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**DETERMINANTS OF BRAND EQUITY; THE CASE OF PRIVATE
UNIVERSITIES IN ADDIS ABABA**

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**Determinants of Brand Equity; the Case of Private Universities
In Addis Ababa**

**A thesis submitted to St Mary University School of Graduating Studies in
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Determinants of Brand Equity: the Case of Private Universities

Addis Ababa

By

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Declaration

I, Hanna AbabuGebru hereby declare that this thesis is my original work entitled “determinants of brand equity: the case of private universities in Addis Ababa submitted by me in partial fulfillment of the requirements for the award of the degree of masters in marketing management to ST Mary University, this original work prepared under guidance of advisor MesfinWorkneh (PhD). All the source of material used for the thesis has been duty acknowledged.

Hanna Ababu

Student

St Mary University Addis Ababa, June 2019

Signature

Certification

This to certify that the thesis entitled “determinants of brand equity: the case of private universities in Addis Ababa submitted in partial fulfillment of the requirements for the award of the degree of masters in marketing management to St Mary university done by Hanna Ababu Gebru, ID number SGS/0335/2010A is an authentic work carried out by her under my guidance.

Advisor

St Mary University Addis Ababa, June 2019

Signature

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List of Acronyms

A.A	Addis Ababa
C.B.B.E	Customer Based Brand Equity
F.B.B.E	Financial Based Brand Equity
E.B.B.E	Employee Based Brand Equity
HERQA	Higher Education Relevance and Quality Authority
VIF	Variance Inflation Factor

ABSTRACT

The general objective of this research is to determine brand equity in private higher educational institution to do so exploratory research and questionnaire were distributed and administered to find relevant information. To measure consumer based brand equity important variables like brand awareness, provider attribute, service attribute and symbolic attribute are scaled SPSS 20 was used to analysis the data. After the analysis key findings are established service and symbolic attributes proved to be very essential. To the contrary brand awareness attributes and providers attributes has no significant on the overall brand equity. This study tried to test customer based brand equity in the educational sectors and it provides an insight into private university students' perception of different attributes of brand equity. This research helps analyze the value of brands and as of their competitors, develop their marketing strategies, marketing communication plans, building and managing the brands more effectively. This study limit itself to only private universities so further research should be done in order to examine different areas of brand equity in higher education.

Key words: Brand Equity, Private Universities, Higher Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Over the past two decades in particular, marketing research and marketing practice have paid increasing attention to the processes associated with building a strong relationship between brand and consumer and it is often argued that the brand is the most valuable asset for any company (Aaker, 1991a, b, 2003; Kapferer, 1997; Blackett, 1993). The concept of brand equity is of particular relevance to consumer choice. In essence, brand equity measures the value of the brand, both to the organization and to the consumer. For the consumer, this added value arises from the brand's role as an indicator of desirable attributes and as the basis for building an emotional bond (Teasand Grapentine, 1996).

According to Kotler (2009), Brands are important valuable intangible assets for companies, a distinctive tool that builds a long-term relationship with the consumers, and protects its rights. For consumers, brands reflect their experience and knowledge; simplifying the processing of information accumulated over time about the company and its products or brands.

The role branding plays in the service sector is even more critical to the success of a service firm due to the unique characteristics of services and the fact that perceived risk is generally higher in the purchase of services. With services, consumers find it more difficult to evaluate the quality of offering in advance of purchase (Parasuraman, 1985). In this situation, the brand can play an important role as it reduces the perceived risk associated with the purchasing of products hence giving consumers greater confidence in their decision making. In essence, the brand provides a signal or a promise to consumers about the service that will be delivered, thus mitigating some of the problems associated with experience and credence qualities (De Chernatony and McDonald, 1998). In addition, strong brands can serve as a tool for differentiation and ease the consumer choice process by creating distinctiveness (Gabbott and Hogg, 1998).

An attempt to define the relationship between customers and brands produced the term "brand equity" in the marketing literature (Wood, 2000). Since then, brand equity has grown to become

one of the major areas of attention to managers and marketing researchers owing to its major role as a quite significant intangible firm asset. Aaker (1991) conceptualized brand equity as a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm's customers. Brand equity generates a type of added value for products which help with companies' long term interests and capabilities (Chen, 2008).

Higher education provides an interesting and important context for research, since higher education institutions across the world have become increasingly “marketing oriented” and students increasingly become “consumers” (Mazzarol and Soutar, 2008).

The value a brand adds to a product or service arises from the brand's role as an indicator of desirable attributes and as the basis for building an emotional bond (Teas and Grapentine, 1996). Although brand equity has been relatively extensively researched in the context of industries producing physical products, rather less attention has been given to understanding the concept in relation to the context of a service sector; particularly in the education sector. This study aims to work with existing models of brand equity previously employed in a similar case study and adopts them for use in the service sector in the specific context of private higher education (HE) particularly in selected Universities in Addis Ababa.

The Ethiopian Government gives higher education a central position in its strategy for social and economic development. Ethiopia has radically expanded the numbers of its higher education institutions. The total number of privately owned HEIs, universities, university colleges and institutes, has now approximately reached 98, out of which only 4 of them have the statuses of university level (Kassahun, 2015). According to the HE proclamation of FDRE (2009), an institution is granted the status of a “University” if it has a minimum enrollment capacity of 2,000 students in regular undergraduate and graduate programs in at least three academic units larger than departments, or it has a minimum enrollment capacity of 2,000 students in regular undergraduate programs in at least four academic units larger than departments.

The Ethiopian private HE sector accounts for approximately 25 percent of the country's graduate program enrollments (Kassahun, 2015). The rapid expansion of HEIs may be partially explained

by the need for a larger trained work force the Government recognizes that it needs the private sector if it is to meet its targets for the expansion of higher education.

According to Kassahun (2015), private universities are popular because they allow students to choose both their subject and their location, in contrast to courses and places at public universities that are allocated centrally by the Ministry of Education. Private universities are also popular with female students as they can live at home and do not have to live communally on campus.

The establishment of University College of Addis Ababa (UCAA) in 1950 marked the beginning of higher education in Ethiopia. That reflected initial effort in laying a foundation for the training of higher level man power required for the national development. (www.unesco.org)

Now there are over 98 recognized private higher education institutions like universities, university colleges, and institutions in Ethiopia. Of which 38 of them are in the capital city Addis Ababa. This institution's strives to offer higher education, training, services conducting research, publications that meets and exceed the requirements of the beneficial. (theconnection.ece.org).

1.2 Statement of the Problem

Brands only have equity if they influence, or change the behavior of buyers or consumers. (Keller 1993), Since the concept brand equity was introduced to marketing, its importance and potential contributions to the success of organizations has been observed, literature further indicates that firms need to measure brand equity in order to improve their marketing credibility and productivity for stakeholders, and to justify their marketing expenditures. In order to do this, it is important to understand the causal interrelationships among brand equity dimensions and their impacts on customers' behavior in order to make sensible and effective suggestions on marketing and branding strategies. Scholars and researchers have suggested various brand equity measures to help understand and measure consumer-based brand equity.

Several measures of brand equity have been proposed, but there is still no consensus on how it should be measured; or a single comprehensive measure of brand equity. Indeed, many scholars suggest that no single measure can adequately account for the multidimensional nature of brand equity (Keller 1993).Furthermore, the causal interrelationships among the dimensions of brand

equity and their impacts on customers behavioral intentions remain unclear and few empirical studies have examined this subject (Buil, 2013). Understanding the relationships between brand equity and its impact on customers' behavioral intentions will ultimately contribute to improved market share and profitability of HE institutions.

It is further argued that the concept of brand equity can be equally applied in both goods and services contexts, however, there is a relative lack of published empirical research in the services sector, and this is even more limited in the higher education sub-sector. With the rapid pace of technological and social changes in recent decades, HE institutions today are facing more severe competition. Private Universities offer a comparatively homogeneous, consumer-oriented programs and services with little meaningful differentiation. As a result, severe competition is visible in the industry and thus there is an urgent search for effective branding management strategies which might increase differentiation and consequent competitive advantages (Lee, 2015).

In the context of increasing competition, HEIs have recognized the need to market them to attract students (Hemsley-Brown & Oplatka, 2006). However, it is important to note that higher education institutions operate in a climate of limited resources and do not always afford the luxury of large marketing budgets. Therefore, by recognizing the need to market their service does not imply that the institutions will be resourced accordingly.

In the Ethiopian context, many studies related to brand equity have been conducted mainly in the goods market. Hotels and Financial Institutions have also been of interest to researchers in the service industry but it is apparent that there is relatively little research that focuses on the service sector from the perspective of brand equity.

Therefore the researcher motive to conduct this research is to study brand equity in service sector particularly in private universities because only little studies has been done and it will further help researcher and beneficial of the study to see the significance of the overall brand equity.

1.3 Research Questions

This study tries to answer the following research questions based on the adopted model to fit the study:

1. Which attributes of brand equity are key determinants of CBBE in the Private Universities in Addis Ababa?

2. How do the attributes of brand equity influence CBBE in Private Universities in Addis Ababa?
3. What are the relationships between the attributes of CBBE and Overall Brand Equity in Private Universities in Addis Ababa?

1.4 Objective of the study

1.4.1 General Objective

The general objective of conducting this study is to assess the major determinants of brand equity in higher education institutions in Addis Ababa.

1.4.2 Specific Objectives

Based on the adopted model to fit the study, the study will try to address the following specific objectives;

- I. To examine the determinants of Customer-Based Brand Equity in private HEIs in Addis Ababa, particularly in private universities,
- II. To assess how the attributes of Customer-Based Brand Equity affects brand equity of private HEIs in Addis Ababa, and ;
- III. To see the relationships among the attributes of Customer-Based Brand Equity and overall brand equity of private HEIs in Addis Ababa

1.5 Scope of the study

It is difficult to select one model from the other because each model has its own perspectives. This study however, focuses on Aaker and Keller models which constitute the determinants of brand equity.

Among the different perspectives of viewing brand equity, this study focuses on brand equity from the customers' perspective in private higher educational institution particularly in private Universities located in Addis Ababa.

The studies delimit itself to some selected privately owned universities namely; St Mary University, Admas University, Unity University. All these universities have only one campus for graduating studies in Addis Ababa (HERQA).

The research is conducted on regular and extension prospective graduate students of the private universities pursuing Masters Degree in Business related fields of studies.

1.6 Significance of the study

In a given economy the educational sector plays an important role in guarantying sustainable economic and social development at a national and regional level. Keeping how important this sector is in mind, this study is conducted in hope that it will contribute to the limited literature available testing the applicability of customer-based brand equity in the higher education sector and specifically in the developing world context particularly in Ethiopia. Since private university education is of significant importance as it constitutes a significant portion of admissions of students in the country every year, this study is hoped to provide an insight into privately owned University students perceptions of overall brand equity in the Addis Ababa. This research is expected to pave the way for further researches and also help guide HEIs as to which attributes strongly help in building a positive brand equity in the eyes of consumers; which in this case are students.

1.7 Limitation of the study

Although this study creates a turning point to higher educational institutions, it should also be noted that there will be some limitations of the study.

First the models and theories might not strongly support the research, arguments between scholars, the total population needed to conduct this research might not be sufficient Last might not getting the data to be analyzed on time will lead not meeting the time frame.

1.8 Organization of the Research Report

This thesis consists of five chapters. The chapters are comprised of: Introduction, Review of Related Literature, Research Design and Methodology, Data Analysis, and Summary of findings, Conclusions and Recommendations.

This chapter has presented the background of the research topic, outlined the research problem, research questions and objectives, significance, scope and limitation of the study, and discussed the study's contributions.

Chapter 2: this chapter describes the theoretical and empirical review hypothesis and conceptual framework.

Chapter 3: discusses about research approach research design data type and source population and sampling technique procedure of data collection and method of data analysis reliability ,validity and ethical consideration.

Chapter 4: in this chapter collected data's are analyzed and interpreted using quantitative analysis (descriptive, demographic and inferencial statistics using SPSS version 20.

Chapter 5: this chapter gives insight about summary, conclusion, recommendation and limitations of research.

1.9 Definition of terms

- I. **Brand:-** A brand can be defined as “a name, term, sign, symbol, or design or combination of them which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors” (Kotler,1995).
- II. **Brand Equity:** - brand equity as a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firms customers Aaker (1991).
- III. **Brand awareness:** - It is defined as an individual's ability to recall and recognize a brand (Aaker, 1996; Keller, 2003).
- IV. **Brand association:** - It is anything linked in memory to a brand (Aaker, 1991).

- V. **Perceived quality:-**is defined as the customers' judgment about a products' overall excellence or superiority in comparison to alternative's brand (Zeithaml, 1988; Aaker, 1996) and overall superiority that ultimately motivates the customer to purchase the product (Aaker, 1994).

- VI. Brand Loyalty:** - brand loyalty as the attachment that a customer has to a brand. Aaker (1991) two different levels of loyalty are classified: behavioral and cognitive loyalty (Keller, 1998).
- VII. Brand asset:** - brand assets such as patents, trademarks and channel relationships.
- VIII. Brand image:** - brand image defined as perceptions about a brand as reflected by the brand associations held in consumer memory. Keller (1993).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Concept of Branding

A brand can be defined as “a name, term, sign, symbol, or design or combination of them which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors” (Kotler,1995). However, a brand is much more than a source of identity or differentiation. According to DeChernatony and Dall Olmo Riley (1999), a brand is the link between firms marketing activities and consumers perceptions of functional and emotional elements in their experience with the product and the way it is presented. This link can be viewed in terms of a relationship between consumers and brands and that understanding consumer-brand bonds in terms of relationship marketing principles will assist marketers in enhancing brand value.

In the last decade branding has emerged as a top management priority due to the growing realization that brands are one of the most valuable intangible assets that firms possess (Keller & Lehmann, 2003). The concept of a brand however is not a new phenomenon. Historically, the concept of brand was first used by the ancient Egyptian brick-makers who drew symbols on bricks for identification (Farquhar, 1990). Other examples of the use of brands were found in Greek and Roman times; at this time, due to illiteracy shopkeepers identified their shops using symbols. Moreover, in the Middle-Ages, craftsmen marked their goods with stamps as a trademark by which to differentiate their skills. The next milestone of brand evolved in North America with the growth of cattle farming as a kind of legal protection, proof of ownership and quality signals (DeChernatony and McDonald, 2003). Today, a brand can be a name, symbol, design, or mark that enhances the value of a product beyond its functional purpose.

2.1.2 Brand Equity

Generally, understanding the concept of brand is the first step in order to understand the concept of brand equity. Aaker (1991) defined brand equity as a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm's customers. Brand awareness, brand associations, perceived quality, brand loyalty and other proprietary assets were the five assets of brand equity he proposed. Keller (1993) on the other hand referred to brand equity as the differential effect of brand knowledge on the consumer response to the marketing of the brand. He also defined brand knowledge in terms of two core components: brand awareness and brand image. Although Aaker (1991) and Keller (1993) conceptualized brand equity differently, both defined brand equity from a customer perspective and emphasize that customer based brand equity provides value to the firm and to the customer.

Brand equity is regarded as a very important concept in business practice because marketers can gain competitive advantage through successful brands (Walfried, Mittal, & Sharma, 1995).

Since the term "brand equity" emerged in the 1980s, there has been a growing interest in the subject among marketing academicians and practitioners (Cobb-Walgren et al., 1995).

The concept of brand equity is of particular relevance to consumer choice. In essence, brand equity measures the value of the brand, both to the organization and to the consumer. A thorough understanding of brand equity from the customer's point of view is essential for successful brand management. As Keller (1993) explained, positive customer-based brand equity "can lead to greater revenue, lower cost, and higher profit; it has direct implications for the firm's ability to command higher prices, a customer's willingness to seek out new distribution channels, the effectiveness of marketing communications, and the success of brand extensions and licensing opportunities." Trying to define brand equity, Keller (1993) focused on marketing and he described brand equity as "the differential effect of brand knowledge on consumer response to the marketing of the brand".

Brand equity can be viewed from different perspectives, as Baalbaki (2012) mentioned brand equity can be seen from three different perspectives,



Figure 2.1: Brand Equity Perspectives

Figure 2.1 Brand equity perspectives

Financial Perspective (Financial- Based Brand Equity)

Brand equity in the 1980s, as seen from the financial perspective, was viewed as a method that gave managers guidance in understanding brand enhancement. In this perspective, the measures focused on stock prices or brand replacement (Myers, 2003). Simon and Sullivan (1993) defined brand equity as “the incremental cash flows which accrue to branded products over and above the cash flows which would result from the sale of unbranded products”. Supporters of the financial perspective (FBBE) define brand equity as the “total value of a brand which is a separable asset - when it is sold or included in a balance sheet” (Atilgan et al., 2005). Wood (2000) discussed that from a financial perspective it is possible to give a monetary value to the brand that can be useful for managers in case of merger, acquisition or divestiture. Estimating a financial value for the brand is certainly useful but it does not help marketers to understand the process of building brand equity. Wood (2000) believes that marketing perspective of brand equity can help marketers to understand the brand in the minds of customers and to design effective marketing programs to build the brand.

Customer Perspective (Customer-Based Brand Equity)

Extant literature on brand equity has focused on the perspective of cognitive psychology (Christodoulides and de Chernatony, 2010) known as consumer-based brand equity. The customer-based brand equity (CBBE) approach is the dominant perspective and the one preferred by a majority of academics and practitioners in marketing research because if a brand has no meaning or value to the consumer it is ultimately meaningless to investors, manufacturers, or retailers (Cobb-Walgren et al., 1995). Motameni (1998) also mentioned

This perspective as a marketing perspective is used the concept of brand equity in the context of marketing decision-making. Keller (1993) used the term consumer-based brand equity to refer to brand equity and noted that customer-based brand equity occurs when the consumer is familiar with the brand and holds some favorable, strong and unique brand associations in their memory. Positive customer-based brand equity has many advantages like long term revenues, customers' willingness to seek out for themselves new channels of distribution, the ability of firms to command higher prices and the effectiveness of marketing communications (Keller, 2003). Several scholars (e.g. Cobb-Walgren et al, 1995; Yoo and Donthu, 2001) have theorized brand equity similar to Aaker (1991). Although Aaker (1991) and Keller (1993) conceptualized brand equity in a different way, both defined brand equity from customer perspective. Szöcs (2012) mentioned that Consumer-based brand equity is referred in literature as a decision support tool that sets up a useful diagnosis for the managers about the ideas consumers have about the brand. Consumer-based brand equity can be best formulated as a construct caused by brand-related associations in which the effect of brand-related associations is concentrated. In order to be able to make recommendations to managers on how to manage their brand equity or study the nomological network of its constituent components, we need to generate a better understanding of the composition of brand equity in disparate cultural contexts and distinct product categories (Christodoulides et al, 2015).

Employee Perspective (Employee-Based Brand Equity)

The definitions of Employee-based brand equity (EBBE) and Customer-based brand equity (CBBE) are similar in respect that they are both values that come from the innate nature of the brand Youngbum Kwon (2013). Employee-based brand equity is defined from the employee perspective and is based on the differential effect that brand knowledge has on an employee's response to his or her work environments and cultures (King and Grace, 2009).

2.1.3 Measuring Consumer Based Brand Equity

De Chernatony and Cottam (2006) suggest that rather than one comprehensive methodology to evaluate brand success, there are a range of financial and non-financial measures that collectively provide the necessary insight. Agarwal et al (1996) explained that there are two different approaches to measure brand equity; direct approach and indirect approach. The direct approach tries to assess the added value of the brand and appears to be the accepted definition of brand equity (Farquhar, 1989; Keller, 1993). The indirect approach tries to identify the potential sources of brand equality. An understanding of these sources for a firm's own and competitive brands is critical for the brand manager (Keller, 1993). Agarwal et al (1996) argued that both these authors (Aaker and Keller) suggest a variety of indirect measures and methods to estimate brand equity based on their frameworks.

For example, Aaker (1991) suggests using repurchase rates, switching costs, level of satisfaction, preference for brand and perceived quality on various product and service dimensions as potential measures among others. Likewise, Keller (1993) suggests correct top-of-mind recall, free associations, ratings of evaluations, and beliefs of associations as some of the measures of brand knowledge. Ravi (2005) argued that developing further insights into the measurement of consumer based brand equity is important in the face of the prominence of branding. Understanding the dimensions of brand equity, then investing to grow this intangible asset raises competitive barriers and drives brand wealth (Yoo, Donthu and Lee 2000). How to measure brand equity is very important in assessing the value of brands. Further, we are going to discuss different models of CBBE.

A thorough understanding of brand equity from the customers' point of view is essential for successful brand management. How to measure brand equity is very important in assessing the

value of brands. There are a variety of conceptualizations of brand equity, though relatively few empirical evaluations in a service context.

2.1.4 Brand Equity Models

Two of the most influential scholars in the study of the brand equity concept are David Aaker and Kevin Lane Keller (Campbell, 2002). Their oft-quoted models have their foundations in cognitive psychology and focus on consumers' cognitive processes (Aaker 1991; Keller 1993), and provide conceptual frameworks for defining and understanding the concept of brand equity from a consumer perspective. Their models and perspectives of brand equity continue to exert a very strong influence on current research and publications. This section discusses the components of these two models and their suggested brand equity measures. These models are focused primarily on consumer based brand equity.

2.1.4.1 Aaker's Brand Equity Model

Aakers (1991) conceptualized brand equity model consists of four major consumer-related Constructs of brand equity: namely, brand awareness, brand associations, perceived quality and brand loyalty, together with other proprietary brand assets, such as patents and trademarks, as the fifth dimension of his brand equity model.

Aaker (1991) argues that brand equity can provide value to the consumers by enhancing their interpretation and processing of information about a brand, and confidence in their purchase decision. Positive brand equity also provides value for the company by increasing the efficiency and effectiveness of marketing programs and brand extensions, and enhancing premium price and profit, trade leverage, competitive advantages and loyalty (Aaker 1991).

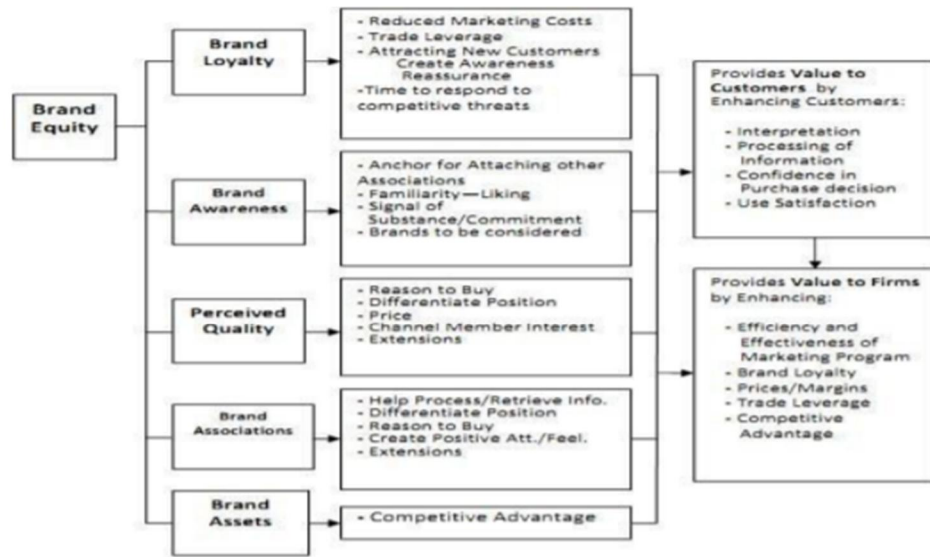


Figure 2.2 Aaker's (1991) consumer-based brand equity model

Figure 2.2 Aaker's (1991) consumer-based brand equity model

Brand Awareness

Brand awareness is a key determinant of brand equity (Aaker, 1996; Keller, 2003; Mackay, 2001; Yoo and Donthu, 2001; Washburn and Plank, 2002). It is defined as an individual's ability to recall and recognize a brand (Aaker, 1996; Keller, 2003). Top-of-mind and brand dominance are other levels of awareness included by Aaker (1996) in measuring awareness. Awareness can affect customer's perceptions, which lead to different brand choice and even loyalty (Aaker, 1996). A brand with strong brand recall (unaided awareness) and top of mind can affect customers' perceptions, which lead to different customer choice inside a product category (Aaker, 1996).

Brand Associations

Aaker (1996) conceptualizes brand awareness that must precede brand associations. That is where a consumer must first be aware of the brand in order to develop a set of associations (Washburn and Plank, 2002). Brand association contains the meaning of the brand for consumers (Keller, 1993). It is anything linked in memory to a brand (Aaker, 1991).

Brand associations are mostly grouped into a product-related attribute like brand performance and non-product related attributes like brand personality and organizational associations (Aaker, 1996; Keller, 2003). Customers evaluate a product not merely by whether the product can

perform the functions for which it is designed for but the reasons to buy this brand over the competitors (Aaker, 1996) such as brands fault-free and long-lasting physical operation and flawlessness in the products physical construction.

Perceived Quality

Perceived quality is defined as the customers' judgment about a products' overall excellence or superiority in comparison to alternative's brand (Zeithaml, 1988; Aaker, 1996) and overall superiority that ultimately motivates the customer to purchase the product (Aaker, 1994). It is difficult for customers to make a rational judgment of the quality. They are likely using quality attributes like color, flavor, form, and appearance of the product and the availability of production information to infer quality (Zeithaml, 1988)

Brand Loyalty

Aaker (1991) defines brand loyalty as the attachment that a customer has to a brand two different levels of loyalty are classified: behavioral and cognitive loyalty (Keller, 1998). Behavioral loyalty can be indicated by a number of repeated purchases or commitment to re buy the brand as a primary choice (Keller, 1998). Cognitive loyalty refers to the consumers' intention to buy the brand as the first choice (Keller, 1998; Yoo and Donthu, 2001). Another indicator of loyalty is the customer's willingness to pay higher price for a brand in comparison with another brand offering similar benefits (Aaker, 1996).

Brand Assets

The fifth category of Aaker's brand equity model represents other proprietary brand assets such as patents, trademarks and channel relationships. Brand assets will be most valuable if they inhibit or prevent competitors from eroding a customer base and loyalty.

These assets can take several forms. For example, a trademark will protect brand equity from competitors who might want to confuse customers by using a similar name, symbol, or package. A patent, if strong and relevant to customer choice, can prevent direct competition. A distribution channel can be controlled by a brand because of a history of brand performance (Aaker, 1991).

2.1.4.2 Keller's Brand Equity Model

In Keller's (1993) brand equity model, the consumers' brand knowledge is seen as the key outcome of the marketing program and the key measure of brand equity. Brand knowledge, in turn, can be partitioned into two components: brand awareness and brand image.

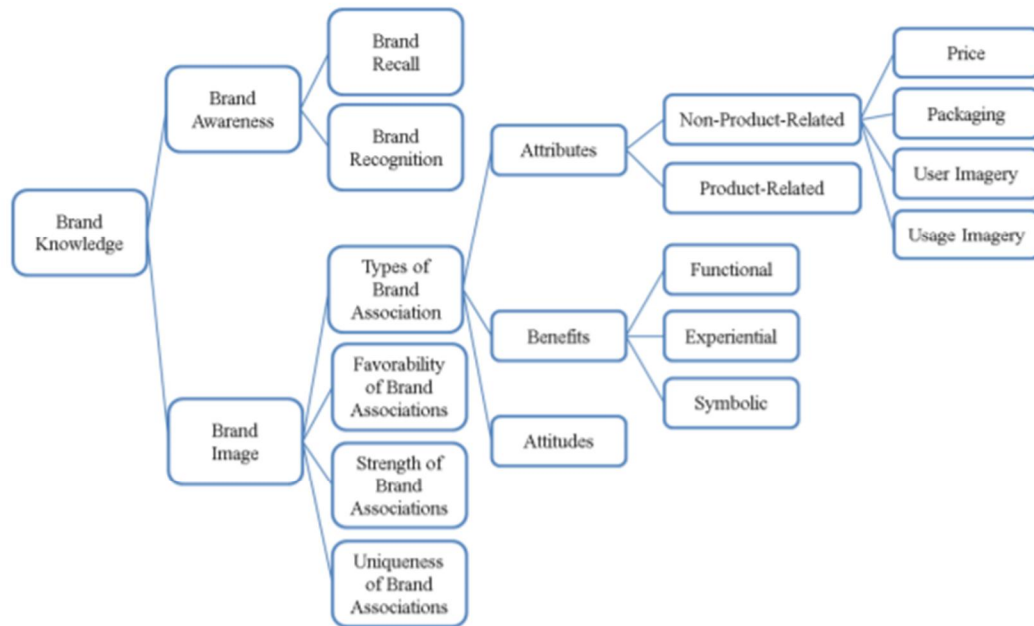


Figure 2.3 Keller's consumer based brand equity

Source: Keller (1993)

Brand awareness

Brand awareness includes aided or unaided brand recall and recognition. It is a very important component of brand equity as it is a key driver in enhancing the likelihood of a consumer purchase decision, especially in low-involvement categories (Keller 1993).

Brand image

Keller (1993) defined brand image as perceptions about a brand as reflected by the brand associations held in consumer memory. "Brand associations" are seen, in turn, as "the other

informational nodes linked to the brand node in memory and contain the meaning of the brand for consumers”.

Brand attributes, benefits and attitudes are the three major types of brand associations. Positive brand equity means that the consumers response to the marketing program must be strong, unique and in favor of the brand.

Brand attributes can be either product related or non-product related. Product-related attributes are the ingredients necessary for performing the product or service function sought by consumers, while non-product-related attributes are external aspects of the product of service that relate to its purchase or consumption (Keller 1993). Price, packaging, user imagery and usage imagery are the four main types of non-product-related attributes.

Benefits fall into three major categories: functional, experiential and symbolic. Functional benefits are the intrinsic advantages of product or service consumption, and are often associated with product-related attributes. Experiential benefits refer to how the consumer feels about using the product or service, and they are also often linked with product-related attributes. Symbolic benefits refer to the extrinsic advantages when buying a product or service, and they are more frequently associated with non-product-related attributes (Keller 1993).

Customer-based brand equity is said to have been achieved when the consumer has a high level of awareness and familiarity with the brand and holds some strong, favorable, and unique brand associations in memory (Keller, 2008). According to Keller, this is an important factor when applying the concept of CBBE to higher education as it could take a number of years for a student to achieve these feelings. For example, a prospective student may be aware of a University as a brand but may not be familiar with the product having never used it. Furthermore, the student may not achieve strong, favorable and unique associations with the brand until they have completed a degree, or even longer, possibly years after graduation. The key focus of Kellers previous statement should be in achieving a high level of awareness, as students decisions on which university to attend are quite often made on recommendations from family, friends and current teacher.

This is the reason why the researcher took prospective graduates of the private Universities as its target population for this particular study.

Both Aaker (1991) and Keller (2003) view brand equity as the value that can be added to or subtracted from the brand by consumers and/ or a firm. Whereas Aaker refers to a set of brand

assets and liabilities linked to a brand, Keller describes it as the differential effect of brand knowledge on consumers responses to the same marketing mix element compared with the response to a fictitious product or service. Both Aaker (1991) and Keller (1993) view brand equity from a cognitive psychology perspective and they focus on consumers cognitive processes.

In reference to Aaker (1991) and Kellers (1993) CBBE frameworks, and Mourad et al., (2011) brand valuation model, the brand equity model used in this study is proved to be applicable in measuring brand equity in the service sector particularly in HE Institutions. The model utilizes a consumer-based perspective to identify the major determinants of total brand equity and fulfills the need for this particular study but disregards the financial and institutional perspectives of brand equity. This can be seen as the weakness of the model.

2.1.5 The Branding of Higher Education

The role of the brand in HE has been considered as very important. The brand is possibly the most important connection a student has with an institution Vukasovic (2014). The brand of a University carries with it a promise of a particular level of service and student outcomes. In the case of education, the service is more than a simple set of tangible features but is a complex bundle of benefits that satisfy customers needs (Ivy 2008). The level of satisfaction in a customer will influence the level of brand equity. Further, brand image and reputation help to conjure up a level of brand equity in a prospective student. Image and reputation are critical in developing customer loyalty among University students. In the context of HE, loyalty can include a student's decision to stay on for advanced (postgraduate) studies following the completion of a bachelor (undergraduate) degree (Nguyen and LeBlanc 2001).

The concept of branding, as applied to HE, is somewhat different from branding in the commercial sector. Most notably, branding in HE is about who we are, and is not limited to what a particular product offers the marketplace.

An educational brand is often equated to an institutions academic reputation. It serves as a lens to strategically focus the institution in the midst of fluid internal and external pressures as well as opportunities. HE represents a context in which brand image potentially plays a major role in reducing the risk associated with such service largely because the assessment of quality takes place after consumption (Chen 2008). Hence, having a strong brand is important as a risk

reliever that simplifies the decision-making process (Erdem and Swait 1998). That is to say, the brand represents a differentiation tool that gives cues to the consumers during the decision-making process. In addition, there are a number of other factors that directly influence the evaluation of the educational quality and hence the perception of the university brand (Kurz, Scannell, and Veeder 2008). These factors include the quality of the staff, location, size, history and international agreements (Mourad, 2011). It was noted that many universities adopt a brand management strategy in order to improve their ranking in the HE market (Brunzel 2007). Finally, the social image of the educational institution as well as its overall position in the market are important in influencing the he brand and thus impact on the selection process (Paden and Stell 2006).

2.1.6 Overview of Higher Education and Brand Equity

Higher Education is a unique industry with respect to it being a marketable service. Historically, it has not been seen as commercial in nature and has been somewhat sheltered from market forces. However, education policy reform in many countries during the last fifty years has seen a shift from away from centralized control to a more decentralized and deregulated model (Clarke, 2009). As such, in the past few decades higher education has been subject to more institutional reform than any other part of the educational establishment in advanced industrial states (Ansell, 2008). The education community however did not necessarily welcome this reform. Barrett (1996), states that it is both regrettable and ominous that the marketing focus, explicitly borrowed from business, should be accepted and even welcomed to the higher education industry. In most 18countries, however, this paradigm shift, or marketization of HE has been viewed as a compromise between privatization, academic autonomy and state control, (Young, 2002).

The existing research in brand equity demonstrates a degree of commonality in terms of the drivers of brand equity although there are some inconsistencies and overlap in terms of their relationships between key variables and some inconsistencies in terms of structuring models. For many, a university degree is a one-time purchase. Therefore, when looking at brand loyalty and brand equity and the application of existing theoretical models to HE marketing, one must consider these differences.

For instance in the HE context there could be less emphasis on developing brand loyalty in terms of repeat purchase, and more emphasis on building customer based brand equity to promote positive word of mouth marketing. This is not to say that brand loyalty is not pertinent to HE marketing as it is. But rather brand loyalty may look somewhat different in HE. In Kellers (2001) pyramid, brand loyalty assumes top priority and alludes to the importance of this in generating repeat purchases. It is described as the “ultimate relationship” between brand and consumer and should be the underlying goal in marketing decision-making (Keller, 2001). However, repeat purchase in HE may not be the key driver, but rather it could be student satisfaction, i.e. the experience involving the use of the product, as the key measure in developing customer based brand equity. Keller’s (2001) model for establishing brand equity is possibly the most comprehensive and will serve as the foundation for the discussion on establishing customer-based brand equity in the he sector.

2.2 Empirical Review

Research is limited in the area of University branding, and is virtually non-existent in the area of customer based brand equity in a higher education international student context. It is also apparent that there is relatively little research that focuses on the service sector. The following section synthesizes existing research around brand equity in HE.

Vukasovic (2014) conducted a study on measuring CBBE in HE aiming to establish the key elements of brand equity for international students by exploring existing brand equity theory in its applicability to international higher education (HE). The empirical setting of the study was Slovenia, a country in Europe.

The main objective of the research was to enhance academic understanding of brand equity in the HE sector and explore the implications for management practice. The findings of the research provided evidence that the customer-based brand equity model can be applied to the HE context as an element of competitive advantage and used to guide marketing activities for Universities internationally. Results showed that brand image related attributes significantly influence overall brand equity particularly, service related attributes and symbolic attribute respectively.

A research was conducted by Mourad, Ennew and Kortam in 2011 on Brand Equity in HE taking Egypt as its empirical setting. The researchers tried to identify the determinants of service brand equity in the context of a relatively high-credence service – HE. A modified brand equity model

was proposed by the researchers, based on Kellers (1993) and Aakers (1991) brand equity models.

The model developed by (Mourad et al., 2011) emphasized two main dimensions of brand equity: brand awareness and brand image. The awareness dimension is created by word of mouth and promotion while the image dimension is created by symbolic attributes (brand personality, social image of the brand and positioning in the market), service attributes (price, perceived quality, after sales service, benefits from consuming the service) and provider attributes (relationship between the provider and the staff, location of the service organization, internationalization of the service, staff, historical image, size). In addition, the model highlighted the role of consumer attributes in terms of experience and socio-economic factors affecting the consumers' perceptions of brand equity. The findings of this empirical research suggested that the brand is a significant influence on the selection of a university and implied that creating and managing strong universities. Brands can have an important role to play in the HE market.

The final results of the research revealed that brand image-related dimensions were far more important as drivers of brand equity than awareness-related ones, and consumer-specific attributes had no significant impact on ratings of brand equity. Among the brand image related attributes, service attributes were found to be significant; price (measured in term of value offered), high quality and benefits (enhancing employment opportunities) all had a significant and positive impact on brand equity.

Another similar study was conducted by Dankwa and Yeboah in 2016, aiming to measure CBBE in Ghanaian tertiary education particularly in the private universities with the help of Aakers brand equity model. The scale constructed to measure consumer-based brand equity included brand awareness, brand loyalty, perceived quality and brand image. The findings established that all variables under brand equity proved to be very essential and are predictors of Higher Education Institutions (HEI) performance in Ghana. Perceived quality, brand loyalty, brand awareness and brand image respectively predicted significant effects on overall brand equity and the performance of HEIs in Ghana.

2.3 Research Hypothesis and Conceptual Framework

2.3.1 Research Hypothesis

Based on the above related empirical and theoretical literatures, various studies show that different CBBE models have been tested in different empirical settings aiming to identify the determinants of CBBE in HE. This study adopts a model proposed by (Mourad et al., 2011); which builds on Aaker and Keller renowned models of brand equity in trying to identify significant determinants of brand equity in private Universities in Addis Ababa. The following hypotheses were proposed to be tested in this regard.

Brand Awareness attributes: This covers all the promotion related activities conducted by the HE institutions (Chen, 2008). It is argued that awareness is largely driven by marketing activities conducted by the HE Institutions, publicity as well as word of mouth communication and these attributes serve as an important potential influence on overall brand equity (Mourad et al., 2011).Based on this theoretical background, the researcher has proposed the following hypothesis:

H1: Brand Awareness attributes have a significant influence on the overall brand equity in private Higher Education Institutions.

Provider attributes: Provider attributes are one of the three components of brand image attribute in the model adopted for this research. The other two are Service attributes and Symbolic attributes. All three are to be treated separately.

Provider attributes relate to the attributes of the organization itself, the staff providing the service and other attributes such as location, size and history (Mourad et al., 2011). In the model adopted for this study, these attributes also include the relationship between students the faculty/staff.

Based on this theoretical background, the researcher has proposed the following hypothesis:

H2: Provider attributes have a significant influence on the brand equity in private Higher Education Institutions.

Service attributes: Again, in the model adopted for this research, these attributes lay under brand image related attributes.

These relate to attributes such as the perceived quality of the education service, range of courses, study method and quality management, guarantees and after sales service, and also included are university-related factors in terms of the availability of the courses, tuition fees and graduate

employment rate (Mourad et al., 2011). Based on this theoretical background, the researcher has proposed the following hypothesis:

H3: Service attributes have a significant influence on the overall brand equity in private Higher Education Institutions.

Symbolic attributes: This includes associations relating to brand personality and identity and in the model adopted for this research, this attribute represents the overall image, social responsibility and innovation of the faculty (Mourad et al., 2011). Based on this theoretical background, the researcher has proposed the following hypothesis:

H4: Symbolic attributes have a significant influence on the overall brand equity in private Higher Education Institutions.

2.3.2 Conceptual Framework of the study

The model adopted for this study was developed by Mourad, Ennew and Kortam in 2011. The model was built on the work of Keller (1993) and to a less extent of Aaker (1991).

Brand equity is presented as a two-dimensional construct-based around brand awareness and brand image (Keller, 1993).

According to Aaker (1991), brand awareness is the ability of a potential consumer to recognize the brand as a member of a specific product category and it should be emphasized that awareness and recognition are essential before attaching attributes to the brand. Aaker further noted that brand awareness is about the ability to link the brand to a product category, brand image is concerned with the associations that an individual makes with the brand and collectively, these brand associations define a brand image. Brand associations may include a variety of attributes such as perceived quality, brand name and product attributes.

Attributes are those descriptive features that characterize a product or service-what a consumer thinks the product or service is or has and what is involved with its purchase or consumption (Keller 1993).

The model adopted for this study on service brand equity focuses directly on the determinants of brand equity and is shown in figure 2.4.

The model illustrates brand awareness attributes, provider attributes, service attributes and symbolic attributes collectively known as brand image attributes have important potential influence on overall brand equity. Keeping this in mind and aiming to enhance academic

understanding of brand equity in the HE sector and explore the implications for management practice, this particular research has adopted the model taking Addis Ababa as the empirical setting and prospective graduate students of privately owned HEIs particularly private universities as subjects of study and sets out to identify which major attributes drive CBBE and create superior value, to what extent these attributes influence overall brand equity and try to observe the relationship among these attributes.

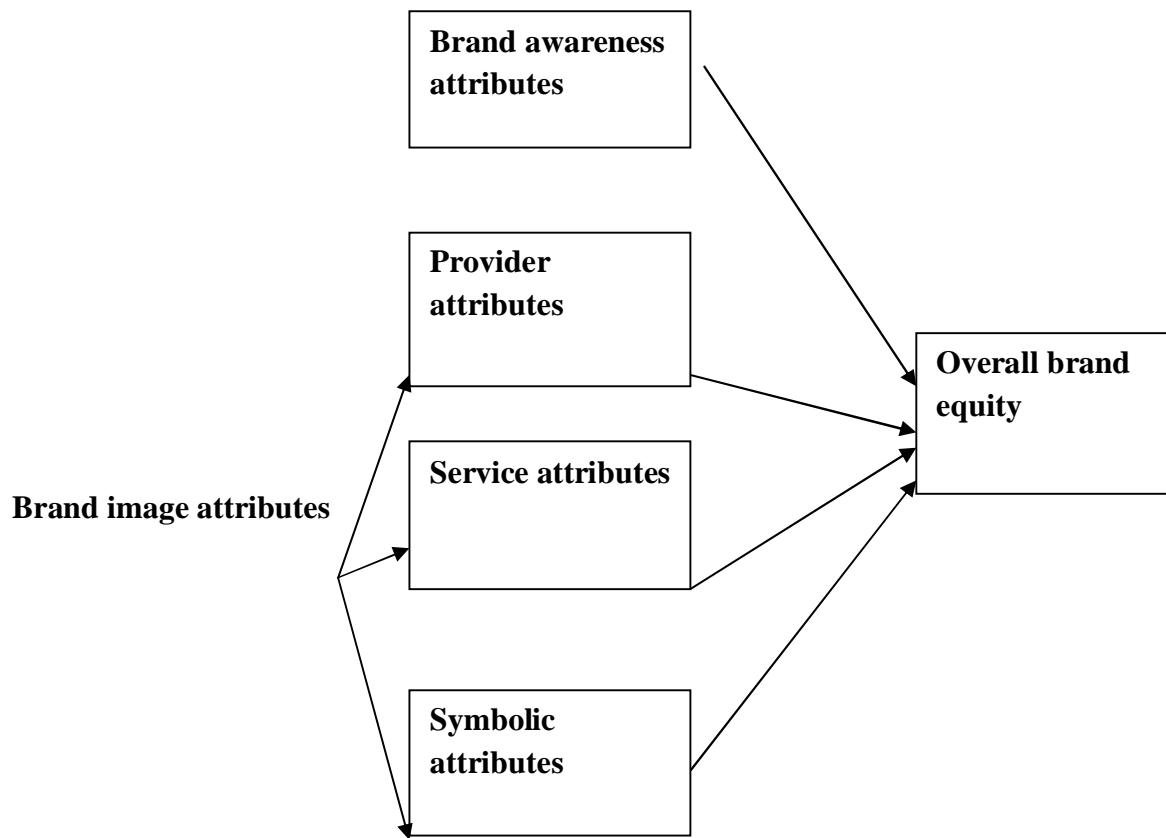


Figure 2.4 conceptual framework of the study

Source: Adopted from (Mourad e t.,2011) with slight modification

2.4 Chapter Summary

Growing and dealing with brand equity is one of the principal strategic problems in today's competitive environment as emblem fairness affords marketers with a strategic bridge from their "beyond to their future" (Keller, 2003). In an effort to create sturdy emblem fairness, managers must test that their logo has the subsequent traits: meets the client expectancies, is dependable and steady over the years, its charge reflects its introduced value, it's far nicely positioned within the market, all the marketing activities assist in building and preserving it and emblem managers recognize client perceptions (Keller, 2003).

The review of the extant literature found out a relative paucity of posted empirical research, especially in the education services quarter. This is also determined inside the context of Ethiopia. Higher education is a high credence carrier (Mourad et al. 2011) and this finding caused the statement that brand equity is greater crucial for services if those services are predominated through experience or credence attributes (Bharadwaj, 1993). Related empirical and theoretical literatures applicable to this specific examine have been mentioned and it is able to be found that various research unique CBBE models had been tested in extraordinary empirical settings aiming to identify the determinants of CBBE in he. The model for carrier emblem fairness followed for this current examine focuses immediately at the determinants of brand equity and applied it to the context of personal universities in Addis Ababa.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Reasoning Approach

The goal of deductive research reasoning is to test concepts and patterns known from theory using new empirical data. Hence deductive research reasoning is theory-testing research which is the objective of this research. The goal of theory-testing is not just to test a theory, but also to refine, improve, and possibly extend it (Bhattacharjee, 2012).

The client based totally brand equity version has had a current phenomenon inside the advertising and marketing literature (Tilde Hedning, 2009). The maximum famed theories are that of the (Aaker, 1991) model and (Keller, 1993). This have a look at has adopted a model developed from both these models to evaluate determinants of CBBE within the better education quarter especially in private universities in Addis Ababa. Subsequently this look at has followed a deductive shape of medical research reasoning technique due to the fact at this degree, constructing a theory could be very hard and past the capacity of the researcher.

3.2 Research approach

There are different ways followed in approaching a research problem. According to Newman & Benz (1998), there are three research approaches namely; quantitative, qualitative and combination of the two. According to Cooper et al., (2003) as cited by Farhadi (2009) quantitative research helps to determine the relationship between an independent variable and a dependent variable in a population. It also used to explain causal relationships to facilitate generalization and to predict the future whereas qualitative research methods provide a complete picture of the situation by increasing the understanding of social process and interrelations.

Based on the objectives of the study and the availability of relevant information, quantitative research approach is used in the belief that it will allow the research reach its goal efficiently. The quantitative approach is applied to examine the relationship between the dependent variable (i.e. Overall brand equity) and the independent variables (i.e. Brand Awareness, Provider Attributes, Service Attributes and Symbolic Attributes).

3.3 Research Design

According to Saunders, Lewis, Thorn hill 2006) research design approach broadly classified as exploratory, descriptive, explanatory.its further defined as exploratory research which has a primary objective to insights into and understanding of the problem situation tacking the research and descriptive research as a type of a research design that has a purpose to describe something. Moreover, if the research is concerned with learning why one variable produces change in another the research is said to be explanatory.

Hence, to address the three researches question, to identify and examine the impact of the determinants of CBBE on the overall brand equity this study used both descriptive and explanatory research design.

3.4 Data Type and Data Sources

The researcher uses primary sources of data in this study. The primary data is generated through a structured questionnaire prepared based on the works and scales developed and accustomed to Consumer Based Brand Equity.

3.5 Population and Sampling Procedure

3.5.1 Population of the study

Population is defined as “the complete set of units of analysis that are under investigation, while element is the unit from which the necessary data is collected” (Davis 2000). As stated in the scope of the study, the research has tried to identify determinants of CBBE in Higher Education particularly in private Universities in Addis Ababa.

According to (HERQA) reports showed that there are 11 private universities that gives post graduating programs of which the researcher chosen 3 universities by the year of establishment (experience) and capacities of the students and the researcher purposively decided to work on business and relate fields prospective graduates because they are more of familiar with the research topic and had an experience on the university brand.

The population of this study is all regular and extension prospective graduates enrolled in the Universities expected to graduate with a Masters degree in Business and related fields of study by the end of the academic year (2019).

According to reports from the registrar units of each University, the population of the study is depicted in the table below:

Private Universities	Total number of Prospective Graduates from business and related fields
St Mary University	265
Unity University	270
Admas University	273
Total	808

Table 3.1 Population of the study

Source: St Mary University, Unity University, Admas University registrar office (2019)

As shown in the above the Total population of the study sums up to 808 students.

3.5.2 Sample Size

There are different strategies to calculate sample size. These include using census for small population, using a sample size of a similar study, using a formula to calculate sample size and using published tables that help determine sample size based on the number of the population without doing any calculation Israel (2013),.

The sample size for this particular study was computed based on a formula suggested by (Kothari, 2004).

The sample size from the grand total of 808 prospective graduates in Business related fields of study from 3 registered Universities in Addis Ababa using the formula;

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq} = \text{sample size required}$$

N = grand total of population = 808

Where, p=sample proportion, q=1-p,

e= acceptable sample error = 5% =0.05

Z=the value of standard deviation at a given confidence level and to be worked out from the z table which shows area under the normal curve= confidence level = 1.96 for 95% confidence;

$$n = \frac{1.96^2 (0.5^2) 808}{(0.05^2 (808-1) + (1.96)^2 (0.5)^2} = 260.587 \sim 261$$

This produces a sample size of 261. However there might be some inappropriate completion and non return of the questionnaires by the respondents.

In order to calculate the number of sample students to take from each of the Universities, the proportion formula was used:

Sample from “X” university = (no of students from “X” university /total population)*sample size

The total population is the sum of all prospective graduate students in the two campuses in business and related fields of study, that is 808. The institutions with their respective number of students and the sample taken from each of them is shown below:

St. Mary University: Number of students 265 $(265/808)*261 = 85.6$

Unity University: Number of students 270 $(270/808)*261 = 87.2$

Admas university: Number of students 273 $(273/808)*261 = 88.1$

After calculating the number of questionnaires to distribute to each University, the total numbers of questionnaires are equally distributed among business and related field students of each University keeping that the respondents have a homogenous characteristics.

All the 260 questionnaires were distributed to prospective graduate students enrolled in three private Universities in Addis Ababa pursuing a MA Degree in business and related fields of study.

3.5.3 Sampling Technique

Sampling technique is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. As a priority the researcher must decide the number of sample or sample size that he or she is going to use for the study. The sampling process is to choose the sampling frame, which is the list of elements from which a sample may be drawn: also called the working population (Zikmund 2000). The sampling frame for this study is all prospective graduate students in the three private Universities in Addis Ababa of both pursuing a MA Degree in Business and related fields.

The next step was to identify the sampling method used to select the sample for the study from the population. According to the methodology literatures, there are two main sampling methods, probability and non-probability sampling (Zikmund, 2000). Probability or Random sampling is based on the concept of random selection, whereas non-probability sampling is non – random sampling (Kothari, 2004). The probability method was chosen due to the universal acceptance of results because of the availability of sampling frame.

The researcher used non probability sampling in order to select the university as it is mentioned earlier from 11 private universities that gives post graduating program 3 were selected by year of

experience and capacity of students. St Mary, Unity and Admas universities are target population than based on Kothari, 2004 formula 261 sample size is selected. By using proportional sampling method the researcher calculated samples of students to take from each university and randomly select prospective graduates of business and related fields of students that will graduate in academic year 2019.

3.6 Data Collection Instruments

Since the questionnaire is one of the most important research instruments for collecting primary data, a structured close ended questionnaire was used as a primary source of data in this study. The choice of using pre-coded close ended questionnaire was based on Fishers view on structured questionnaire. According to Fisher (2007), if a researcher wants to quantify the research material, then it is best to use a structured approach. He further noted that in order to compare the views and experiences of a great many people it is easier if pre-coded approach is used. The researcher designed the questionnaire used for this study in a way that was clear, brief and understandable to the respondents and made sure it covered the relevant aspects of the model used. According to Fisher (2007), it is recommended to keep the questionnaire as brief as possible and give it a logical and sequential structure so that the respondent can easily see what the questionnaire is about and can follow its themes as they go through them.

A pilot survey was conducted on 30 respondents prior to administering the questionnaire to the selected sample size. The pilot survey is conducting to check if the questionnaire is clear, easy to understand and straightforward to ensure that the respondents could answer the questions with no difficulty. Based on the feedback from the pilot survey, necessary changes were made on the questionnaire before administering to the selected sample size.

The questionnaire employed for this study was arranged into a five point Likert scale anchored from “Strongly Disagree” to “Strongly Agree” on the scale. The questionnaire is made up of two sections. The first section is made up of general information questions aimed to capture information related to students.

The second section is comprised of questions aiming to address the basic research questions and has indicator questions headed by four constructs, Brand awareness and Brand image captured

through Provider Attributes, Service Attributes and Symbolic Attributes as independent variables and Overall Brand Equity as the dependent variable.

3.7 Reliability and Validity Test

3.7.1 Reliability test

The reliability test is an important instrument to measure the degree of consistency of an attribute which it is supposed to measure. As stated by Mahon and Yarcheski (2002), the less variation of the instrument produces in repeated measurements of an attribute, the higher its reliability.

Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair., 2003).

Measurement	Number of items	Cronbach's alpha
Brand awareness attributes	5	0.849
Provider attributes	6	0.840
Service attributes	5	0.761
Symbolic attributes	7	0.679
Overall brand equity	5	0.865
Reliability of all items	28	0.929

Table 4.1 Reliability Analysis

Source: Survey Results, SPSS (2019)

3.7.2 Validity Test

Validity is the quantity to which differences located with a measuring instrument replicate real differences amongst those being examined, (kothari, 2004). In different phrases, validity is the most crucial criterion and indicates the degree to which a device measures what it is supposed to measure. With a view to ensure the first-rate of the studies design content and construct validity of the studies were checked (kothari, 2004).

If the instrument used for a study contains a representative sample of the universe, the content validity is good. Its determination is primarily judgmental and intuitive. It can also be determined by using a panel of persons who shall judge how well the measuring instrument meets the standards, but there is no numerical way to express it. In addition, discussions with fellow researchers as well as the feedback from the pilot survey were another way of checking the appropriateness of the questions.

The pre-checking out indicated whether or not the questionnaire provided the applicable statistics (in terms of format, content, understandability, and terminology) and if respondents had been in a position to complete it accurately. A few changes have been made to the questionnaire primarily based on the comments acquired from the pre-take a look at.

3.8 Method of Data Analysis

In different research designs, data analysis methods should be suitable with the type of research method chosen for a study.

The primary information for this research was collected with the help of questionnaire and to make a thorough analysis of the responses from the sample population, the data analyzed with the combination of both descriptive statistics like mean, frequency, cross tabulation and standard deviation of the variables and inferential statics like correlation analysis to examine direction and significant of the correlation of the variables considered under this study and regression analysis to examine the relationship between the dependent variable (i.e. Overall brand equity) and the four independent variables (i.e. brand awareness, provider attributes, service attributes and symbolic attributes) with Pearson correlation and liner multiple regression techniques.

Simple mean and tabulation is applied to get clear picture about the demographic makeup of the respondents. Then, in order to get an implication about the model and its applicability, inferential statics was used. With the help of bivariate correlation analysis, the researcher tried to observe

the influence of brand awareness, provider attributes, service attributes, and finally symbolic attributes on the overall brand equity. This was done in order to pinpoint the causal relationship of the independent variables in relation to the dependent variable. All the above were performed with SPSS version 20 software.

The regression equation or model specification for assessing the determinants of CBBE in HE, particularly in private universities:

$$Y_i = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + S$$

Where, Y=Overall brand equity a= Y intercept/constant

β_1 = the beta weight or regression coefficient of brand awareness β_2 =

The beta weight or regression coefficient of provider attributes β_3 =

The beta weight or regression coefficient of service attributes β_4 =

The beta weight or regression coefficient of symbolic attributes

X1= Brand Awareness

X2= Provider Attributes

X3 =Service Attributes

X4 =Symbolic Attributes

S = sum of residuals or error terms

3.9 Ethical Considerations

The participants in this study were selected with full consent and were informed about the purpose of the thesis. The researcher assured all respondents that all the information they provided is to be kept confidential and the data will be used only for the intended purpose.

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

4.1 Descriptive Statistics

After distributing 260 questionnaires for students, a total of 241 answered questionnaires were retrieved, which is 92.6% of the total distributed questionnaires. The remaining 9 (3.4%) questionnaires were not retrieved, and the rest 10 (4%) were found to be incomplete.

The questionnaire used for this study was made up of two sections. The first section is made up of general information questions aimed to capture information related to demographic characteristics of students. The second section is comprised of questions aiming to address the basic research questions and has 28 indicator questions headed by five constructs, Brand awareness and Brand image captured through Provider Attributes, Service Attributes and Symbolic Attributes as independent variables and Overall Brand Equity as the dependent variable.

4.1.1 Demographic Analysis of Respondents

Before going forward to the analysis of data, discussion on background information of respondents such as demographic data is useful in order to make the analysis more meaningful and interesting for the readers.

Demographics Categories Frequency Percentage

Demographics	Categories	Frequency	percentage
Gender of respondents	Male	143	59.3%
	Female	98	40.7%
	Total	241	100%
Age of respondents	21-31	109	45.2%
	31-40	102	42.3%
	41-50	24	10.0%
	Above 50	6	2.5%
	Total	241	100%
Occupation	Gov't employee	68	28.2%
	Private employee	106	44.0%
	Self employee	36	14.9%
	Student	31	12.9%
	Total	241	100%
Attended private higher educational institution before	Yes	81	33.6%
	No	160	66.4%
	Total	241	100%
University	St Mary university	79	32.8%
	Unity University	80	33.2%
	Admas University	82	34.0%
	Total	241	100%
Enrollment type	Regular	99	41.1%
	Extension	142	58.9%
	Total	241	100%
Field of study	Marketing management	55	22.8%
	Accounting and finance	73	30.3%
	Management	72	29.9%
	Economics	41	17.0%
	Total	241	100%

Table 4.2 Demographic characteristic of respondents

Source: Survey Result SPSS, (2019)

As indicated in Table 4.1 below the male respondents constituted the largest share of the gender composition representing 59.3% of the total respondents while 40.7% are female.

The age groups are distributed as shown in Table 4.1, 45.2% are from 21-30 age groups, 42.3% are from 31-40 age groups 10.0% are from 41-50 and the remaining 2.5 % are from 41-50 age groups which implies that there are more young /middle age adult group of peoples that pursue their masters then the older age ones.

Regarding the employment status of respondents, 28.2% employed in the government organizations, 44.0% are employed in private company's self employed are 14.9% and the rest 12.9% of the respondents are students that shows that most respondents are learning and working at the same time.

66.4% of the total respondents have never attended private HEI previously and have no experience of tertiary education except for the University they are attended before for undergraduate while the remaining 33.6% have attended private HEI previously which implies among the respondents most of them came from government universities with no experience of private HEI'S.

From the number of respondents 34.0% attended in Admas University, 33.2% attended in Unity University, and the remaining 32.8% are from St Mary University that shows fair distribution of questionnaires to all the universities listed as sample.

66.8% of the total respondents been in the university's to 1-2 years and 33.2% of them are to 3-4 years that the number of years they been there to finish their studies. This shows that most students take only a couple of years to complete their studies.

Among the total number of respondents, 58.9 % of them are enrolled in the extension (evening program) while the remaining 41.1 % of them are regular students. Most of the respondents works and learn at the same time so they chose evening program.

As the researcher indicated before the respondents are business and related field masters students out of these respondents 30.3% of the students are from accounting and finance fields, 29.9% are from management, 22.8% are from marketing management (business administration) and remaining 17.0% are from economics field of studies.

Regarding the question asking why the respondents joined a private University, 22.4% of them responded by saying they failed the entrance exam for government university, 54.2 % of them wasn't able to attend the government university that they are accepted to due to personal reasons, 7.5% of them was forced to withdraw from government university due to

Personal reasons, 3.3% of them are expelled /suspended from government owned university and 21.6% of them have different kinds of reasons.

Regarding how each respondent first learned about the private University he/she is now attending, 24.9% of them first learned about the private University they are now attending through the media (TV/Radio and written media). 33.9% are from the interest of their own, 25.3% of them came to learn of the University they are currently attending because a family member/a close friend is attending in the same university/ attended at some point in time, 12.4% of them responded by saying it was through word of mouth and recommendation of close friends/family's and the rest 3.7% have many different ways to learn about these universities they attended.

4.1.2 Descriptive Statistics of Variables

In this part descriptive statistics in the form of mean and standard deviation were presented to illustrate the level of agreement of the respondents. The main objective of the study is to identify determinants of CBBE in higher education, particularly in private Universities in Addis Ababa.

To do so, students of those private Universities were asked to rate the level of agreement to each question under the four attributes namely: Brand Awareness, Provider Attribute, Service Attribute and Symbolic Attribute on a five point Likert scale with: 1= strongly disagree, 2= disagree, 3 = neutral, 4= agree and 5= strongly agree.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Brand awareness	241	1.00	5.00	3.6772	.82210
Providers attribute	241	1.00	5.50	3.9419	.73902
Service attribute	241	1.40	5.00	3.5959	.72214
Symbolic attribute	241	1.29	5.00	3.6028	.74193
Overall brand equity	241	1.00	5.00	3.6672	.82318
Valid N (listwise)	241				

Table 4.3 Descriptive Statistics of CBBE Dimensions

Source: Survey Result, SPSS (2019)

As it can be seen from table 4.3 above, the mean score values of overall brand equity dimensions ranges between 3.59 (mean score value of Service Attributes) with standard deviation of 0.72 and 3.94 (mean score value of Providers Attribute) with standard deviation of 0.73.

In order to identify the determinants of overall brand equity in higher education, particularly in private Universities in Addis Ababa, a total of 28 questions were grouped into five dimensions, which were: brand awareness attributes, provider attributes, service attributes, symbolic attributes and Overall brand equity which is the dependent variable.

In order to compare the respondents overall equity, descriptive statistics of mean and standard deviation were used. The mean indicates to what extent the sample group averagely agrees or disagrees with the different statements. The higher the mean the more the respondents agree with the statement while the lower the mean the more the respondents disagree with the statement. In addition, standard deviation shows the variability of an observed response. Descriptive statistics of each dimension of overall brand equity has been discussed one by one in the following section.

4.2 Inferential Statistics

4.2.1 Correlation Analysis

Correlations

		brandawareness	providersattribute	serviceattribute	symbolicattribute	overallbrandequity
brandawareness	Pearson Correlation	1	.633	.694	.713	.662
	Sig. (2-tailed)		.000	.000	.000	.000
	N	241	241	241	241	241
providersattribute	Pearson Correlation	.633	1	.750	.679	.654
	Sig. (2-tailed)	.000		.000	.000	.000
	N	241	241	241	241	241
serviceattribute	Pearson Correlation	.694	.750	1	.808	.739
	Sig. (2-tailed)	.000	.000		.000	.000
	N	241	241	241	241	241
symbolicattribute	Pearson Correlation	.713	.679	.808	1	.763
	Sig. (2-tailed)	.000	.000	.000		.000
	N	241	241	241	241	241
overallbrandequity	Pearson Correlation	.662	.654	.739	.763	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	241	241	241	241	241

Table 4.9 correlation analysis

Source: Survey Result, 2019

To determine the existence and level of association, the researcher used bivariate correlation.

Pearson correlation coefficient with falls between -1.0 and +1.0 and indicates the strength and Direction of association between the two variables (Field, 2005). The Pearson's correlation coefficient (r) was used to conduct the correlation analysis to find the level and direction of the relationships between the dimensions of CBBE and overall brand equity. The classification of the correlation efficient (r) is as follows: 0.1 – 0.29 is weak; 0.3 – 0.49 is moderate; and > 0.5 is strong. The bivariate correlation of a two-tailed test confirm the presence of statistically significant difference at probability level $p < 0.01$ i.e. assuming 99% confidence interval on statistical analysis.

The results of correlation analysis in the table 4.9 shows that four of the independent variables were positively and significantly correlated with the dependent variable i.e. overall brand equity at 95 percent confidence level ($P < 0.05$). The highest correlation is signified by

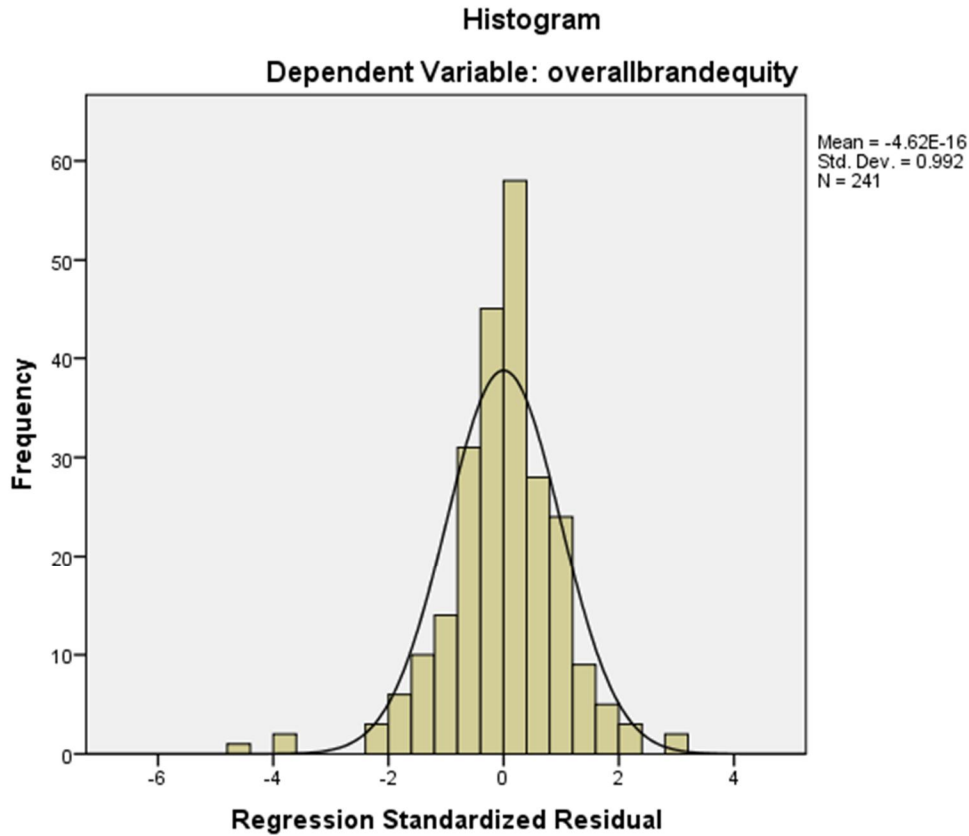
Symbolic Attributes ($r=0.763$), followed by Service Attribute ($r= 0.739$), Brand Awareness attribute ($r=0.66$) and provider attributes ($r= 0.654$).

4.2.2 Test for Linear Regression Model Assumptions

4.2.2.1 Normality Assumption

Normality of a data should be tested before running the regression analysis because multiple regressions require that the independent variables in the analysis be normally distributed.

According to Brooks (2008), as cited by Abate (2012) if the residuals are normally distributed, the histogram should be bell- shaped and thus this study implemented graphical methods to test the normality of data. From the Histogram It can be noted that the distribution is a normal curve, demonstrating that data witnesses to the normality assumption.

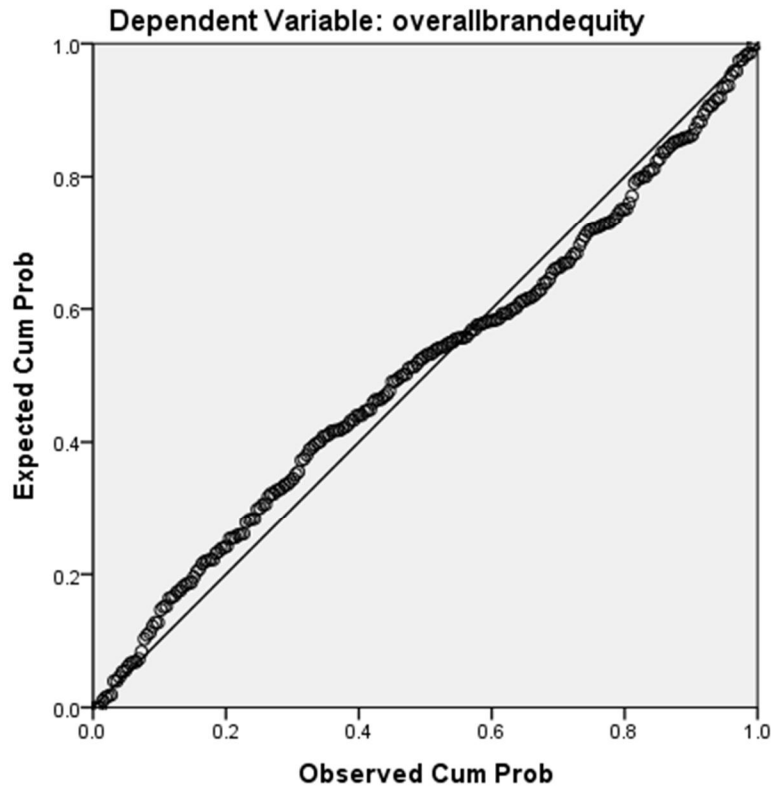


Histogram 4.1 Histogram for normality of the data

Source: Survey result SPSS 2019

Besides, the normal probability plots were also used to test the normality assumption as shown by the Normal P P-Plot Figure as can be seen from.

Normal P-P Plot of Regression Standardized Residual



Graph 4.1 normal P-P Plot to test Normality of the data

Source: Survey result SPSS 2019

As shown in the Figures from the histogram and the graph residuals were normally distributed around its mean of zero which indicates that the data were normally distributed and it was consistent with a normal distribution assumption. As the figures confirmed the normality assumption of the data, this implies that the inferences made about the population parameters from the sample statistics tend to be valid.

The value of Skewness and Kurtosis and their respective standard errors were computed as follows. The values of Skewness and Kurtosis demonstrate the normality assumption has been met.

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Brand awareness	241	-.415	.157	-.394	.312
Providers attribute	241	-.795	.157	.736	.312
Service attribute	241	-.080	.157	-.269	.312
Symbolic attribute	241	.098	.157	-.428	.312
Overall brand equity	241	-.503	.157	.075	.312
Valid N (listwise)	241				

Table 4.10 Skewness and Kurtosis measures

Source: Survey Result, SPSS (2019)

4.2.2.2 Multicollinearity Test Assumption

One should check for the problem of multicollinearity which is present if there are high correlations between some of the independent variables. The study checks this with the Variance Inflation Factor (VIF) which calculates the influence of correlations among independent variables on the precision of regression estimates. The VIF factor should not exceed 10, and should ideally be close to one. Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model and is calculated using the formula $1-R^2$ for each variable. If this value is very small (less than 0.10), it indicates that the multiple correlation with other variables is high, suggesting the possibility of multicollinearity.

model	Collinearity statistics	
	Tolerance	VIF
constant		
Brand awareness	.436	2.293
Providers attribute	.408	2.453
Service attribute	.263	3.800
Symbolic attribute	.299	3.345

Table 4.11 Multicollinearity Test

Source: Survey Result, SPSS (2019)

As can be seen from table 4.9 above, the tolerance level of all independent variables are greater than 0.1 and the VIF value of all the independent variables are also less than 10. This confirms the absence of multicollinearity.

4.3 Regression Analysis

4.3.1 Multiple Regressions of CBBE Dimensions on Overall Brand Equity

The multiple regression analysis was conducted to investigate the influence of independent variable on the dependent variable and identify the relative significant influence; i.e., independent variable (Brand Awareness, Provider Attributes, Service Attributes, Symbolic Attributes) to the dependent variable; i.e. overall brand equity. The proposed hypotheses were tested using multiple regression analysis. The result of regression analysis of the independent variables (Brand Awareness, Provider Attributes, Service Attributes, and Symbolic Attributes) on the dependent variable overall brand equity indicates existence of positive and statistically significant effect on overall brand equity. The model summary table shows an Adjusted R-Square value is 0.664 which means that 63.9% of the customer-based brand equity was explained by the variation of the four CBBE dimensions. In other words, this means that 36.1% of the dependent variable i.e. overall brand equity cannot be explained by these four dimensions and that there must be other variables that have an influence on the outcome.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.803 ^a	.645	.639	.49469	1.891

a. Predictors: (Constant), symbolic attribute, providers attribute, brand awareness, service attribute

b. Dependent Variable: overall brand equity

Table 4.12 Model Summary

Source: Survey Result, SPSS (2019)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.452	4	25.363	97.838	.000 ^b
	Residual	61.179	236	.259		
	Total	162.631	240			

a. Dependent Variable: overallbrandequity

b. Predictors: (Constant), symbolicattribute, providersattributes, BA, serviceattribute

Table 4.13 ANOVA matrix

Source: Survey SPSS (2019)

a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.084	.183		.460	.646		
	brandawareness	.147	.059	.146	2.493	.013	.436	2.293
	providersattribute	.140	.068	.126	2.071	.039	.408	2.453
	serviceattribute	.260	.086	.228	3.017	.003	.263	3.800
	symbolicattribute	.432	.079	.389	5.486	.000	.299	3.345

Dependent Variable: overallbrandequity

Table 4.14 Coefficient Matrix

Source: Survey Result, SPSS (2019)

Table 4.13 presents the result of regression analysis which is based on the four independent variables (Brand Awareness attributes, Provider Attributes, Service Attributes and Symbolic Attributes). The independent variables that contribute to variance of the dependent variable are explained by the standardized Beta coefficient. The beta value on the coefficient table indicates level of effect each dimension has on the dependent variable which is overall brand equity.

The strength of each predictor (independent variable) influencing the criterion (dependent variable) can be investigated via standardized Beta coefficient. The regression coefficient explains the average amount of change in the dependent variable that is caused by a unit change in the independent variable.

The larger value of Beta coefficient an independent variable has, brings the more support to the independent variable as the more important determinant in predicting the dependent variable.

The regression model of this study can now be properly written in an equation as follows:

$$Y (\text{Overall Brand Equity}) = a (\text{y intercept}) + (0.146) \text{ Brand Awareness} + (0.126) \text{ Provider Attributes} + (0.228) \text{ Service Attributes} + (0.389) \text{ Symbolic Attributes} + e (\text{Error Term})$$

The regression model from table 4.13 above result shows that keeping other variables constant, a one unit increase in Brand Awareness will bring a 0.146 unit increase in the overall brand equity in private Higher Education Institutions in A.A, a one unit increase in Provider Attributes will bring a 0.126 unit increase impact on overall brand equity in private Higher Education Institutions in A.A, a unit increase of Service Attributes will bring a 0.228 unit increase impact on overall brand equity in private Higher Education Institutions in A.A and a one unit increase of Symbolic Attributes will cause a 0.389 unit increase in overall brand equity of in private Higher Education Institutions in A.A.

4.4 Hypothesis Testing and Interpretation of Results

Hypothesis	Result	Reasons
Ho: Brand awareness attributes do not have a significant influence on overall brand equity in private higher educational institutions.	Accepted	$\beta_1 = 0.146$ $\rho > 0.05$
Ho: Providers attributes do not have significant influence on overall brand equity in private higher educational institutions.	Accepted	$\beta_2 = 0.126$ $\rho > 0.05$
Ho: Service attribute do have a	Rejected	$\beta_3 = 0.228$

significant influence on overall brand equity to private higher educational institutions.		$\rho < 0.05$
Ho: symbolic attributes do not have significant influence on overall brand equity in private higher educational institutions.	Rejected	$\beta = 0.389$ $\rho < 0.05$

Table 4.14 Summary of findings

Source: Researcher's survey result (SPSS), 2019

H1: Brand Awareness attributes have a significant influence on overall brand equity in private Higher Education Institutions.

The result of multiple regression analysis of the table 4.14 indicates that in private Higher Education Institutions in Addis Ababa, Brand Awareness attributes do not have significant influence on overall brand equity with p value of > 0.05 . Besides, the value of beta ($\beta=0.146$) shows a weak impact on overall brand equity caused by a unit increase in Brand Awareness. Hence, the above proposed hypothesis is rejected.

This finding was somewhat surprising as it was contrary to the hypothetical relationships as postulated by Aaker (1991) and Keller (2003) and the findings of other studies which had concluded that brand awareness significantly impacts on other dimensions of brand equity.

However, the findings of the current study were consistent with the study of Mourad et al. (2011). The model adopted for this study which was originally developed by Mourad et al in 2011 builds on brand equity models of Keller (1993) and Aaker (1991) to a lesser extent, in order to examine the brand equity in the service sector and, in particular, in the context of higher education in Egypt. Their findings provided empirical support for the proposition that brand equity is a significant factor of the choice of University. The first dimension in their model: “brand awareness”, was not a statistically significant driver of brand equity in higher education, as was the case in the current study. Brand awareness is less important when competing institutions are already widely known. On the other hand, the second dimension, “brand image”-related determinants were found to be statistically significant drivers of brand equity in their research.(Mourad et al. 2011).

H2: Provider attributes have a significant influence on overall brand equity in private Higher Education Institutions.

These relates to the attributes of the organization itself, the staff providing the service and other attributes such as location (Booth, 1999; Scott, 2000; Chen, 2008; Kurz et al., 2008), country of origin, size (Cheng and Tam, 1997; Kent et al., 1993; Scott, 2000; Smith and Ennew, 2000) and history. In the proposed model, these attributes include the relationship between students/ parents and the faculty/staff (Scott, 2000; Chen, 2008). Which has to significantly influence but, the result of multiple regression analysis of the table 4.14 indicates that in private Higher Education Institutions in Addis Ababa, Provider attributes do not have significant influence on overall brand equity with p value of moderately > 0.05 .

Besides, the value of beta ($\beta=0.126$) shows a weak impact on overall brand equity. Hence, the above proposed hypothesis is rejected.

H3: Service attributes have a significant influence on overall brand equity in private Higher Education Institutions.

The result of multiple regression analysis of the table 4.13 indicates that in private Higher Education Institutions in Addis Ababa, Service attributes have significant influence on overall brand equity with p value of 0.003. And also, the value of beta ($\beta=0.228$) demonstrates that the positive influence of service related attributes on overall brand equity. This implies that a one percent increase in Service related attributes results in a 22.8% increase in overall brand equity. Hence, the above proposed hypothesis is accepted.

Of the service attributes, trustworthy quality of education, excellent after sales service (alumni relations and student record) and availability of range of academic programs and complete coverage of courses have a more significant effect on overall brand equity respectively.

H4: Symbolic attributes have a significant influence on overall brand equity in private Higher Education Institutions.

The result of multiple regression analysis of the table 4.13 indicates that in private Higher Education Institutions in Addis Ababa, Symbolic attributes have significant influence on overall brand equity with p value of 0.000. And also, the value of beta ($\beta=0.389$) demonstrates that the positive influence of Symbolic Attributes on overall brand equity. This implies that a one percent increase in Service related attributes results in a 38.9 % increase in overall brand equity. Symbolic attributes like good reputation, brand image, research and development projects, and fulfilling social responsibilities are predictors of overall brand equity. Hence, the above proposed

hypothesis is accepted. It can be summarized that Image-related dimensions were far more important as drivers of brand equity than awareness-related ones.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

Using the whole sample of 241 students, suggested that image-related determinants were the major drivers of brand equity than the awareness attribute determinant.

Brand awareness attributes and provider's attributes do not have a significant influence on overall brand equity in private higher educational institutions.

Service attributes and symbolic attributes have a positive significant influence on overall brand equity in private Higher Education Institutions. Of the service attributes, trustworthy quality of education, excellent after sales service (alumni relations and student record) and availability of range of academic programs and complete coverage of courses have a more significant effect on overall brand equity. Symbolic attributes like good reputation, brand image, research and development projects, and fulfilling social responsibilities are predictors of overall brand equity. Overall brand equity found to be positively explained by the sum of the four independent variables by 64.5% in this study and the reaming 35.5% of the dependent variable (i.e. Overall brand equity) has explained by other exogenous variables.

5.2 Conclusions and Recommendations

From the above findings and outcomes of the analyzed information the subsequent instructional and realistic implications can be derived to offer guidelines for those who are involved in marketing service or some other beneficiary of this research to help them in enhancing the value of their brands.

The marketers in the area of higher education should realize the developing a positive brand image is more important than creating awareness. The insignificance between brand awareness

and overall brand equity is unexpected thus marketers should invest more on creating and maintaining the determinants of brand image dimensions than promotional campaign.

Finally managers should realize brand equity influence the customer's selection process especially in service industry because it reduces risk (risk reliever). And as a result focusing on developing and maintaining the determinants of brand equity will help them in positioning their service in the market and influence marketing choice.

5.3 Limitations and Directions for Future studies

First, the studies sample consists of only potential graduate students of private universities working their Master's degree in business and related fields of studies and did not include students from public universities, colleges and different fields of studies are not observed. Students thinking about joining the universities and college students who've already graduated from the universities have not been decided on to be part of study as pre purchase and post purchase behaviors vary. Second, the study geographically constrained to Addis Ababa so caution has to be exercised in generalizing from these findings to other cities in Ethiopia. Third, the researcher focused on one type of brand equity which is consumer-based brand equity and other research could attention on brand equity from different perspectives, including the financial or employee perspectives. Fourth, the research focused on student's attitude of the determinants of brand equity and neglected the university's point of view, which should be analyzed in future research.

Notwithstanding barriers within the research, the researcher believes that this study will inspire future studies on brand equity of services particularly in the HE context as service marketing is very interesting concept and serves as competitive Advantage to guild market activities for universities and who will join the sector in the future.

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APPENDIX 1: QUESTIONNAIRES

ST MARY UNIVERSITY

SCHOOL OF GRADUATES STUDIES

DEPARTMENT OF MARKETING MANAGERMENT

Dear respondents,

This questionnaire is intended to collect the information about your knowledge, attitude and feelings about private universities in Addis Ababa to be used as primary data to pursue a Master's degree in marketing management.

My name is Hanna Ababu, MA candidate at St Mary University College of graduating studies conducting a research under the title of the “determinants of brand equity in private higher education” The case of private universities in Addis Ababa” As a partial fulfillment of the requirement of masters of art in Marketing Management.

As a student of this university your participation in this study will be valuable and greatly appreciated. Information gathered will be treated with utmost confidentiality and will not be used for any other purpose. If you would like further information about this study, or have problem in completing this questionnaire please contact me via +251-911-793667.

Thank you in advance for your cooperation!

Section 1: Respondents Profile

INSTRUCTION: please insert a check mark in the box you select and no need of writing your name.

1. Sex Male Female
2. Age : 21-30 31-40 41-50 Above 50
3. Occupation: Government Employee Private Employee self employed
student

4. Have you previously attended any other private higher educational institutions?
 Yes No if yes where _____
5. Which privately owned higher education institution are you attending? St Mary University Unity University Admas University
6. How long has it been since you joined this University? 1-2years 3-4years
7. Enrollment type Regular extension
8. Program of study Marketing management accounting and finance
 Management Economics
9. Why are you attending private higher educational institution; I failed the entrance exam for public (government) university I wasn't able to attend the public(government) university I was accepted to due to a personal reason I was forced to withdraw from a public university due to personal reason I was expelled /suspended from a public university or any reason specify _____
10. How did u learn about this university? From the media (TV, Radio, and/or written media) from the interest Because a close friend or family is attending in the same University Word of mouth(recommended from a close family member/friend If other, Please specify _____

Section 2: please put a check mark' ✓ "among the five alternatives in the following table the best explain your attitude in the scale.

		Strongly disagree	Disagree	neutral	agree	Strongly agree
BA1	Aware of the symbol or logo of university					

BA2	Positive word of mouth what this university					
BA3	Positive brand awareness creating through advertising					
BA4	These university comes in mind when thinking about higher educational institution					
BA5	Successful promotional campaign better than its competitors					
		Strongly disagree	Disagree	neutral	agree	Strongly agree
PA1	University has good standing history					
PA2	Staffs have adequate knowledge and expertise to their roles					
PA3	Size, campus, and facilities of the university are adequate					
PA4	the university campus location is convenient					
PA5	Good student relations					
PA6	Future and existence of the university is guaranteed					
		Strongly disagree	Disagree	neutral	agree	Strongly agree

SA1	University provides programs to meet the interest of their students					
SA2	This university gives employers and employments' opportunity for graduates					
SA3	Quality of education is to be trusted					
SA4	University tuition fee is fair					
SA5	University give superior after sales service					
		Strongly disagree	Disagree	neutral	agree	Strongly agree
SYA1	Feel proud to be a student of this university					
SYA2	This university has good reputation and positive social image					
SYA3	Unique brand image and good position					
SYA4	These university involve in research and innovation and students are part of it					
SYA5	Fulfill social responsibility (economic, social, technical, political, and cultural.....)					

SYA 6	Trust the brand image of the university					
SYA 7	Associating the university with admired peoples					
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
OBE 1	Am pleased with the service am getting from the university					
OBE 2	My university is one of the leading private higher educational institution in Addis Ababa					
OBE 3	I would suggest this university to someone who wants to pursue their masters					
OBE 4	I will attend again to these university if I want to continue further education					
OBE 5	This university is more than a school to me					

