

The Influence of Service Quality, Perceived Value, Satisfaction, and Trust towards Loyalty in Universities

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Abstract

This article investigated the influence of service quality, perceived value, satisfaction, and trust towards loyalty in universities. Adopting a quantitative research methodology, the study surveyed 850 university students, yielding 708 valid responses. The analysis was conducted using SPSS 26.0 and Structural Equation Modeling (SEM) to rigorously test the hypotheses on service quality, perceived value, student satisfaction, trust, and their collective impact on loyalty. The findings revealed that while service quality did not directly affect satisfaction, perceived value significantly influences both satisfaction and confidence, which augments loyalty. This study contributed to the literature by highlighting the mediating role of perceived value in the service quality–loyalty nexus and the importance of trust in fostering long–term relationships between students and universities. The research outcomes offered strategic recommendations for higher education institutions to enhance student loyalty. It suggests that universities should improve service quality and perceived value to bolster student satisfaction and trust. Additionally, the study underscored the importance of leveraging technology to enhance educational services and engagement, fostering a culture that values student feedback, and building strong alum networks to sustain loyalty post–graduation. These insights provide actionable guidance for university administrators to craft strategies that can enhance student loyalty and ensure their institutions' long–term success in the competitive landscape of higher education.

Keywords: loyalty; service quality; perceived value; satisfaction; trust

Introduction

In the fiercely competitive realm of modern higher education, cultivating student loyalty has emerged as a pivotal factor for university success. This is particularly crucial amidst the surge in educational service competition, where institutions are compelled to excel by delivering high-quality services instrumental in shaping student satisfaction and trust (Nguyen et al., 2024). The provision of superior service not only meets but exceeds expectations, fostering a sense of loyalty that is vital for a university's enduring success.

As technology advances and education becomes increasingly market-driven, the role of educators has evolved. It now encompasses teaching and enhancing students' capabilities, fostering their autonomy, and ensuring the pertinence of their educational experiences (King & Bunce, 2020). This transformation in the student-consumer paradigm necessitates a refined understanding of the elements that influence student loyalty. Service quality is paramount to the student experience, encompassing teaching effectiveness, resource availability, and the campus environment. The surpassing of student expectations generates perceived value, which is intrinsically linked to their satisfaction and loyalty. Perceived value, a student's financial, temporal, and effort-based assessment of the benefits relative to the costs, is a precursor to satisfaction. This, in turn, begets loyalty, with students more inclined to endorse and sustain their association with the university (Elista & Mayasari, 2024). Trust, which is cultivated over time through dependability, proficiency, and integrity, plays a pivotal role in augmenting loyalty by instilling a sense of security and assurance. The competitiveness of a university is inextricably linked to student satisfaction and loyalty, which are shaped by its reputation and the caliber of its educational offerings and campus life. A university's reputation is a testament to its dedication to quality education, a key determinant of student satisfaction and loyalty. The curriculum, faculty, learning resources, and campus life, including extracurricular activities and social engagements, all mold student perceptions and loyalty.

This paper endeavors to dissect these interrelated factors to assist universities in devising strategies that enhance student engagement and loyalty. The study's findings are intended to empower institutions to remain competitive and prosperous in evolving higher education. This study seeks to identify gaps in current research on the nexus between service quality, perceived value, and loyalty by conducting an exhaustive literature review.

Research Objective

1. Investigate the interplay between service quality and student loyalty.
2. Assess the impact of perceived value on student loyalty.
3. Explore the role of satisfaction and trust in enhancing student loyalty.

Scope of Research

Content of the Study: This study focuses on the factors contributing to student loyalty within the higher education sector in China. It examines the relationship between service quality, perceived value, student satisfaction, trust, and loyalty. The research aimed to measure these variables and explore how they interact with each other to influence student loyalty. The study employs structural equation modeling (SEM) to analyze the complex interrelationships between the variables and provide insights into student loyalty drivers. The research also discusses the empirical results and their implications for higher education institutions.

Population and Sample: This study's primary population of interest is students enrolled in higher education institutions across China. The sample consists of 850 university students who voluntarily participated in the survey. The participants represent a diverse range of backgrounds, including various academic disciplines, levels of study, and geographical locations within China. This diverse sample ensures that the findings of the survey are representative of the broader student population in higher education, as shown in Table 1:

Table 1 The sample size of students

University Name	In the city	School characteristics	Population (Students)	Percentage	Samples
Guangdong University of Finance and Economics	Guangzhou	Finance and economics	32000	14.66%	124
Agricultural University of South China	Guangzhou	Agriculture and forestry	50000	22.90%	195
Guangdong University of Technology	Guangzhou	Science and Engineering	50000	22.90%	195
Shantou University	Shantou	Comprehensive	20000	9.16%	78
Guangdong Ocean University	Zhanjiang	Agriculture and Forestry	40000	18.32%	156
Shaoguan College	Shaoguan	Comprehensive	26300	12.06%	102
Total			218300	100.00%	850

Area: The study is conducted across various higher education institutions in China, focusing on universities in Guangdong Province. Guangdong, one of the most economically developed provinces with a high concentration of universities, provides a rich context for examining student loyalty. The study aims to capture the regional nuances and the impact of local factors on student perceptions of service quality, perceived value, satisfaction, trust, and loyalty.

Time: The data collection for this study was conducted over eight months, starting in January 2024 and concluding in August 2024. The survey was administered in two phases to avoid homoscedasticity and to capture any seasonal or temporal changes that might influence the variables under study. From January to April 2024, the first phase focused on gathering baseline data on student satisfaction and perceptions of service quality. The second phase, from May to August 2024, collected data on perceived value, trust, and loyalty, allowing for a comprehensive analysis of the temporal dynamics of these constructs and their impact on student loyalty.

Literature Review

The Relationship between Service Quality and Satisfaction

Service quality is a crucial factor for student satisfaction in higher education, with its enhancement correlating with higher satisfaction (Khan, 2021). The SERVQUAL model's dimensions—tangibles, reliability, responsiveness, assurance, and empathy—significantly influence this satisfaction, particularly assurance. Studies have underscored these dimensions' importance, including tangibles' impact and reliability (Suhartini, 2023). Amin and Khuwaja (2020) stress the role of service quality in the learning process, while Sibai et al. (2021) highlight its comprehensive influence on satisfaction across various student groups. The university's image also directly influences student loyalty beyond just infrastructure and resources. Therefore, service quality was a significant factor that impact on satisfaction. Hence, it could be hypothesized that:

H1: Service quality has a positive impact on satisfaction

The Relationship between Service Quality and Loyalty

The relationship between service quality and student loyalty in higher education is a well-established area of research, with numerous studies demonstrating that superior service quality can significantly enhance student satisfaction and indirectly bolster loyalty (Bakrie et al., 2019). Satisfied students tend to be loyal to their schools. Research shows a direct link between service

quality and loyalty, meaning good service can directly affect students' choices to stay or promote the institution. (Bakrie et al., 2019). Latif et al. (2023) stress that excellent service is crucial for building customer loyalty and is a strategic way to develop long-term student relationships. Thus, the paper suggests that service quality positively affects student loyalty, leading to the hypothesis:

H2: Service quality has a positive impact on loyalty

The Relationship between Satisfaction and Loyalty

Satisfaction is indeed a pivotal driver of loyalty in customer relations, as it sculpts the entire customer journey and significantly influences word-of-mouth, a concept well-articulated by Gogoi (2020). In the context of higher education, the impact of satisfaction on student loyalty is profound, with studies such as Mulyono et al. (2020) demonstrating a significant correlation. This relationship is primarily driven by the quality of services rendered and the educational infrastructure that supports the student experience. Latif et al. (2021) emphasize the positive influence of service quality, satisfaction, and a university's commitment to social responsibility on student loyalty. These factors are not merely additive but synergistic, creating an environment where students are more inclined to feel a sense of allegiance and pride in their educational institution. This study anticipates that satisfaction will positively impact loyalty, a hypothesis grounded in the understanding that satisfied students are more likely to engage in behaviors that reflect their loyalty, such as recommending the institution to others and continuing their educational journey within the same establishment. In the formulation of the hypothesis:

H3: Satisfaction has a positive impact on loyalty

The Relationship between Service Quality and Trust

The relationship between service quality and student loyalty in higher education has been a focal point for researchers, with a wealth of evidence suggesting that service quality is a key driver of satisfaction, which influences loyalty (Bakrie et al., 2019). However, Ismanova (2019) found an unexpected inverse relationship, where service quality did not significantly predict loyalty, suggesting that other factors may be at play. This complexity underscores the need for a nuanced understanding of service quality and loyalty dynamics. In the banking sector, Esmailpour et al. (2017) found that service quality dimensions positively influence trust and commitment, highlighting the importance of service quality in building relationships of trust with customers. Trust is a crucial component of the service quality-loyalty nexus, as it can act as a bridge between satisfaction and loyalty, particularly in educational contexts where students are

increasingly seen as consumers. Alharthey (2019) noted that satisfaction mediates the positive relationship between service quality, trust, purchase intention, and loyalty. This suggests that while service quality is essential, the satisfaction it generates ultimately leads to trust and a stronger intention to purchase or, in the context of education, to continue engaging with the institution. Building on these findings, the following hypothesis has been developed:

H4: Service quality has a positive impact on trust

The Relationship between Trust and Loyalty

Trust is fundamental to loyalty dynamics across various sectors, including higher education. It is the foundation of lasting relationships between institutions and their students (Alkraiiji & Ameen, 2022). The pivotal role of trust in fostering loyalty is further emphasized in the digital era, where trust can make or break the success of e-government services and online marketplaces (Hong & Cho, 2011). This digital context highlights the universal applicability of trust in building loyalty, regardless of the platform or medium. In the specific setting of higher education, trust is not just a byproduct of service quality; it is a critical factor that significantly influences student loyalty. When students trust their educational institution to deliver on its promises of quality education and support, they are more likely to exhibit behaviors associated with loyalty, such as positive word-of-mouth promotion and a commitment to continue their studies with the same institution (Alkraiiji & Ameen, 2022). This trust is often earned through consistently delivering high-quality services, which satisfies student expectations and fosters a deeper emotional connection with the institution. Hence, it could be hypothesized that:

H5: Trust has a positive impact on loyalty

The Relationship Between Perceived Value and Satisfaction

Perceived value is a cornerstone of customer satisfaction, as it captures the consumer's assessment of the utility and benefits derived from a product or service relative to its cost (Leonard, 2018). This evaluation is not merely transactional but encompasses the entire customer experience, which includes pre-purchase expectations and post-purchase outcomes. In higher education, perceived value is a pivotal driver of student satisfaction, where students weigh the quality of education, the services provided, and the overall campus experience against the tuition and fees they pay (Samudro et al., 2020). The significance of perceived value is further emphasized by Mosunmola et al. (2018), who found that it plays a more substantial role in satisfaction evaluations than service quality alone, particularly in online purchases and services.

This underscores the importance of perceived value in shaping student attitudes and behaviors, as it directly influences their level of satisfaction with the educational services received. Therefore, the hypothesis that perceived value positively impacts satisfaction is developed with the expectation that a positive perception of value will lead to higher student satisfaction levels.

H6: Perceived value has a positive impact on satisfaction.

The Relationship between Perceived Value and Trust

Trust in a service provider is a complex construct significantly influenced by the perceived value of the services received (Nugraha & Mandala, 2020). When customers perceive high value in the services or products they engage with, they are more likely to trust the provider, as the perceived value acts as a mediator between service quality and customer trust. Watanabe et al. (2020) highlight the positive effects of both functional and emotional values on consumer trust, suggesting that value is a multifaceted concept encompassing utilitarian benefits and the emotional connection that customers form with a brand or service. Pratiwi et al. (2021) further confirm the significant role of perceived value in building trust and influencing purchase decisions and brand loyalty. This relationship is crucial in higher education, where students' trust in an institution is often based on their perception of the value they receive from their educational experience. Therefore, the hypothesis is developed that perceived value will positively impact trust, setting the stage for a stronger, more loyal relationship between the student and the institution.

H7: Perceived value has a positive impact on trust.

The Relationship between Perceived Value and Loyalty

The influence of perceived value on loyalty is well-documented in the literature, with studies showing that perceived value can directly and indirectly impact a customer's intentions to repurchase or remain loyal to a service provider (Kim et al., 2017). Hasan et al. (2014) emphasize the significant effect of perceived value on customer loyalty and online buying intentions, suggesting that when customers perceive high value, they are more inclined to continue their relationship with the provider. Bernardo et al. (2024) demonstrate that perceived value, directly and indirectly, affects repurchase intention through trust and word of mouth, further emphasizing its importance in building customer loyalty. In higher education, perceived value is a critical factor that can lead to student loyalty, as students who perceive high value in their educational experience are more likely to recommend the institution to others and continue their studies there.

Thus, the hypothesis is developed that perceived value will positively impact loyalty, underlining the importance of delivering value to students to foster long-term loyalty.

H8: Perceived value has a positive impact on loyalty.

The Relationship between Satisfaction and Trust

Student satisfaction is a pivotal precursor to trust within the educational context, as it reflects the positive affirmation of an institution's service quality and commitment to its students (Li & Pibulcharoensit, 2022). When students are satisfied with the services and outcomes provided by their university, they are more inclined to place their trust in the institution, recognizing its reliability and competence. This trust is critical in developing long-term relationships between students and their educational providers. However, it is important to note that while satisfaction directly influences trust, the impact of perceived value on satisfaction may not always be significant, suggesting that other factors may also be at play in shaping satisfaction levels. Nusjirwan et al. (2020) further emphasize the crucial role of trust in enhancing customer satisfaction and loyalty, particularly in scenarios where service quality is a key concern. Thus, the hypothesis is proposed that satisfaction positively influences trust, setting the foundation for a trusting student-institute relationship.

H9: Satisfaction has a positive impact on trust.

Conceptual framework

Figure 1 formulates a conceptual framework for the relationships of variables in this study based on results from an extensive literature review.

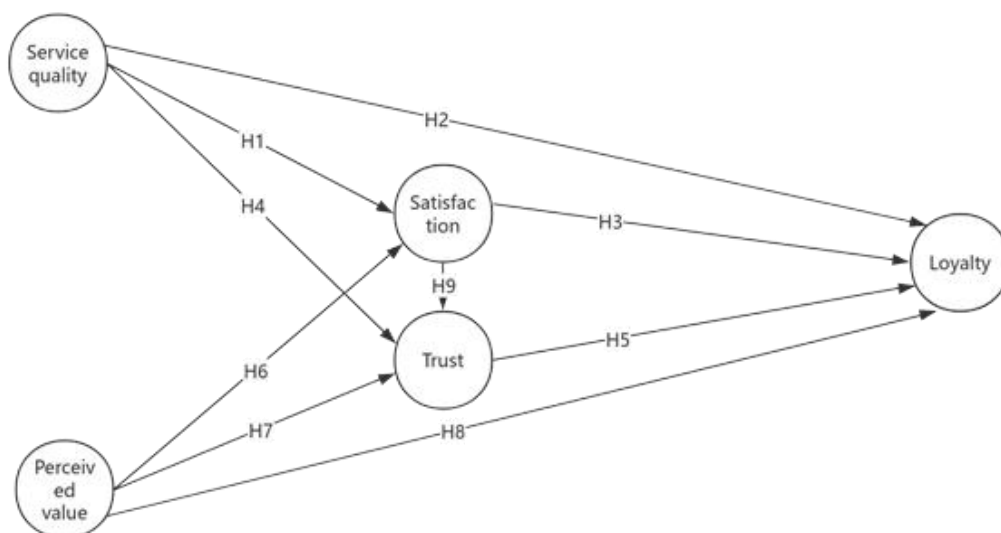


Figure 1 Conceptual framework

Research Methodology

According to the recommendations by Hair et al. (2010), when conducting exploratory factor analysis, the ratio of the number of items on the scale to the number of participants in the pilot sample should ideally be between 1:5 and 1:10. With a total of 80 items across the five scales in this study, the minimum pilot sample size required would be at least 400 individuals. Therefore, 850 students were selected from the six universities as the subjects for administering the questionnaire, yielding 708 valid responses (83.29% response rate). Data was analyzed via structural equation modeling.

Research instrument

Service Quality Variable is based on the questionnaire designed by Ariyanto, Aima, and Sari (2020) and Rozak et al. (2022), it's Dimensions include tangible (ST), reliability (SR1), responsiveness (SR2), assurance (SA), and empathy (SE). Perceived value Variable is based on the questionnaire designed by Aparicio-Ley et al. (2019); its dimensions include emotional (VE), social (VS), price/value (VP), and quality/performance (VQ). Satisfaction is based on the questionnaire designed by Aparicio-Ley et al. (2019). Its dimensions include Evaluative (SEV) and Emotional (SEM). Trust is based on the questionnaire designed by Romero (2015). Its dimensions include benevolence (TB), competence (TC), and integrity (TI). Loyalty is based on the questionnaire designed by Chen (2016). Its dimensions include word-of-mouth (LM) and behavioral intentions (LI).

Reliability and Validity Testing

Reliability Testing

Table 2 Descriptive Statistical Analysis of Formal Data

Cronbach's Alpha	N of Items
0.978	80

In formal data analysis, as exemplified by Table 2, the reliability analysis has revealed that Cronbach's alpha coefficients for each of the secondary indicators are above 0.9, which is another indicator of satisfactory reliability. These findings collectively suggest that the variables under consideration in the formal analysis demonstrate robust internal consistency and stability, which are crucial for ensuring the trustworthiness of the research results. The high-reliability scores

indicate that the data collected is dependable and can be used confidently in subsequent analyses, reinforcing the validity of the conclusions drawn from the study.

Validity Testing

Table 3 Formal Data Analysis Validity Test

KMO Sampling Adequacy Index		0.962
Bartlett's Test of Sphericity	Approximate Chi-Square	86428.069
	Degrees of Freedom	3403
	Significance	0.000

Table 3 shows that the KMO sample measure for this formal data is 0.962, which is greater than 0.7, and Bartlett's test of sphericity is significant.

Data collection

1. Questionnaires were distributed to students in six universities in China who consented to the information and voluntarily answered the questionnaire

2. The obtained questionnaires were used to verify their integrity and lead to the statistical analysis process.

Data analysis method

Reliability Analysis with SPSS.26 assessed measure consistency; Cronbach's Alpha deemed adequate at 0.70+. SEM via AMOS 26.0 and SPSS.26.0 tested hypotheses on service quality, perceived value, satisfaction, and trust impact toward loyalty in Guangdong's undergrads.

Research Results

To explore factors influencing student loyalty in China, this research employs the Structural Equation Model (SEM) and Exploratory Factor Analysis (EFA) with Common Factor Analysis and Principal Axis Factoring (PAF). The study analyzed service quality, perceived value, satisfaction, and trust factors. It collected 708 valid questionnaires, ensuring high reliability (Cronbach's Alpha of 0.978) and validity (KMO sample measure of 0.741 and Bartlett's test Sig < 0.05), indicating that variables are related and suitable for factor analysis.

Descriptive Analysis of the Background Variables of Higher Education in Guangdong Province: In this study, 850 formal samples were examined for differences in three background variables among college students in Guangdong Province: gender, educational level, and age.

Finally, we obtained 708 valid data points. The results show that in terms of gender, there were 364 males, accounting for 51.41% of the sample, and 344 females, accounting for 48.59% of the sample. Regarding educational distribution, undergraduates comprised the vast majority of the sample, totaling 671 people, 94.77% of the sample size; postgraduates, with 29 people, accounted for 4.1%. In terms of age distribution, the 16–20 age group had the highest number of samples, with 492 people, which is 69.49% of the total sample size, followed by the 21–25 age group, with 210 people, accounting for 29.66%; In terms of university distribution, Agricultural University of South China made up the vast majority of the sample, totaling 155 people, which is 21.89% of the sample size. As shown in Table 4:

Table 4 Descriptive Statistical Analysis of Formal Data

Variable	Option	Frequency	Percentage
Gender	Male	364	51.41%
	Female	344	48.59%
Age	16 to 20 years	492	69.49%
	21 to 25 years	210	29.66%
	26 to 30 years	5	0.71%
	31 to 35 years	1	0.14%
Degree	Undergraduate	671	94.77%
	Postgraduate	29	4.10%
	Diploma/certifications/short course	7	0.99%
	Doctorate	1	0.14%
University	Guangdong University of Finance and Economics	114	16.10%
	Agricultural University of South China	155	21.89%
	Guangdong University of Technology	145	20.48%
	Shantou University	68	9.60%
	Guangdong Ocean University	126	17.80%
	Shaoguan College	100	14.12%

Fit Analysis

The research data is suitable for structural equation modeling (SEM), which uses AMOS software to analyze variable relationships and validate hypotheses. SEM requires model fitness testing, with a Chi-square/df ratio < 3 , GFI > 0.8 (Acceptable), CFI, TLI > 0.9 (Excellent) or > 0.8 (Acceptable), and RMSEA < 0.08 . The study's results show a Chi-square/df ratio of 2.821, NFI > 0.8 , and IFI, CFI, and TLI > 0.9 , with RMSEA at 0.051, all meeting the model fit criteria.

Table 5 Model Fit Intercept (N=708)

Model fit indicators	Threshold Range	Observed Values
Chi-square		8714.571
df		3055
Chi-square/df	Below 5, best below 3	2.853
GFI	Above 0.9, 0.8–0.9Acceptable	0.893
NFI	Above 0.9, 0.8–0.9Acceptable	0.895
IF	Above 0.9, 0.8–0.9Acceptable	0.929
CFI	Above 0.9, 0.8–0.9Acceptable	0.929
TAG	Above 0.9, 0.8–0.9Acceptable	0.927
RMSEA	Below 0.08	0.051

This paper assesses the scale's convergent validity (AVE) and composite reliability (CR), assuming the CFA model fits well. It calculates each item's factor loadings and determines AVE and CR for each dimension. $AVE \geq 0.5$ and $CR \geq 0.7$ indicate good convergent validity and composite reliability. The results show that all dimensions meet these criteria, indicating good validity and reliability.

Table 6 The convergent validity (AVE) and composite reliability (CR) of each dimension

Variable	AVE	CR
Service quality	0.5007	0.9614
Perceived value	0.7259	0.9808
satisfaction	0.6904	0.9570
trust	0.5175	0.9403
Loyalty	0.5296	0.9133

The Structural Equation Models and Hypothesis Testing

Table 7 Structural Equation Models Path Inspection

Path relation			Estimate	STD.	S.E.	C.R.	P	Estimates of Standardized
SAT	<---	SQ	.040	0.086	.045	.895	.371	.03
LOY	<---	SQ	.185	0.037	.040	5.024	***	.20
LOY	<---	SAT	.137	0.044	.044	3.097	.002	.18
TRU	<---	SQ	.262	0.034	.037	7.769	***	.30
LOY	<---	TRU	.267	0.034	.063	4.268	***	.25
SAT	<---	PV	.582	0.151	.046	12.730	***	.56
TRU	<---	PV	.112	0.352	.039	2.907	.004	.16
LOY	<---	PV	.308	0.017	.038	8.166	***	.40
TRU	<---	SAT	.357	0.224	.044	8.172	***	.50

When combined with Amos software, the text above tests the dimensional path relationships, and the results are shown in Figure 1. The path testing, as indicated in Table 7, shows that only the path from service quality to satisfaction does not significantly impact a P-value of 9 out of 9 paths. However, after the mediating effects of trust and loyalty are taken into account, the impact becomes significant, indicating the existence of the mediating effect. All other paths are validated.

The P-value for the path from service quality to satisfaction is greater than 0.05 (P=0.371), indicating that this path is insignificant. However, the P-values for the remaining eight paths are all less than 0.05, which means that these seven paths are significant. Therefore, after analysis, it is concluded that H1 is not supported, while H2, H3, H4, H5, H6, H7, H8, and H9 are all supported.

Hypothesis Testing Results

Based on the data analysis of this study, the following research conclusions can be summarized regarding the hypotheses of this study, as shown in Table 8:

Table 8 Summary of Hypothesis Testing Results for This Study

NO.	Research Hypothesis	Verification Result
H1	Service quality has a positive impact on satisfaction	Not Supported
H2	Service quality has a positive impact on loyalty	Supported
H3	Satisfaction has a positive impact on loyalty	Supported
H4	Service quality has a positive impact on trust	Supported
H5	Trust has a positive impact on loyalty	Supported
H6	Perceived value has a positive impact on satisfaction	Supported
H7	Perceived value has a positive impact on trust	Supported
H8	Perceived value has a positive impact on loyalty	Supported
H9	Satisfaction has a positive impact on trust	Supported

Note: The data comes from the organization of this study

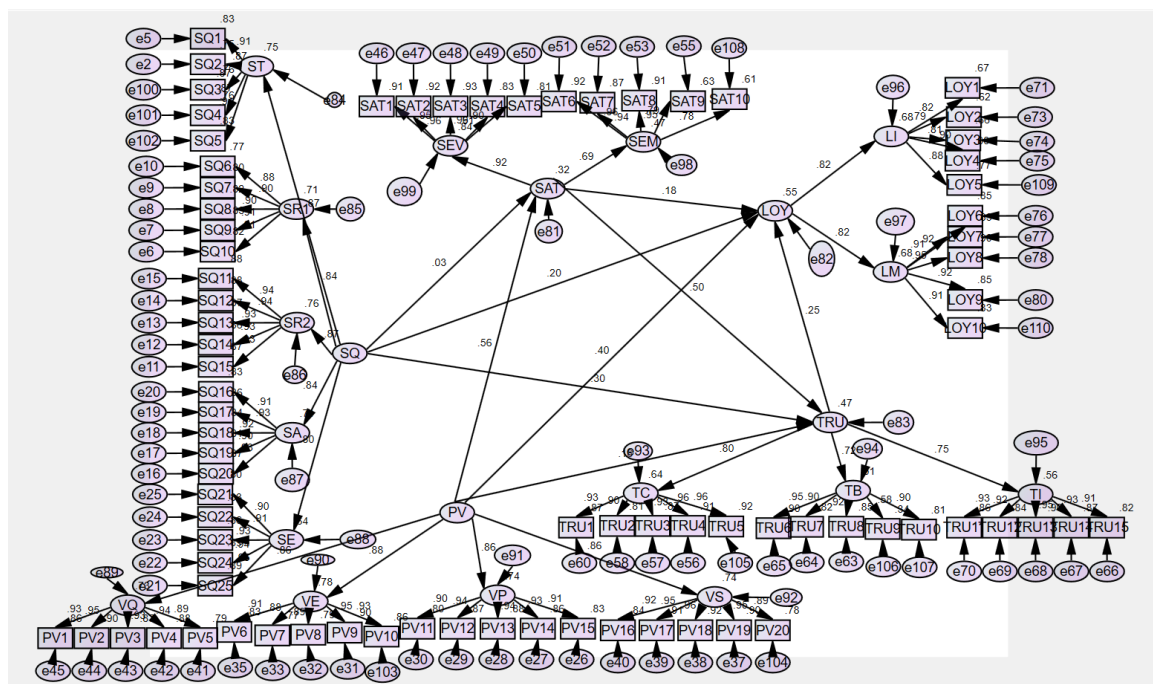


Figure 2 The result of Structural Equations Modelling (SEM)

Discussion

1. ****Service Quality and Student Loyalty****: Our empirical study indicates that service quality, while essential, does not directly influence student satisfaction. This divergence from initial hypotheses suggests that students may prioritize perceived value and institutional reputation over service quality when forming their loyalty. References to this effect include the work of Hassan et

al. (2019) and Mahmud (2013), reinforcing the complex interplay between service quality and loyalty.

2. ****Perceived Value and Student Loyalty****: Perceived value emerges as a significant factor directly impacting student satisfaction and trust, which are foundational to loyalty. This aligns with the notion that students seek comprehensive value from their educational investments beyond just the quality of services received. The study's findings are consistent with previous research by Hassan et al. (2019) and Mahmud (2013), highlighting the symbiotic relationship between perceived value and loyalty.

3. ****Satisfaction and Trust in Enhancing Student Loyalty****: Satisfaction and trust are critical mediators in developing loyalty. The study suggests that universities must focus on these areas to foster a strong sense of student loyalty. This is supported by the work of Hassan et al. (2019) and Mahmud (2013), which underscores the importance of satisfaction and trust in enhancing loyalty.

Conclusion

1. ****Service Quality and Student Loyalty****: The study finds that service quality indirectly influences loyalty through its impact on perceived value, highlighting the complex dynamics in student-university relationships.

2. ****Perceived Value****: Perceived value is confirmed as a crucial mediator, underscoring the importance of students' assessments of the benefits and costs of their educational experience.

3. ****Satisfaction and Trust****: These elements are key to enhancing loyalty, and the study concludes that universities must focus on improving service quality and perceived value to strengthen these factors.

Suggestion

Based on the study's findings, several recommendations are proposed. Firstly, universities should prioritize enhancing service quality and perceived value to boost student satisfaction and trust, thereby strengthening loyalty. Secondly, institutions are advised to leverage technology to improve educational services and engagement, which can significantly influence perceived value and satisfaction. Thirdly, universities should foster a culture that values student feedback, using it

to refine services and enhance the student experience continuously. Lastly, universities should build strong alum networks to sustain post-graduation loyalty. These recommendations guide universities in crafting strategies that enhance student loyalty and ensure long-term success.

New Knowledge

The study's most valuable findings center on the mediating role of perceived value and the pivotal impact of trust in fostering long-term loyalty. Technology integration to enhance service quality and the strategic enhancement of perceived value are critical for future research. These insights offer a framework for universities to adapt to the digital era and provide practical implications for enhancing student loyalty. Future research can explore how these factors interact in different educational contexts and the long-term effects on institutional success. Additionally, the study highlights the importance of alumni networks in sustaining loyalty post-graduation, suggesting that universities should build strong connections with their alumni to ensure ongoing support and advocacy. These findings offer new directions for future research and practical implications for university administrators.

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