www.irmbrjournal.com June 2015
International Review of Management and Business Research Vol. 4 Issue.2

Antecedents of Education Brand: Analysis of Student Preferences

MUHAMMAD AHMAD, WAQAS MANZOOR DAR
Faculty of Management and administrative Sciences, University of Gujrat, Pakistan
Email: ahmad1.chatha@gmail.com

Abstract

The impending focus of the study is to provide information about the impact of brand in services preferences in general and higher education in particular. As in the case of services branding is considered competitive edge of an organization. The study focused towards the factors that constitute the brand and the consumer's preferences. In this particular case the main objective was to see the impact of brand on the student preferences while selecting an institution for higher education. The study is quantitative in nature. A self administrated instrument was used to collect the data. The study was conducted in Pakistani context. The respondents were the students of Public, private and semi-government institutions. It is an example developing country where it is important to see the impact of brand in the consumer's purchase intentions. The results provide strong support to theoretical model; regarding the impact of education brand on the student preferences. The study is equally important for the all type of institutions (Public, private and semi-government) to attract the compatible number of students and also to attract the foreign students as well. The model is also helpful for building the brands in other services. The distinctive contribution of the study is to provide a base to identify the factor that constitute the brand in services sector and empirical validation of the services branding literature regarding the positive impact of brand on the consumer's purchase intentions in Pakistani context (an emerging market).

Key Words: *Education Brand, Services Marketing, Student Preferences, Pakistan, Higher Education Institutions, Education.*

Introduction

According to Kotler (2011) the most of the marketing work and models focus the manufactturing industry and lesser work has been done on other marketing sectors. In others studies Mourad, Ennew, & Kortam (2011); Khatri & Sharma (2011) highlights the limitations of marketing literature regarding the service sector branding in general and education branding in particular. The present study focuses twofold areas; one is the education is brand means its more than a product or mere service, secondly what are the elements that make the compound of well reputed and competitive brands in higher education and students preferences in this regard. Education brand means to distinct one provider of education from other education services providers. Services differ from products in number of ways; they are intangible, cannot be stored, cannot be visualized and according to fresh perspective they have benefit without ownership. The size of services sector is increasing particularly in developing countries. The services have search, experience, credence attributes and extended marketing mix. Credence attributes are those that are impossible for consumer to evaluate even after purchase (Lovelock, Wirtz, & Chatterjee, 2006). Branding in services is significant to enhance the reliability and exerts strong effect on purchase, increase perceived quality, perceived value for money, save information search cost and relieves attached risks (Baek & King, Exploring the consequences of brand, 2011). Organizations are widely using branding in services as competitive weapon (keller, building, measuring, and managing brand equity, 2007). The special attribute of services is intangibility to brand services we need to emphasize specifically on this issue (Moorthi,

2002). The services have unique characteristics and they need greater branding and customer empowerment. The services providing firms that are more market oriented can better understand their customer; they have superior branding capabilities and customer empowerment that leads to customer satisfaction (Ngo & Cass, 2011). Effective marketing communication, involving the people, empowering the customers and market research can build strong brands (Gray1, 2006). There is remarkable importance of branding in developing and maintaining sustainable competitive advantage in the present intense competition era. The brands are the assets of organizations and differentiate the organizations among the competitors. The case of branding in Higher Educational institutions is same like the other services and its challenging (Trapp, Pinar, Girard, & Boyt, 2011). Branding is just a name or slogan it needs to add more in form of quality, customer care, trust, recognition, being different and experience to sustain in long run (artist, 2011). The current study focus on higher education and indentifying elements that builds brands in higher education. In higher education services there is higher level involvement of customers (students) and more risk attached as the student's career depends on the selection of right institute. In present era education has evolved as an education industry and it is one of major revenue generating sector of the many developed countries.

Significant of the Study

The study is about the education brand and students preferences, so it is beneficial for the students with respect to selection of institution for higher education. The research is also equally important for the current higher educational institutions and for those whom projects are in pipeline. Other stakeholder like parents of students, institutional owners in private sector, and higher education commission will be the beneficiaries of this research. The higher education institutions can build brands on the basis of the information available in this study.

Problem Statement

The paper investigates the impact of education brand on student's preferences and what brand delivers to students.

Objectives of study

- To identify education brand influence students to select an institution for their higher.
- To highlights institutional perspectives to motivate students.
- To identify the factors that makes a reputed brand in higher education.
- To analyze what student express or feel being the part of educational institution.

Research Questions

The research questions for this research are:

- What is the impact of education brand on the students preferences
- What are the factors that makes a brand in higher education
- What student feel or express on the basis of their preferences

Delimitations of the Research

In services sector in general and in education sector particularly brand is the multidimensional concept. In the present research educational brand is determined with five of its dimensions, which are provider attributes, accreditations, information and promotion, ethical considerations, and services attributes. The

students preferences and selection of the institution is also depends on multifactor but the current study only limits to impact of brand on students preferences.

Literature Review

American Marketing Associations (AMA) defines Brand as "A name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers. The legal term for brand is trademark. A brand may identify one item, a family of items, or all items of that seller. If used for the firm as a whole, the preferred term is trade name". Brand is the source of information and opinion change of customers (woodruff, 1972). On the other hand (Marconi, 1993) stressed that brand is more than name because name gives only identity to product whereas brand go beyond to this and add value to product or service and gives attributes of personality. (amber & styles, 1996) Also has same findings and stressed the brand is means to add identity and provide additional value to customers. Brand is the intangible asset of the organization and control the brand trademark. It has legal protection and valuable portion of organization value from customers and market. In recent years it has evolved as the major financial part of many services organization. In 2010 Google brand worth was 37% of its total worth and 48% of Coca Cola (schultz, 2011). Brand means that the buyers perceive unique image and personality attachment with particular brand. Services differ from physical products in number of ways and have search, experience, and credence attributes. These attributes are relatively difficult to evaluate prior to purchase (lovelock, 2006). Brand is the source to reduce information cost, positive base for quality, reduce the attached risk and provide purchase intention of particular brand (Baek & King, Exploring the consequences of brand credibility in services, 2011). Branding in services is more important and valuable in this regard. Brands influences the customers behavior in this more focused is on the branding of physical goods rather than services (Turley & Moore, 1995). Lesser work has been done on services branding and in this context branding is more valuable. Branding and customers involvement in services increase the satisfaction of the customers (Cass & Ngo, 2011). Service branding build positive attitudes and stress this phenomena needs to be accepted inside and outside of the organization (Chernatony & Segal-Horn, 2001). Brands have endured for centuries and are likely to thrive years to come because of value they provide. The brands are source to reduce risk, simplify the complex decision making, provides greater value and satisfaction in customers lives. In the era of growing and tense competition the job for managers to build and maintain brands and brand image is not easy (keller, how to navigate the future of brand management, 2011).

In present era education has evolved as a profitable industry and developed countries are giving considerable attentions to it. The competition in this sector remains tense and countries who seeks to improve this sector needs to take the all those measures taken by the developed countries (cheung, yuen, yeun, & cheng, 2011). Communication changes and globalization changed the way of higher education especially in developed countries and competition in higher education has increased. The higher education has evolved as profitable industry and the tuitions fee and other expenses have been increased (morey, 2004). Globalization and regional cooperation are source to increase the competition in all sorts of life and form the last decade the world transforming towards the knowledge based economy and the role of higher education in this regard is very critical. In higher education many new players are evolving. To develop the competitive international standards of higher education the countries like Hong Kong are working on capacity building and industrialization of higher education to make hub education development (cheng, cheung, & yuen, 2011). (li-hua, wilson, aouad, & li, 2011) Argue that although internationalization is essential, in the meantime "innovation" needs to be highlighted in the process of internationalization in higher education. This is challenge for universities to be more innovative to respond quickly against the change and diverse environment. Universities need to adopt the new technologies and value price for their customers. The universities are now the learning organizations. University has to create the right management structure and appropriate implementation strategy to enable it to be in a competitive position to secure the future (Moogan, 2011). Human capital plays a vital role in higher education and in recent organizational developments and environmental changes in this arena has forced institutes to align their

faculty and administration with these changes (Khasawneh, 2011). The collaborations with other higher educational players also play a significant role in building and maintaining the competitive advantage. The staff, leadership and organizational commitment also play a vital role in long term sustainable collaboration among the institutions and for strategic competitive advantage. (Moogan, 2011) Focus the identification of those factors that impacts the decision making of newly enrolled undergraduate students. In United Kingdom (UK) the student's perceptions about the marketing campaigns of Higher Education institutions and their information need. Decisions making variables and measures of importance of different information sources are identified. Course content, career advancement, reputation of the course, words of mouth, employment rate, cost of study, students enrollment criteria were the variables of decision making model and the sources of information while making the decision include mass media advertisement, prospectus, direct mail, and the e-document and use of technology are becoming more important.

Pinar, Trapp, Girard, & Boyt (2011) argue there is remarkable importance of branding in developing and maintaining sustainable competitive advantage in the present intense competition era. The brands are the assets of organizations and differentiate the organizations among the competitors. The case of branding in Higher Educational institutions is same like the other services and its challenging. They developed an Eco system a frame work for the branding in Higher Education. The framework shows the relationship and interactions among the major activities of university value-creating networks (academics, sports, student life, and community services) in delivering exceptional learning. we believe that this framework could help brand managers in higher education to identify the key value-creating activities and their interrelations and interactions that are critical for creating a strong, differentiated education brand desired and preferred by stakeholders (mainly students).

Mourad, Ennew, & Kortam (2011) find with empirical evidence that the brand is a significant influence on the selection of a university. There were a number of factors identified that determine the brand equity but were tested on two dimensions brand awareness and brand image. These two dimensions were categorized under the headings of consumer attributes (related to experience, socio-economic conditions, and student related factors), provider attributes (staff, location), marketing activities (activities carried out by the institution and words of mouth), product attributes (quality of education, courses, fee, admission criteria, etc) symbolic attributes (institutional identity, reputations).

Khatri & Sharma (2011) highlight the importance of branding in higher education with ethical dimensions to brands the higher educational institutions. There are numerous issues regarding ethical practices (like, 100% placement, foreign faculty, building shown is copied from some international universities websites, hidden charges etc). The author argues the importance of ethics in branding the higher educational institutions. Variables were ethically managed higher education brand with competitive advantage. It also explores the variables of service quality, infrastructure, faculty and other variables and their relationship with development of higher education brand.

Education is defined as the transfer of accumulated knowledge from previous generations to new generations. In present era of tense competition education also has evolved number changes and new modes of education have been developed with development of state of the art technologies and innovation. The old classical methods are replaced with distance learning and also a hybrid of these also working in the meanwhile (Yamamoto & Karaman, 2011). Globalization and advancement in technology develops new benchmarks of quality in higher education and quality is element of trust between the students and higher education institutions. The course of quality in education has been changed from management device to marketing device (Vidovich, 2002). Quality serves as the basis for trust and brand is basis for quality cue in selection of organization (Chung & Tan, 2008).

As the "marketing department" has emerged, colleges and universities have begun to embrace the fundamentals principles of integrated marketing and branding. Due to competition and emergence of private players in this field universities are focusing on positioning strategies as well marketing strategies.

The students like to enter to those institutions that are international and have good market value (mourad, 2010). Effective communication and advertisement play important role in building the brands and influence the behavioral manifestation (Cobb-Walgren, Ruble, & Donthu, 1995). (Doyle, 1990) Identify four dimensions of successful branding; quality, service, innovation, and differentiation. Quality it is common among all the reputed brands and competitive edge to get greater market share. Superior service lowers the switching of brand. Innovation enables the brands to be in market and change before the market changes. Finally differentiation creates a personality match and particularly in services it is more important.

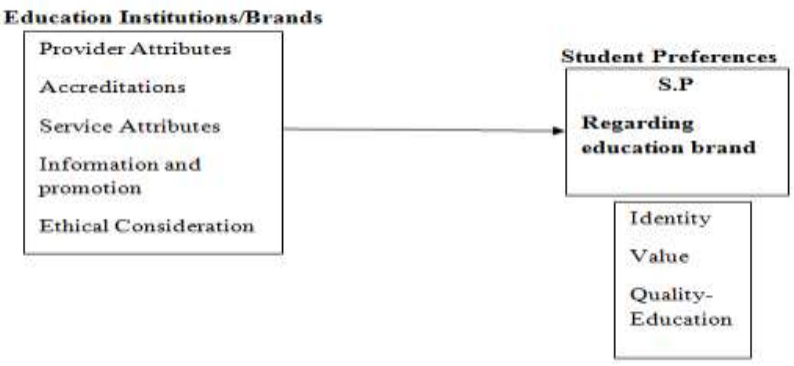
There is lesser work has been done in branding of higher education institutions. in Pakistani context it is hard to find any study regarding the branding of higher education institutions although there are some studies like (Arif & Ilyas, 2011) works on the role of effective leadership and student counseling in satisfaction of students. The present study contributes not only to national context of branding of higher education institutions but also beyond the national context.

So far the literature reviewed; most of the work deals with technological advancement, globalization, and intense competition with emergence of private players in field of higher education. The work done in developing countries like India (Sharma et al., 2011) work on ethical consideration for branding in higher education institutions, in Pakistan (Arif et al., 2011) study the role of leadership, in Malaysia (Teh & Salleh) identified the positive impact of brand meaning on brand equity and in Egypt (Mourd et al., 2011) finds that the brand awareness is positively related to brand equity. The studies in branding of higher education institutions take intensive support from services branding. There are fewer studies like (Mourad, Role of brand related factors in influencing students' choice in Higher Education (HE) market, 2011) that directly dealt with factors that contribute to make a brand for higher education.

There are number factors identified from literature that contributes to make the brand for higher education. The most important of them are provider attributes, students attributes, services attributes (Mourad et al., 2011), ethical considerations (Sharma et al., 2011), information and promotion for brands (woodruff, 1972), market ranking (Bunzel, 2007), words of mouth convey effective message identified by (Sweeney, Soutar, Mazzarol, & Sweeney, 2011), accreditations (Heaney, Ryan, & Heaney, Malaysia), experience and availability of number of courses.

The study would be beneficial for students with respect of selection the institution for higher education. The study would be beneficial for institutions as it will highlight the factors that influence the students for choosing a specific institution. Other stakeholders like parents, institutional owners and higher education commission will get benefits of this study. On the basis of the study institutions can attract more the national students and they can build international brands.

Theoretical Framework:



Hypothesis of the Study

H_1: There is positive relationship between education band and student preferences
$H_{1a:}$ provider attributes of higher education institutions have the positive relationship with student preferences
H_{1b}: Accreditations of the higher education institution have the positive relationship with student preferences
H_{1c}: Services Attributes of the higher education institutions have the positive relationship with the student preferences
H_{1d}: Information and promotion of the institutions have the positive impact on the student preferences
H_{1e}: There is positive relationship between the institution ethical considerations and student preferences

Research Methodology

The current study concerns itself with services sector in general and impact of Higher Education brand on student preferences in particular. The most of the marketing literature concerns itself with manufacturing and there is lesser work on the other sectors (Kotler, 2011). Studies by (Mourad et al., 2011; Khatri & Sharma, 2011) highlight the importance of education brand in higher education and also pointed the limited empirical work on education branding. As the services has the credence, experience and search attributes (Lovelock et al., 2006) to overcome these issues branding in services is the competitive weapon (Keller, 2005). Now in educational institutions marketing is widely used to attract more and more students to broaden their selection pool. So, to implement marketing in educational institutions more effectively and efficiently, it is important to see the impact of branding on student preferences.

Higher education of Pakistan is governed by the Higher Education Commission of Pakistan. In last decade there are number private institutions has been enter into the higher education competition. Due to the entrance of number of private players the higher education environment has become competitive.

The method used to collect the data from students include both online and personnel contact. The online survey questionnaire was made with the help of Google document and it was placed on different social media (mainly Facebook) groups and personnel e-mails were also sent to students in contact of the researcher.

Face validity and content validity was also checked by the supervisor and two other researchers of Doctorate degree. To fill the survey questionnaire online help was also taken by the Google document. According to Sekran (2003) a sample size larger than 30 and less than 500 is considered good for most researches. To attain this level of goodness a total of 125 questionnaires were sent and 107 were received. The response rate was 85.6%. Among the 107 questionnaire received; 6 were found incomplete. So; the remaining 101(80.8%) of a total of 125 were used for further analysis. Non-Probability (Snow Ball) sampling technique used in this study. This was due to the shortage of time, resources constraints; disperse geographic location and good social links of author in the student community. This is good sampling technique when you want to collect a handful number of respondents in short time spam.

The population frame of the study is the students studying in the universities of Islamabad region. For the pilot study the data was collected from the actual university students of Islamabad region. The students were selected from the reputed universities of the region regardless (Private, semi government and Public sector) ownership. A sample size of 51 students was used to check the reliability of the instrument used in the current study. The results of reliability are given below in table 1.

The current study type is cross sectional in nature. The population frame was the students of Rawalpindi and Islamabad Region due to disperse geographic of educational institutions and limited resources. A list of universities was prepared within this region. The data was collected from 5 universities of the region that

were classified as the Public Sector, Private and semi-governmental. The instrument used for the data collection was self administered survey questionnaire.

Table 1: Reliability of Variable

Variables	Cronbach's Alpha	Items
Independent Variables		
a. Provider Attributes	.706	5
b. Accreditations	.881	3
c. Service Attributes	.923	8
d. Information and promotion	.893	8
e. Ethical considerations	.917	5
Dependent Variable		
Student Preferences	.906	8
Combined (Education Brand)	.969	29

The unit of analysis was the individual. The objective of the study is to measure the impact of education brand on the student preferences. Here the student is treated as the single entity. The data is collected one short so; the study type is the cross sectional.

The tool used in the study was self administrated survey questionnaire. As the other researcher have used the same scheme like the student conducted in Egypt by (Mourad et al., 2011).

Data Analysis and Results

Table one (1) describes the reliability values of the instrument used in the study. As the reliability is the measure of inter item consistency to measure the same phenomena that the research want to measure the values of the reliability meat the (Nunnally & Bernstein, 1994;Sekran, 2003).

Table 2: Socio-Demographics

Gender	Frequency	Percentage
Male	42	41.6
Female	59	58.4
Total	**101**	**100**
Age (Years)		
15-20	22	21.8
21-25	61	60.4
26-30	16	15.8
31 and above	2	2
Total	**101**	**100**
Income Level		
High	20	19.8
Middle	69	68.3
Low	12	11.9
Total	**101**	**100**
Institution with respect to Ownership		
Government	39	38.6
Private	43	42.6
Semi-Government	19	18.8
Total	**101**	**100**

All the values of Cronbach alpha are between the 0.706 and 0.969. while in the table items means the questions to measure a construct.In Table one (1) a combined reliability was also calculated because the further analyses are also performed on the combined variable named as education brand. The reliability was calculated on the sample size of 51.

Table two (2) is about the demographics of the respondents. Frequencies and percentage of gender, age, income level and type of institution student study (regarding the ownership) is given in the table. This socio-demographic information is used to analyze the measure of difference. The result of measure of difference show no or slight variation in student preference regarding the brand. This may be due the small sample size.

Table 3: Correlation Analysis of Education Brand and Student Preferences

	Education Brand	**Student Preferences**
Education Brand	1	
Student Preferences	0.547**	1

Note ** P<0.001
Dependent variable: Student Preferences

Table three (3) is about the correlation analyses of education brand and student preferences. The relationship between the education brand and student preferences is positive. Two stars (**) describe the significance level. The p value is less than 0.05. On the basis of this the researcher accepts the H_1 that is alternate hypothesis.

Table 4: Regression analysis of Brand Education and Student Preferences

Construct	Coefficient	t	P
Education Brand	0.592	6.502	0.000

Note p<0.01
R^2 = .299, Adjusted R^2 =.292, F (1, 101) = 42.279, P=0.000

Equation 1:

Regression Equation

Y= $\beta_0 + \beta_1 Y_{1+} \epsilon$

Student Preferences= 1.652 + 0.592 Education Brand + ϵ

Equation one (1) is the linear regression equation that explains the impact of education brand on the student preferences. The values of constant and β_1 and are taken from the table four (4) that explain the regression analysis of education brand and student preferences. The value of education brand is 0.592 and significant.

This means that an increase of one unit of independent variable education brand will cause an increase of unit .592 in the dependent variable student preferences. This impact is strong relationship of independent and dependent variable. The value of R^2 is .299 that is a value which represents the proportion of dependent variable accounted for by the independent variable (Black, 2006). The value of the R^2 is in acceptable range because of cross sectional data.

For the regression analyses in table four (4) the value of ANOVA is significant at 0.000 that show the fitness of the model. The value of Adjusted R^2 is .292 that is measure how much value of R^2 is inflated. The difference is smaller, so the inflated rate is also smaller.

Table 5: Correlation Analysis of Education Brand Constructs

	Provider Attributes	Accreditations	Service Attributes	Information & promotion	Ethical Consideration	Student Preferences
Provider Attributes	1	-	-	-	-	-
Accreditations	.435**	1	-	-	-	-
Service Attributes	.611**	.686**	1	-	-	-
Information & promotion	.610**	.667**	.847**	1	-	-
Ethical Consideration	.691**	.680**	.840**	.789**	1	-
Student Preferences	.373**	.420**	.528**	.593**	.437**	1

Note: **P<.001
Dependent Variable: Student preferences

Table five (5) shows the correlation analyses of education brand constructs and their inter correlation. The values of all the five constructs are positively correlated and significant. So the alternate hypothesis H_{1a}, H_{1b}, H_{1c}, H_{1d} and H_{1e} are accepted.

Discussion, Conclusion and Recommendations

This paper presents the results of education brand and student preferences in context of developing country and services sector. The services sector has some special attributes that are credence, search and experience that make services complex in nature and difficult to evaluate before purchase. There is great body knowledge that dealt with the branding of manufacturing and consumer goods but there is lesser work on the branding of services in general and higher education institutions in particular. The current study uses a theoretical model to determine the impact of education brand on the student preferences. The theoretical model used in the current study look at the five dimensions of education brand; namely provider attributes, accreditations, services attributes, information and promotion and ethical considerations. As all of the five dimensions of education brand have the positive relationship with the student preferences and education brand as a whole also have the positive relationship with student preferences.

The results of education brand as whole provide the strong support for the model (education brand and student preferences). Analysis of whole sample of education brand was performed; higher education commission ranking and scholarships values are significant that's means that theses two have the more importance than the others items of education brand.

The distinctive contribution of this empirical research is to see the brand as student's preference measure to select an institution for higher education. This shows the brand as the consumer's preferences in services sector. A particular example of developing country is used in the study for the purpose stated above. This is also a novel piece of writing in the Pakistani context regarding the higher education and services sector.

As the education has evolved as the business activity and in many developed countries it contributes a major share of their national income. The developed nations has focused this area and attracted number of foreign students. Few newly developed economies also put much attention towards this sector and they are quite successful in this regard. In Pakistan lesser attention has been given towards this. But during the last two decades and formation of higher education commission a number of private players have entered in the higher education sector. This study shows the positive impact of education brand on the student preferences. This provides a direction for the management of higher education institutions including the

public sector, private and semi-governmental institutions that they can focus on the number of factors that constitutes the brand for higher education. By focusing these areas they can increase the base of their selection pool. They can also attract the foreign students that surely contribute to the national income and also build the positive image of the country.

Like the other social science studies there are number limitations of the research. First the study focuses the current students of the universities. Second resources and geographic constraint restrict the study only to the Islamabad region. Third the time frame was short in which the researcher has to complete the study. Fourth the sampling technique used in the study is non-probability which is not systematic and cause measurement errors. Finally the study ignored the institutions perspective and hurdles in the building the brand.

Importantly, the model is with context to the higher education institutions and developing country context, so causations must be exercised in generalizing the study in the other contexts. The model provides a base for the services sector to build the brands in general and educational institutions in particular. This also serves as base for the further studies of services branding.

Multiple directions for the future research exist. The model can also be tested in other contextual setting. The impact of brand factors also can be seen with pre-purchase and post-purchase with longitudinal study. The study can be expanded with including the institutions perspective with the same framework. The model can be a base for other services branding.

References

Amber, T., & styles, C. (1996). Brand development versus new product development. M*arketing Intelligence & Planning , 14* (7), 10-19.

Arif, S., & Ilyas, M. (2011). Leadership, empowerment and customers satisfation in teaching institutions. *The TQM Journal , 23* (4), 388-402.

artist, W. (2011). Branding so much more than a name. S*trategic Direction , 27* (3), 6-8.

Baek, T. H., & King, K. l. (2011). Exploring the consequences of brand credibility in services. *Journal of Services Marketing , 25* (2), 260–272.

Baek, T. H., & King, K. W. (2011). Exploring the consequences of brand. *Journal of Services Marketing , 25* (4), 260-272.

Bunzel, D. L. (2007). Universities sell their brands. *Journal of Product & Brand Management , 16* (2), 152 - 153.

Cass, A. O., & Ngo, L. V. (2011). Achieving customer satisfaction in services firms via branding capability and customer empowerment. *Journal of Services Marketing , 25* (7), 489–496.

cheng, y. c., cheung, a. c., & yuen, t. w. (2011). Development of a regional education hub. *International Journal of Educational Management* , 474-493.

Chernatony, L. d., & Segal-Horn, S. (2001). Building on Services' Characteristics to Develop Successful Services Brands. *Journal of Maketing Management , 17* (1472-1376), 645-669.

cheung, a. c., yuen, t. w., yeun, c. m., & cheng, y. c. (2011). Strategies and policies for Hong Kong's higher education in asian market. *International Journal of Education Management , 25* (2), 144-163.

Chung, K.-C., & Tan, S. S. (2008). Brand Trust As Quality Cues In Online Tertiary Education. *E-leader Bangkok* , 1-6.

Cobb-Walgren, C. j., Ruble, C. A., & Donthu, N. (1995). Brand Equity, Brand Preference, and Purchase Intent. *Journal of Advertising, , 24* (3), 25-40.

Doyle, P. (1990). Building Successful Brands: The Strategic Options. *Journal of Consumer Marketing , 7* (2), 5 - 20.

Gray1, B. J. (2006). Benchmarking services branding practice. *Journal of marketing management , 22*, 717-758.

Heaney, J.-G., Ryan, P., & Heaney, M. F. (Malaysia). BRANDING PRIVATE HIGHER EDUCATION INSTITUTIONS IN AUSTRALIA TO INTERNATIONAL STUDENTS. *working paper* .

http://www.hec.gov.pk/InsideHEC/Divisions/QALI/Others/Pages/SIU.aspx

Keller, k. l. (2011). brands that transcend. *marketing management* .

Keller, k. l. (2007). *strategic brand management* (3rd ed.).

Khasawneh, S. (2011). Human capital planning in higher education institutions. *International Journal of Educational management , 25* (6), 534-544.

Khatri, P., & Sharma, Y. A. (2011). Towards developing an ethical institutional brand. *ON THE HORIZON , 19* (3), 196-206.

Kotler, P. (2011). Reinventing Marketing to Manage the Environmental Imperative. *Journal of Marketing , 75* (4), 132-135.

li-hua, r., wilson, j., aouad, g., & li, x. (2011). Strategic Aspects of Innovation and Internationalization in Higher Education. *journal of chinese entrepreneurship , 3* (1), 8-23.

Lovelock, C., Wirtz, J., & Chatterjee, J. (2006). *services marketing* (6th ed.).

Marconi, J. (1993). *Beyond branding:how savvy marketers build brand equity to create products and open new markets.* Chicago, Ill : Probus Pub. Co. .

Moogan, Y. j. (2011). Can a higher education institution's marketing strategy improve the student-institution match? *international journal of educational management , 25* (6), 570-589.

Moorthi, Y. R. (2002). An approach to branding services. *journal of marketing research , 16* (3), 259-274.

morey, a. i. (2004). Globalizationa nd the emergenceo f for-profith ighere ducation. *Higher Education , 48* (1), 131-150.

Mourad, M. (2010). Internationalisation a new positioning strategy in the higher education market. *international journal management in education , 4* (2), 185-200.

Mourad, M. (2011). Role of brand related factors in influencing students' choice in Higher Education (HE) market. *international journal management in education , 5* (2/3), 258-270.

Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning , 29* (4), 403-420.

Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning , 29* (4), 403-420.

Na, W. B., Marshall, R., & Keller, K. L. (1999). Measuring Brand Power. *JOURNAL OF PRODUCT & BRAND MANAGEMENT , 8* (3), 170-184.

Ngo, L. V., & Cass, A. O. (2011). Achieving customer satisfaction in services. *journal of services marketing , 25* (7), 489–496.

Pinar, M., Trapp, P., Girard, T., & Boyt, T. E. (2011). Utilizing the brand ecosystem framework in designing branding strategies for higher education. *interntional jouranal of educational management , 25* (7), 724-739.

schultz, d. e. (2011). the business of branding. *marketing management* , 10-11.

Sweeney, J. C., Soutar, G. N., Mazzarol, T., & Sweeney, J. C. (2011). Word of Mouth: Measuring the Power of Individual Messages. *working paper* , 1-40.

Teh, G. M., & Salleh, A. H. (n.d.). Impact of Brand Meaning on Brand Equity Of Higher Educational Institutions in Malaysia. *working paper* .

Trapp, p., Pinar, m., Girard, T., & Boyt, E. (2011). Utilizing the brand ecosystem framework in designing branding strategies for higher education. *International Journal of Educational , 25* (7), 724-739.

Vidovich, L. (2002). Quality Assurance in Australian Higher Education: Globalisation and 'Steering at a Distance'. *higher education , 43* (3), 391-408.

woodruff, r. b. (1972). Brand Information Sources, Opinion Change,and Uncertainty. *journal of marketing research , IX*, 414-418.

Yamamoto, G. T., & Karaman, F. (2011). Education 2.0. *on the horizon , 19* (2), 109-117.