNC “Interactive plus”. 240–241. URL: https://interactive-plus.ru/ru/article/5221/discussion_platform
3. Dominyak, V. I. (2006). *Organizational Loyalty: a Model for Realizing the Employee’s Expectations From Their Organization [Text]: dissertation abstract for the degree of candidate of psychological sciences*. Saint-Petersburg. 18.
4. Magura, M. I. (2005). Formation of Commitment of Employees of Their Company [Text]. *Human Resource Management*, 5, 71–74.
5. Savenkova, Yu. S. (2009). *Improving the Competitiveness of a University Based on the Formation and Implementation of a Loyalty Program [Text]: dissertation abstract for the degree of candidate of economic sciences*. Penza. 24.
6. Savenkova, Yu. S., & Reznik, G. A. (2009). Formation of a Loyalty Program as a Factor in the Competitiveness of a University. *Problems of Theory and Practice of Management*, 2, 83–92. URL: <https://elibrary.ru/item.asp?id=12873777>
7. Sekerin, V. D., Yurkevich, E. V., Tumin, Yu. A., & Ivanov V. A. (2014). Methodology for Assessing Student Loyalty. *News of MSTU “MAMI”. Series “Economics and Management”*, 4 (22), 54–58. URL: <https://cyberleninka.ru/article/n/metodika-otsenki-loyalnosti-studentov>
8. Stavropoltseva, E. A. (2013). *Formation of Organizational Loyalty Among University Students [Text]: dissertation abstract for the degree of candidate of psychological sciences*. Yekaterinburg. 25.
9. Stavropoltseva, E. A. (2014). Formation of Organizational Loyalty Among Students of a Pedagogical University. *Pedagogical Education in Russia*, 2, 43–48.

URL: <https://cyberleninka.ru/article/n/formirovanie-organizatsionnoy-loyalnosti-u-studentov-pedagogicheskogo-vuza>