Impact of Culture on Customer Loyalty: A Gender Based Comparison in Higher Education Institutions of Islamabad Pakistan

Nouman Malik[*] and Muhammad Ismail Ramay[†]

Abstract

The present study depicts the importance of customer loyalty in education sector. The objective of current research is to investigate the impact of cultural values power distance, masculinity, uncertainty avoidance, long term orientation and collectivism on customer loyalty. Moreover, it investigates the relationship across female and male respondents for multi-group analysis based on gender. Data is collected from 842 respondents from seventeen public and private universities in Islamabad Pakistan. For reliability and validity of constructs composite reliability and Cronbach's Alpha is used. PLS-SEM technique was used in the study for proposed model estimation. The results show that cultural values power distance, uncertainty avoidance, long term orientation and collectivism positively impact customer (student) loyalty. However, masculinity does not impact customer (student) loyalty. Moreover, female and male students found indifferent toward relationships from cultural values uncertainty avoidance and long term orientation to loyalty, whereas, they are similar on the relationship from power distance, masculinity, and collectivism to loyalty. Future research may be conducted by finding the impact of culture on the antecedents of customer loyalty across different sectors.

Keywords: Customer Loyalty, Culture, Power Distance, Masculinity, Uncertainty Avoidance, Long term Orientation, and Collectivism.

Introduction

Marketing is a vast term and it encompasses a wide range of notions like consumer behavior, pricing, purchasing, sales management, product management, distribution channels, research, packaging, retailing and wholesaling (Hunt, 1976). In today's business world, most of the firms all across the globe are focusing on creating and maintaining customer loyalty. Customer loyalty is ascertained by managers' recognition. In the

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[*] Nouman Malik, Ph.D Scholar Department of Management Sciences, Bahria University, Islamabad, Pakistan. Email: nouman_kamboh@yahoo.com

[†] Dr. Muhammad Ismail Ramay, Professor in Department of Management Sciences, Bahria University Islamabad, Pakistan.

East and the West, firms recognize its importance. This focus is based on the fact that the customer loyalty contributes toward building a strong relationship between a firm and its clients and hence results into long term benefits for the business firms. It is an important indicator of a firm's performance as customer loyalty is believed to be directly proportional to the firm performance. Moreover, the value creation takes place with respect to committed and consistent repeat purchase of products and services by the customers of a firm (Aksoy, 2013).

The scholars holding the opposite view say explicitly that loyalty in consumers is less nowadays than before. Critiquing the inevitability of customer loyalty they assert that customer loyalty declines when there are various similar products or services offers in the market before the customers in a country (Sondoh, Omar, Wahid, Ismail, & Harun, 2007). So customer loyalty decreases when customer has various choices and preferences available in the market. Still there are many companies that emphasize upon customer loyalty and its marketing as it is said that loyalty is still worthy of working with even in the presence of opposite views (Etemad-Sajadi & Rizzuto, 2013).

Owing to its being on trend in the market, customer loyalty has also attracted a number of scholars to conduct researches on it. Researchers have shown significant interest in consumer-brand relationship (P. Becerra & Badrinarayanan, 2013).

Studies in the factors that promote customers loyalty show that there may be numerous factors contributing toward the enhancement of customer loyalty varying from ideological to cultural and then to material. In depth understanding of the host culture (Etemad-Sajadi & Rizzuto, 2013) significantly helps in effective branding (Loo and Hackley, 2013). However, the effect of culture in strengthening customer—firm relationship is relatively under explored area.

(Geert Hofstede, 2011) reflects the dominant views about current research with respect to culture. At present globalization of markets has generated interest in studying how cultures and cultural differences affect business decisions, behaviors and outcomes. This aspect has become important in international marketing research. In past and at present the aforementioned three aspects have remained important for researchers and marketers with respect to culture. Historically, many dimensions of culture are used to study the culture of a country or a nation to tailor business decisions in accordance with culture of the people of that country (Brewer & Venaik, 2012). The emergence of diversity theory (see Cockburn, 1991; Chrobot-Mason, 2003; Idrees, Abbasi, & Waqas, 2013; Pless & Maak, 2004; Tickner, 2006), culture theory and increasing cultural insurgency across the globe seek the recognition of local cultures

as good as the global one. Since 1990's onward, the firms and researchers have started focusing more and more on the role of culture in international marketing (Griffith & Yaprak, 2008).

Focusing on Pakistani context, the current research explores whether branding strategy is tailored in accordance with the culture of a certain region in order to enhance the customer loyalty or not. It is believed that the cultural knowledge is fully required to understand how to establish a brand (Kuang-Ying Loo & Hackley, 2013). Research suggests that cultural values of students positively affect the customer loyalty of students towards the university (Mitsis & Foley, 2005).The current research will provide the conceptual foundations on customer loyalty with respect to culture.

Collectivism, uncertainty avoidance, short term versus long term orientation and indulgence versus restraint as the measures of culture are used (Geert Hofstede, 2011). Various areas of customer loyalty like cognitive, affective, and conative (Dick & Basu, 1994) have been explored by the researchers but influence of Power Distance, Masculinity, uncertainty avoidance, long term orientation and Collectivism on customer loyalty have yet not been explored comprehensively, particularly in Pakistani context. Pakistan's cultural context would be important for study and for the comparison of the results with the findings of other contexts as culture is a holistic and dynamic system, and is in constant flux with high variability, yet distinctive which separates it from other systems (Griffith & Yaprak, 2008). It reflects the need for the research to be conducted on recent cultural changes in Pakistan and their respective impacts on customer loyalty.

Recently, various researches have been done on the topic of customer loyalty and its antecedents (Allaway, Huddleston, Whipple, & Ellinger, 2011; Aksoy, 2013; Selase Asamoah, 2014; Su, 2016) but impact of culture on customer loyalty is an unexplored research area. Moreover, the role of gender in the relationship of cultural values and customer loyalty ha not been explored in the context of students of Higher education institutions in Pakistan.

Previous researches have been done in the service industry, whereas, very little focus is made on education sector. Recently, (Rojas-Méndez, Vasquez-Parraga, Kara, & Cerda-Urrutia, 2009) showed that student behavior can be studied in the light of consumer behavior. Similarly, students can be studied as the consumer of educational services. It states that students can be treated as consumers of eduction sector services as consumers of any other service industry. So the very idea behind this research is to investigate the impact of individual

cultural values on customer (student) loyalty towrd their universities in Capital city of Pakistan viz a viz the role of gender in influencing the relationship of cultural values and customer (student) loyalty.

Literature Review

Asamoah and Chovanacova (2011) state that consumer behavior is manifestation of a behavior by the consumers while they intend to buy, use, assess and dispose of products, services or ideas. Consumer behavior is rooted into consumer behavior theory developed by Alfred Marshall. The definition of Alfred Marshall about consumer behavior theory (as cited in Asamoah & Chovanacova, (2011) is that a person is well aware of his needs and wants, fully aware of products in the market and rational about buying. Since student is also a consumer of educational services similar to being consumer of any other service (Rojas-Méndez et al., 2009). So the influence of Cultural values on student loyalty is explored in this study.

Review on Customer Loyalty

Loyalty is an important goal of marketing and its importance is evident to every business person. It has remained an important literature in marketing with its description that what loyalty is and how it can be achieved (McAlexander, Kim, & Roberts, 2003). It states that loyalty is one of the many goals of marketing like profit generation, business expansion

Loyalty is defined as repeat purchase behavior and a positive attitude towards such behavior (McAlexander et al., 2003). Loyalty may be explained as repetition of purchase by customers. If customers purchase again and again the same brand it shows that they have positive perception about that brand. Also, the customers may differ from one another in their characteristics. Customer characteristics like personality, demography, social background and economy are important factors that play role in the making of loyalty (Lewis & Soureli, 2006). However, the opposite view holding scholars say that recent research show explicitly that loyalty in consumer is less now a days (Bennett & Rundel-Thiele, 2005; Dekimpe, Steenkamp, Mellens, & Abeele, 1997; Kapferer, 2005) .

Review on Culture

While describing culture, Hofstede (2011) defines it as collective mindset of people of one group that differentiates than that of mindset of group of other people. Similarly, in view of Leung, Bhagat, Buchan, Erez, and Gibson (2005) culture can be defined as the morals, way of life, norms, and behavioral manifestations of a nationwide group (as

cited in Griffith & Yaprak, 2008). Furthermore, Nakata and Huang (2003) define culture as being a comprehensive understanding about facts, faith, fine arts, ethics, regulations, traditions, and other aspects learned by an individual as member of a community (as cited in Griffith & Yaprak, 2008). It may be said that it is the holistic approach of one's mind to understand something in its own context which may be different from other individuals or groups. Thus based upon this aforementioned context, more specifically the term of culture is used for tribes and ethnic groups in anthropology, for nations (in political science, sociology and management) and for organizations (in sociology and management). It may be said that the term is fluid and flexible in nature. It may further be said that its nomenclature depends upon the nature of the group with which it is coined. Its concept is further explained by Hofstede in his studies on culture. (Geert Hofstede, 2011) gives the cultural dimensions as Power Distance, Uncertainty avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long term versus short term Orientation and Indulgence versus Restraint.

Power Distance
Power distance is the degree to which less powerful members of a society accept and expect that that power is distributed unequally (G. Hofstede & Hofstede, 2005, p. 46) . Also almost large power distance countries as Pakistan, inequalities are expected and desired. Few aspects of Power distance index are that less powerful people are supposed to be dependent on powerful people. Parents teach their children obedience. Respect and honor to parents and elders is fundamental whole life desirable quality. Children are source of support to parents in their old age. Students should always respect their teachers even outside their class rooms. Teachers are considered as spiritual guide who reveal their personal knowledge and wisdom to students. Teachers take initiative in the class for the learning purpose of students. Quality of education and learning of students depend on brilliance of teacher. Educational rules and policies emphasize on universities and not on secondary education institutes. Hierarchy in organizations illustrates existential inequality between higher-ups and lower downs. Centralization is popular. Respect for elders and teachers, teachers as gurus, education quality depends on excellence of teacher, teacher as initiators for learning, focus on higher education institutes are the few key aspects of large power distance countries.

Uncertainty avoidance
"Uncertainty avoidance is the extent to which the members of a culture feel threatened by ambiguous or unknown situations" (G. Hofstede & Hofstede, 2005, p. 167). G. Hofstede & Hofstede, (2005) is of the view that in high uncertainty avoidance, teachers are expected to know answers of all question, whereas, in low uncertainty avoidance teachers may say that they do not know answer of certain questions (p. 167). Geert Hofstede (2011) Uncertainty avoidance refers to what extent members of an organization and institution feel comfortable or uncomfortable with the haphazard situations.

Individualism vs. Collectivism
G. Hofstede and Hofstede (2005) say "Individualism stands for a society in which ties between individuals are loose: one is expected to look after oneself and one's immediate family. Collectivism stands for a society in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty" (p. 76). It also states that in collectivist culture students can speak up in class when the group selects them to speak, whereas, in individualist culture students may speak out individually in class. Similarly, in collectivist culture the education's motive is learning how to do, whereas, in individualistic culture education's motive is learning how to learn. It states that focus is upon if group permits than the student can share his or her views otherwise not, and the objective of education is upon learning or copying of behavior in collectivist society. However, focus is upon that student can express his or her views in class and he or she is encouraged to speak individually in class and the objective of education is delivering the skill to students of learning by themselves which makes them self sufficient in their studies. Collectivism refers to degree to which people in society are combined in the form of groups.

Masculinity vs. Feminity
"Men are supposed to be assertive, competitive, and tough. Women are more concerned to be taking care of the home, of the children, and of the people in general-take the tender roles" (G. Hofstede & Hofstede, 2005, p. 117). This aspect may describe Pakistan as having masculine society. Also "society is called masculine when emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas, women are supposed to be more modest, tender, and concerned with the quality of life. Femininity stands for a society in which emotional gender roles overlap: both men and women

are supposed to be modest, tender and concerned with the quality of life" (G. Hofstede & Hofstede, 2005, p. 120). In masculine society, challenge, earnings, recognition and advancement are important instead of relationships, so people lack loyalty in masculine societies. In masculine society, best student is the norm; praise for excellent students and in feminine society, average student is the norm; praise for weak students (G. Hofstede & Hofstede, 2005, p. 120).

Long Term Orientation vs. Short term Orientation
Long term versus short term Orientation refers to the focus of people on the future or the present and past. Geert Hofstede et al., (2010) say "Long term orientation stands for the fostering of the virtues oriented towards future rewards, in particular perseverance and thrift. Short term orientation stands for the fostering of related to the past and present – in particular respect for tradition, preservation of "face", and fulfilling social obligations" (p. 210). Long term versus short term orientation is 'the extent to which a society exhibits a pragmatic future –oriented perspective rather than a conventional or short-term point of view' (as cited in De Mooij & Hofstede, 2010). Long-term orientation consists of values like perseverance, ordering relationship by status, thrift,sense of shame and investment in future, whereas, short term orientation has values like personal steadiness and stability, and respect for tradition. It focuses on quest for happiness than peace of mind.

Critique of Cultural dimensions
Steenkamp (2001) say that a lot of critique has been done on the work of Hofstede that the items used to find cultural dimensions and conceptual definitions are questionable. It is also unclear that the concepts have the same understanding in various cultures. Moreover, the research is focused upon the employees of International Business Machines organization (IBM), who may not be belonging to that country where the organization is operating. The research on culture in IBM was conducted by Hofstede in 1983 and a lot of cultural changes have taken place throughout these years due to globalization. Even in the presence of opposite views still his research is a hallmark to work with.

Higher Education Sector of Federal Capital of Pakistan
According to the official website of Higher education Commission (HEC) of Pakistan (Commission, 2011) there are 179 total numbers of universities and degree awarding institutions in Pakistan. There are eighteen universities in Islamabad out of which 14 are Public sector universities and 4 are private universities. All the eighteen universities

are run by Government of Pakistan. HEIs brand does positioning and marketing externally, while, develops values, culture and vision internally in the institutions. Brand management is not an easy task in HEI's because higher education industry has deficiency in theoretical model of marketing. It reflects that there is a knowledge gap regarding brand management of universities in the field of marketing. There is lack of brand management research in general and loyalty in particular about higher education in previous studies (Williams Jr & Omar, 2014).

Theoretical Frame Work
Culture affects consumer thinking and their actions. It also affects consumer's decision making and their buying behavior (Lam & Lee, 2005). Culture mattered in managing and sustaining brands and has been considered as an antecedent of marketing (Griffith & Yaprak, 2008). Culture is context based and the findings of previous studies show that there is need to know when cultural affects act as antecedents, moderators and as mediators in different inter-constructs relationships(Thompson, Newman, & Liu, 2010). It may necessitate the need to fulfill this gap to study culture as an antecedent to brand management's construct customer loyalty with mere previous work on culture and its impact on customers' brand loyalty. Creating a famous brand in accordance with the cultural dimensions of a country is a difficult task, but is compulsory for achievement.The influence of culture on marketing has remained limited to individualism and collectivism at national cultural level whereas others schemas of culture like power distance, uncertainty avoidance, masculinity-feminity, Long term orientation haave not been explored explicitly at sub culture or individual level of consumers in previous studies. However, there is need to find the impact of these other constructs of culture on customer loyalty and its antecedents. Studies reflect that the influence of culture on customer loyalty and its antecedents be done more comprehensively and completely (Malai & Speece, 2005).Geert Hofstede et al. (2010a) describe that national culture dimensions can be used across subcultures as well. Cultural values is found to be one of the most important factors for influential long-term brand positioning (Chegini, Molan, & Kashanifar, 2016). Individuals' Cultural values scale (Yoo, Donthu, & Lenartowicz, 2011) is employed to find cultural orientation of university students.

Values generate motivation to act in response to product characteristics. Consumer personal values influence perceptions (Salciuviene, Ghauri, Mockaitis, & De Mattos, 2009). Customer loyalty factors differ across cultures. Influences on the acceptance of brand vary

across cultures (Chen, Chen, & Huang, 2012). Culture may have influence on the customer loyalty and its antecedents. Cultural values at individual level help in determining how individuals respond to brands (Soares, Farhangmehr, & Shoham, 2007; Thompson et al., 2010). Based upon above discussion following hypotheses are developed,

H1: Cultural value Power distance positively influences customer (student) loyalty.

H2: Cultural value Masculinity positively influences customer (student) loyalty.

H3: Cultural value Uncertainty Avoidance positively influences customer (student) loyalty.

H4: Cultural value Long Term Orientation positively influences customer (student) loyalty.

H5: Cultural value Collectivism positively influences customer (student) loyalty.

Research Approach

The research is based upon casual relationship among the variables to test the hypothesis, deduction research approach is opted (Helgesen & Nesset, 2007).

Unit of Analysis

The major thing for estimation in the measurement of variables of research is unit of analysis (Neuman, 2003). The unit of analysis is individual Students of HEC recognized Public and Private Federally administrated all universities in Islamabad, Pakistan.

Research Strategy

Survey research strategy utilized to answer the research questions (What, Why, Who, whom, where and how). Since surveys use deductive approach to test the hypothesis. The data is collected through questionnaire based survey(Saunders, Lewis, & Thornhill, 2009).

Time Horizon

The time horizon in this research is cross-sectional which shows that data collected in snap shot that is only one time data collection from one participant.

Research Techniques and Procedure

In this research, measuring instrument questionnaire adapted and employed to empirically test the hypothesis mentioned in theoretical framework. The dependent variable customer loyalty measured through scales adapted from study of Chang and Chen (2007) along with the study of Jamal and Anastasiadou (2009). Customer Loyalty (CL) consists of 5 items CL1, CL2, CL3, CL4 and CL5. The latent variable culture

construct in its dimensions (Geert Hofstede, Hofstede, & Minkov, 2010b) power distance, uncertainty avoidance, collectivism/individualism, masculinity/feminine, short-term versus long-term orientation measured by using adapted Cultural Values Scale (CVSCALE) at individual level (Yoo et al., 2011).

Sampling Techniques
The research utilizes stratified random sampling approach. Population comprises of total number of students currently enrolled in HEC recognized universities in Pakistan which comprises of 597746 students (Ahmad, 2013).

Moreover, Ahmad (2013) is of the view that the number of students enrolled in HEI (universities) in Punjab 235987(39.47%), Sindh 149751(25.05%), Federal 109531 (18.32%), KPK 73392 (12.27%), Baluchistan 17484 (2.92%) and AJK 11601 (1.941%). Moreoever, Stratified random sampling technique is used to collect data. The students in sample will be taken by using above mentioned total population enrollment percentages in universities. The stratus will be developed by grouping into Public and Private sector Universities enrollment percentage and gender wise. The criteria of inclusion in the sample are as followed: the student must be studying in final or second last semester of their degree program through screening because they may have more familiarity with their respective universities as compared to the first and second semester students. All the HEC recognized federally administered 14 Public and 4 Private Universities will be considered for data collection. The sample size should be 382.5 ≈ 383 as per Krejcie & Morgan, (1970). Zikmund's sample size estimation formula also support this sample size of 384 (Zikmund, Babin, Carr, & Griffin, 2013, p. 430) sample size.

The major reason for sample selection of universities' students is because universities have heterogeneous students' from all around the country belonging to different cultures which fulfills the above mentioned research objectives. Moreover, students of Seventeen universities from Islamabad are selected because Islamabad is the Capital city of Pakistan and it contains people mostly from all corners and regions of country-Pakistan and belonging to various cultures live there in capital city (Hakala, Guzmán, Iglesias, Svensson, & Vincze, 2012; Zhang, van Doorn, & Leeflang, 2014).

Data Analysis
The research questionnaire distributed among one thousand and one (10001) student of seventeen federally charted and federally

administered universities, out of which fourteen public and three private sector, Government of Pakistan universities in Islamabad capital territory responded.

The response rate found good. Nine hundred and seventy four (974) questionnaires received which makes 97.3 percent response rate. The screening of questionnaires made in which incompletely filled, dually filled, damaged and torn out questionnaires separated from the right ones. Ultimately Eight Hundred and Forty two (842) questionnaires found to be correctly and completely filled as shown in Table 1. It makes 84.11 percent response rate. This response rate is found to be substantial to further conduct the research data analysis.

Table 1: Name of Higher Education Universities in Islamabad

	Frequency	Percent
Air University	27	3.2
Bahria University	65	7.7
COMSATS	78	9.3
Federal Urdu University	39	4.6
Foundation University	35	4.2
Institute of Space and Technology	13	1.5
International Islamic University	164	19.5
National Defense University	18	2.1
NUML	90	10.7
NUST	130	15.4
NUCES-FAST	15	1.8
PIDE	6	0.7
PIEAS	12	1.4
Quaid-e-Azam University	72	8.6
Ripah International University	37	4.4
Shaheed Zulfiqar Ali Medical University-Federal Medical and Dental College	4	0.5
CUST (Former MAJU) Islamabad	37	4.4
Total	842	100.0

Respondents Demographic Profile
Accurate and correct data collected from 842 respondents with the help of research questionnaire. From which 60.8 % (512) were male and 39.2 % (330) were female which shows that majority of the male students are studying in universities. Further, most of the students lie in the age group 18–25 years. From 842 about 67.3 % (567) students are getting 16 years education. Table 2 is showing the demographic profile in detail.

Table 2 Demographics

Variables	Category	Frequency	Percentage(%)
Gender	• Male	512	60.8
	• Female	330	39.2
Age	• 18 – 25	757	89.9
	• 26 – 34	56	6.7
	• 35 – 45	26	3.1
	• 46 - 55	3	0.4
Marital Status	• Single	739	87.8
	• Married	75	8.9
	• Others	28	3.3
Education	• 14 years	77	9.1
	• 16 years	567	67.3
	• More than 16 years	198	23.5
Region	• Punjab	600	71.3
	• Sind	31	3.7
	• Khyber Pakhtunkhwa	115	13.7
	• Baluchistan	22	2.6
	• Others (AJK and Gilgit-Baltistan)	74	8.8

Results and Findings

Convergent Validity and Reliability Analysis

Convergent validity refers to the intensity to which all included multiple items measure the specific concept (Surienty, Ramayah, Lo, & Tarmizi, 2014). As mentioned in the work of Safdar and Lodhi (2015), the current results represent Table 3 comprising of factors loading value, composite reliability (CR), Value of Average Variance Extracted (AVE) and Cronbach's alpha to show various constructs' convergent validity and reliability.

Table 3: Construct Reliability and Measurement Model Result

Model Construct	Measurement Items	Loading Value	Loding Value after Deletion of Items	Cronbach's Alpha	CR (Composite Reliablity)	AVE (Average Variance Extracted
Customer Loyalty	CL1	0.7900	0.7905			
	CL2	0.7877	0.7885	0.8669	0.9036	0.6523
	CL3	0.8415	0.8418			
	CL4	0.8430	0.8421			
	CL5	0.7734	0.7728			
Power Distance	PO1	0.8195	0.8483			
	PO2	0.8182	0.8320	0.8207	0.8749	0.6368
	PO3	0.7715	0.7534			

	PO4	0.6909	-			
	PO5	0.7448	0.7535			
Masculinity	MA1	0.7689	0.7690			
	MA2	0.7977	0.7977	0.7872	0.8622	0.6103
	MA3	0.8194	0.8194			
	MA4	0.7364	0.7364			
Uncertainty	UN1	0.7058	0.7058			
Avoidance	UN2	0.8158	0.8159	0.8394	0.8863	0.6097
	UN3	0.8068	0.8068			
	UN4	0.7706	0.7705			
	UN5	0.8002	0.8002			
Long Term	LT1	0.6107	-			
Orientation	LT2	0.7292	0.7356	0.7129	0.8391	0.6355
	LT3	0.8080	0.8481			
	LT4	0.5326	-			
	LT5	0.7614	0.8039			
	CO1	0.5932	-			
Collectivism	CO2	0.6931	-	0.7531	0.8582	0.6693
	CO3	0.7792	0.8378			
	CO4	0.7786	0.8624			
	CO5	0.7219	0.7498			
	CO6	0.6300	-			

Note: The factors PO4, LT1, LT4, CO1, CO2 and CO6 deleted from analysis due to lower loading value ($P < 0.70$)

With repect to Partial Least Squares–Structural Equation Modeling (PLS–SEM), the threshold value of Cronbach's alpha is 0.70 (Safdar & Lodhi, 2015). The values of all constructs are above 0.70 threshod value of Cronbach's alpha and in the range between 0.712-0.866. Composite reliabilty of all constructs is above threshold value of 0.700 and lie in the range between 0.839-0.903. The Average Variance Extracted (AVE) of all constructs is above threshold value of 0.500 (Surienty et al., 2014) and in the range between 0.609-0.669 .

Discriminant Validity
Discriminant validity is the degree to which a construct and its items are different from other construct and their respective items (Surienty et al., 2014). It shows that a construct is novel and covers a concept not covered by other constructs in the model. For measurement of discriminant validity, Fornell-Larcker criterion is one of the sophisticated method for the measurement of discriminant validity. It makes the comparison square root of the AVE values with the under consideration variable correlations. The square root value of each constuct's AVE has to be more than its highest correlation with any other construct in the corresponding coloumn and rows (Hair, Sarstedt, Pieper, & Ringle, 2012; Safdar & Lodhi, 2015). Table 4 represents that square root value of each construct's AVE is more than its highest correlation with any other construct in the corresponding coloumn and rows respectively. Table 4

show that discriminant validity is taking place sufficiently based upon loading values.

Table 4: Discriminant Validity of Constructs

	CL	CO	LTO	MA	POD	UN
CL	0.8077					
CO	0.3507	0.8181				
LTO	0.3372	0.4301	0.7972			
MA	0.1410	0.2181	0.1638	0.7812		
POD	0.1821	0.0712	-0.0078	0.3780	0.7980	
UN	0.4087	0.4161	0.4754	0.1828	0.0864	0.7809

PLS-SEM Path Analysis

Figure 2 shows the all causal and effect relationship among all proposed variable. PLS-SEM is utilized to measure inner- model. The results illustrate that if other things constant than 1 unit increase in power distance increases the customer (student) loyalty by 0.159 units. Similarly, other things constant, if there is 1 unit increase in Masculinity, it decreases customer (student) loyalty by 0.028 units. Moreover, other things constant if there is 1 unit increase in Uncertainty avoidance, it increases the customer loyalty by 0.258 units. Also, keeping other factors constant, if there is 1 unit increase in Long term orientaion, it it increases customer (student) loyalty by 0.145 units. Finally, keeping other things constant, if there is 1 unit increase in collectivism, it increases customer (student) loyalty by 0.176 units.
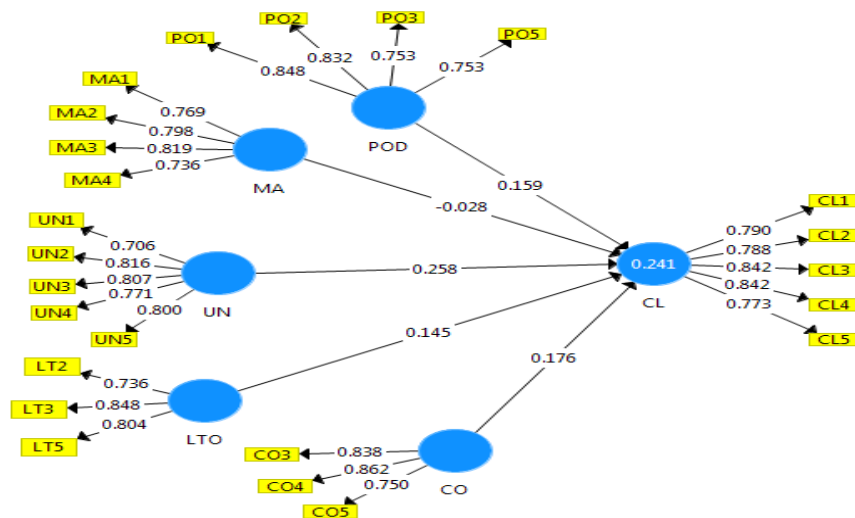

Figure 2: PLS-SEM Path Analysis Results

Table 5 aslo shows the path coeffiecnts, their P-values and T-statistic value of the path analysis. It shows that Power distance positively impacts on customer loyalty (β=0.159, P-value=0.000). Similarly, Masculinty negatively and insigrnificantly impacts customer loyalty (β=-0.028, P-value=0.407). Moreover, Uncertainty avoidance positively impacts customer loyalty (β=0.258, P-value=0.000). Similarly, Long Term Orientaion positively impacts customer loyalty (β=0.144, P-value=0.000). Furthermore, Collectivism positively impacts customer loyalty (β=0.175, P-value=0.000). Thus results finding support H1, H3, H4 and H5. Results finding does not support H2.

Table 5: Hypothesis Testing and Path Coefficients

	(β)	(M)	(STDEV)	T stats	P- Va	Supported
Power Distance → Customer Loyalty (H1)	0.1592	0.1610	0.0329	4.8336	0.0000	Yes
Masculinity → Customer Loyalty (H2)	-0.0284	-0.0271	0.0343	0.8288	0.4076	No
Uncertainty Avoidance → Customer Loyalty (H3)	0.2582	0.2546	0.0414	6.2393	0.0000	Yes
Long Term Orientation → Customer Loyalty (H4)	0.1447	0.1487	0.0428	3.3852	0.0008	Yes
Collectivism → Customer Loyalty (H5)	0.1759	0.1750	0.0412	4.2658	0.0000	Yes

Gender based Comparison of R Square between female and male
Table 6 illustrates that R square value generated from female group R-square= 0.3234, P-value=0.000) is greater than male group (R-square=0.2148, P-value=0.000). It represents that both female and male data sets have different customer (student) loyalty and they also have different degrees of cultural values orientation.

Table 6: Gender based Comparison of R Square between female and male

	R Square Original (Gender Female)	R Square Original (Gender Male)	R Square Mean (Gender Female)	R Square Mean (Gender Male)	t-Values (Gender Female)	t-Values (Gender Male)	p-Values (Gender Female)	p-Values (Gender Male)
CL	0.3234	0.2148	0.3439	0.2266	5.9077	5.8039	0.0000	0.0000

Gender Based Comparison of Path Analysis Between Female and Male
Table 7 shows separate path coefficients, P-values and T statistic for female and male path analysis. Result finding show that path from POD–CL female (β=0.156, P-value=0.000) and male (β=0.1679, P-value=0.000) represent no important differnce between two paths and two paths are equaly significant. MA-CL path in female (β=0.004, P-value=0.9273) is positive path and male (β=-0.039, P-value=0.390) is negative path , represent both paths are insignificant. Paths from UN–CL female (β=0.383, P-value=0.000) and male (β=0.160, P-value=0.001) represent that Coefficient value in female path is far higher than male path.Also female path is significant at P-value (P<0.001) whereas male path is significant at P-value (P<0.05). Path from LTO–CL in female

(β=0.082, P-value=0.154) is positive and insignificant and in male (β=0.223, P-value=0.000) it is positive and highly significant. The path coefficient values represent substantial differnce. Path from CO–CL in female (β=0.170, P-value=0.007) and in male (β=0.158, P-value=0.004) represent no important differnce between two paths and two paths are equaly significant.

Table 7: Gender Based Comparison of Path Analysis between Female and Male

	(β) (Female)	(β) (Male)	Difference Occurs	t-Values (Female)	t-Values (Male)	p-Values (Female)	Supported	p-Val (Male)	Supported
POD -> CL	0.1566	0.1679	No	3.4625	4.1853	0.0006	Yes	0.0000	Yes
MA -> CL	0.0042	-0.0393	Yes	0.0913	0.8588	0.9273	No	0.3909	No
UN -> CL	0.3837	0.1607	Yes	5.6289	3.1691	0.0000	Yes	0.0016	Yes
LTO -> CL	0.0823	0.2236	Yes	1.4265	3.8643	0.1543	No	0.0001	Yes
CO -> CL	0.1709	0.1586	Minor	2.6822	2.8709	0.0076	Yes	0.0043	Yes

Conclusion and Discussion

The statistical finding gave an in depth analysis about the perception of students toward their universities in the light of their cultural values orientaion at individual level. The findings also help in understanding that how students feel and think in getting the admission again the same university. Culture being one of the important indicaor of student loyalty is envisaged. The purpose of the study was to find the impact of cultural values on customer (student) loyalty in higher education institutions of capital Pakistan. For this pupose, quantitaive technique and questionnaire (adapted from prior literature) employed for survey. Estimations are made with the help of PLS-SEM method. Another pupose was to find out the gender based differnces between female and male respondents in the relationships of cultural values and customer (student) loyalty. The results revealed that most of the cultural values like power distance, uncertainty avoidance, Long Term Orienation and collectivism positively influnces customer (student) loyalty. However, only single path from masculinity to customer (student) loyalty found insignificant.

The results are consistent with the previous studies of Mitsis, (2004), Lam & Lee, (2005), and Leng & Botelho, (2010). As per Mitsis, (2004) student culture specifically high uncertainty avoidance positively impacts student loyalty. The impact of Masculinity is insignificant and consistent with previous studies of Lam & Lee, (2005). Collectivism has significant impact on customer (student) loyalty and results are consistent with the previous studies of Mitsis, (2004) in student loyalty context and Leng & Botelho, (2010) in the context of customer loyalty.

Gender based comparison between female and male data sets generated some new results which showed variation in paths from cultural values uncertainty avoidance, long term orientaion to customer (student) loyalty. However, rest of the remaining two paths from cultural

values power distance, collectivism to customer (student)loyalty negligibly different between female and male groups.

Limitaion and Future Research

Due care was done in this study but there is always a room for improvement. The study has certain litaions but it opens new avenues for future research as

a) The study examined customer (student) loyalty only higher education sector of Pakistan, whereas, it ignored primary, secondary and higher secondary education sectors. It also ignored testing customer loyalty among other services and manufacturing industries of Pakistan.

b) The present study also ignored the comparison of customer (student) loyalty among universities of different countries and focused only upon Pakistani universities in her capital Islamabad. In future comparison with other countries can be made.

c) Due to time limitation, only seventeen public and private federally charted Higher Education Commission recognized universities are considered and ignored the other higher education institutions and sub campuses of provincial universities of Pakistan in Islamabad. In future other than capital, provincial and districts base universities can be considered for generalizability of results.

d) The study focused upon attitudinal measures of customer loyalty and ignored and behavioral measures of loyalty. In future behavioral aspects can be investigated.

e) Due to shortage of time cross sectional study conducted. For better results longitudinal study can be employed.

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