

SOCIALIST REPUBLIC OF VIETNAM

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ORIGINAL CONTRIBUTIONS OF THE THESIS

Thesis title: **Value co-creation in higher education: An empirical study in Vietnam**

Specialization: **Business Administration**

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Original academic and theoretical contributions of the thesis

This study is expected to shed light on and provide significant insights into the nature of relationships in the value co-creation model in the higher education sector, thereby contributing to the advancement of existing literature. Contributions of this study include

First, in accordance with service-dominant logic, it is essential for actors to engage and integrate their resources, particularly operant resources, for co-creation. However, the important role of students' operant resources has been largely overlooked in co-creation models within higher education. This study investigated and confirmed the direct and indirect positive effects of students' social resources - comprising informational and emotional support from relationships within linking and bridging social networks - through students' cultural resources and self-efficacy on value co-creation, thereby capturing important implications. Consequently, students' social resources not only facilitate their proactive participation in value co-creation but also enhance their cultural resources and self-efficacy, thereby promoting value co-creation activities. These mechanisms emphasize the benefits derived from engaging in a learner's social network to foster value co-creation in learning, a topic not previously explored in existing studies. Additionally, the findings suggest the presence of internal interaction mechanisms in the relationship between students' operant resources and value co-creation, which have been rarely considered in prior research.

Second, although moderating factors influencing students' value co-creation in higher education experiences have been suggested, empirical research results remains limited. Furthermore, while the direct impact of intrinsic motivation on value co-creation has been studied, its moderating role is not well understood. Accordingly, through the lens of self-determination theory, this study examined and provided empirical evidence of the positive moderating role of intrinsic motivation in the relationship between cultural and social resources and students' value co-creation. Value co-creation occurs when learners are willing and able to invest their operant resources; this effect is amplified if they are intrinsically motivated. Therefore, this study offers a more comprehensive understanding of the impact mechanisms.

Third, aspects of lecturers that influence students' value co-creation represent potential research directions and have been underexplored in previous studies. This dissertation explored and provided empirical evidence of the positive influence of student education on their value co-creation. This finding underscores the significant role of lecturers in educating students to motivate their participation in value co-creation. Moreover, previous studies have primarily considered the direct impact of students' cultural resources, self-efficacy, and trust in lecturers on value co-creation. Therefore, the mediating role of these factors in the relationship between student education and value co-creation, as examined in this study, has yielded new findings that enrich the understanding of impact mechanisms.

Fourth, concerning the consequences, service-dominant logic posits that value co-creation is advantageous for all stakeholders involved in the relationship. Student-university identification is characterized by the degree to which students experience a sense of belonging, attachment, or identification with the university following direct interactions. Although student-university identification represents a significant benefit of value co-creation for higher education institutions, empirical evidence supporting this relationship remains limited. Consequently, this study contributes to the literature and addresses previous research calls by affirming the positive relationship between value co-creation and student-university identification.

Fifth, within the framework of service-dominant logic, students derive numerous positive benefits from value co-creation. This study validated a novel impact mechanism, specifically the influence of students' personal commitment to learning on the

relationship between value co-creation and cognitive learning outcomes. While numerous prior studies have identified a direct relationship between value co-creation and students' cognitive learning outcomes, the presence of learners' personal commitment to learning alters the extent of this relationship, as demonstrated by the results of this study. Given that cognitive learning outcomes constitute the primary objective of the university learning process, confirming students' personal commitment to learning as a moderating variable in the relationship between value co-creation and students' cognitive learning outcomes represents a significant contribution to the advancement of the literature.

Sixth, this study integrates various theoretical frameworks, including service-dominant logic, self-determination theory, self-efficacy theory, and commitment-trust theory, to evaluate the proposed hypotheses. This approach facilitates a more nuanced understanding of the impact mechanisms and offers comprehensive insights into the issues at hand. Data were gathered from multiple higher education institutions in Vietnam, an emerging economy where research on value co-creation and its antecedents, such as students' operant resources, remains limited. This contributes to the generalizability of the research findings and the advancement of the literature.

Finally, in contrast to existing research models that have treated all three students' operant resources as a unified concept, this study delineates the impact of each individual student operant resource and examines the internal effects of these resources on their value co-creation, thereby capturing significant implications in detail. Additionally, this study incorporates university factors, specifically student education, to enhance students' operant resources and foster their engagement in value co-creation. Consequently, the model demonstrates greater explanatory power compared to previous studies.

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