



A' Sharqiyah University

College of Business Administration

Master Dissertation

**The Effect of Brand Awareness, Brand Image and Perceived Value on Student's
Satisfaction and Loyalty in Higher Education in Oman: Evidence from Ash
Sharqiyah Governorates**

Prepared by:

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1441 AH / 2021 AD

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on Student's Satisfaction and Loyalty in Higher Education in
Oman: Evidence from Ash Sharqiyah Governorates**

Submitted to the Faculty of Business Administration
in fulfillment of the requirement for the degree of
Master of Business Administration

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Dissertation Approval

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Declaration

I acknowledge that the source of the scientific content of this dissertation has been determined and it is not provided for any other degree. It reflects the opinions of the researcher which is not necessarily to be adopted by the donor.

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Acknowledgement

Praise is to Allah,

Praise is to Allah, the Lord of the world, prayers and peace is upon the noblest of Allah creators our master Mohammed, upon his family, all of his companions and all those who followed him until the Day of Judgment

First of all, I would like to thank Allah Almighty for his grace as he gave me the strength, knowledge, ability and opportunity to accomplish this research study at its best. Thanks to Allah the first and foremost, as this achievement would not happen without Allah's blessing.

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Acknowledgement and gratitude for all of my colleges in the Masterclasses, and the students who participated in the study questionnaire to support and complete the thesis.

Dedication

This thesis is dedicated to

My great parents;

Who leads me through the valley of darkness with light of hope, support and prays,

My lovely wife and kids;

Who are the symbol of love and giving, they never stop giving by countless ways,

My brothers and sisters;

who stands by me when things look bleak,

My friends;

who encourage and support me,

All the people in my life who touch my heart, I dedicate this research.

Abstract

The Effect of Brand Awareness, Brand Image and Perceived Value on Student's Satisfaction and Loyalty in Higher Education in Oman: Evidence from Ash Sharqiyah Governorates

The purpose of this study is to examine the factors affecting student's satisfaction and loyalty in Higher Education Institutions (HEI) at Ash Sharqiyah governorates (south and north) in Sultanate of Oman. This study is focusing on three factors which are brand awareness, brand image, and perceived value and their influence on student's satisfaction and loyalty.

The data were gathered through both primary and secondary sources. The quantitative methods applied in collecting data by distributing electronic survey to HEI students. There were 272 respondents from five HEIs in Ash Sharqiyah governorates (south and north) in Oman. The data were analyzed by utilizing several tests through Statistical Package for the Social Sciences (SPSS) V. 23.00.

The finding of this study revealed that there is a positive relationship between brand awareness, brand image and perceived value with student's satisfaction and loyalty.

The study highlights a number of practical implementations and recommendations, the ability of HEI management to know the factors that affect student's satisfaction and loyalty, which contributes to maintaining the current students and attracting new students. Additional to that, it is assistance to formulate institution strategies for maintaining and enhancing the competitive advantage and increasing the market share of the corporation.

Keywords: brand awareness, brand image, perceived value, student's satisfaction, student's loyalty, HEI, Oman.

ملخص الدراسة

تأثير الوعي بالعلامة التجارية وصورة العلامة التجارية والقيمة المتصورة على
رضاء وولاء الطلاب في التعليم العالي في سلطنة عمان: البيانات من محافظات
الشرقية

تهدف هذه الدراسة لاختبار العوامل التي تؤثر على رضا الطلاب وولائهم في مؤسسات التعليم
العالي في محافظات الشرقية في سلطنة عمان. تركز هذه الدراسة على ثلاثة عوامل هي الوعي
بالعلامة التجارية وصورة العلامة التجارية والقيمة المتصورة وتأثيرها على رضا الطلاب وولائهم.

تم جمع البيانات من خلال المصادر الأولية والثانوية. اتبعت الدراسة الأساليب الكمية في جمع
البيانات من خلال توزيع الاستبانات الإلكترونية على طلاب التعليم العالي. كان هناك 272
مستجيباً من خمس مؤسسات تعليمية عليا في محافظة الشرقية (جنوب وشمال) في عمان. تم
تحليل البيانات باستخدام عدة اختبارات من خلال الحزمة الإحصائية للعلوم الاجتماعية (SPSS)

V. 23.00.

كشفت نتائج هذه الدراسة أن هناك علاقة إيجابية بين الوعي بالعلامة التجارية وصورة العلامة
التجارية والقيمة المتصورة مع رضا الطلاب وولائهم.

تسلط الدراسة الضوء على عدد من التطبيقات العملية والتوصيات ، قدرة إدارة مؤسسات التعليم العالي على معرفة العوامل التي تؤثر على رضا الطلاب وولائهم ، مما يساهم في الحفاظ على الطلاب الحاليين وجذب طلاب جدد. بالإضافة إلى ذلك ، تساهم الدراسة في صياغة استراتيجيات المؤسسة للحفاظ على الميزة التنافسية وتعزيزها وزيادة الحصة السوقية للشركة.

الكلمات الرئيسية: الوعي بالعلامة التجارية ، صورة العلامة التجارية ، القيمة المتصورة ، رضا الطلاب ، ولاء الطلاب ، مؤسسات التعليم العالي ، عمان.

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Table of abbreviations

HEIs	Higher Education Institutions
SPSS	Statistical Package for the Social Sciences
NoI	Number of Items
NoR	Number of Respondents
R	Correlation Coefficient
N	Number of Samples
Sig.	Significant
BA	Brand awareness
BI	Brand Image
PV	Perceived value
SS	Student's satisfactions
SL	Student's Loyalty

Chapter One

Introduction

Chapter One

Introduction

1. Background

Since 1970, The Education Sector as other sectors in Oman started growing especially when His Majesty's commitment to education "Let there be learning, even under the shade of trees." (Qaboos bin Said, 1975). Higher education institutions (HEI) also take sultan Qaboos's direction to an embedded number of improvements such as increasing the number of institutions as well as the number of graduate students.

As per Oman's higher education statistics in 2015/2016, the number of public and private HEIs were 69 institutions, and there were 32,652 students admitted to Oman HEI (Higher Education Statistics, 2017). While there was an increase in the number of HEI in Oman, there was a demand from students to complete their higher studies.

The competition began between those institutions to get more students and increase their market share in the industry. The competition in higher education institutions derived from commercial competition because of the forces of the economic impact caused by the global development in education markets. Additionally, the fund's reduction from the government, which forces them to look for other commercial resources (Rachmadhani, Handayani, Wibowo, Purwaningsih, & Suliantoro, 2018). The competition between companies led customers to start to differentiate between their different products and services. On other hand, Companies' management set strategies to convince their customers about their products and services. That also what is happening in HEIs in Oman is that, the universities and colleges try to differentiate their services from one to another institution by convincing students with their provided services and offers.

HEIs are using different ways and strategies to attract and convince students like using branding strategy, perceived values and other strategies. The Brand awareness is an essential strategy for the institution to be able to compete for prospective customers who have different options or a range of options to choose from them in HEI (Hanover, 2015). Moreover, the brand image is influencing customer decisions. The brand image defined as a collection of descriptions and believes in the customer mind regarding a

particular brand (Djumarno et al., 2018). The perceived value defined as customer perception of a particular product or service based on what customers give and the value they got (Zeithaml, 1988).

Based on the mentioned above, this study investigates the factors that affect student's satisfaction and loyalty. This study focuses on examining the three factors, which are brand awareness, brand image, and perceived value and their influence on the HEI student's satisfaction and loyalty. The study concentrates on Omani HEI, and it takes evidence from the universities and colleges in Ash-Sharqiyah Governorates (South and North Ash Sharqiyah Governorates).

1.1 Problem Statement

Every year there is an increase in the student's number who finished school education level and started to find their future studies in one of the higher education institutions. The number of student in that level (grade 12) in all Omani schools is around 49,478 students in 2019. Around less than 50% of those student is moving to study in HEIs. This is leading to an increase in the competition between the education institutions to get the maximum number of students. At the same period, there was 69 higher education institutions in Oman in both the public and private sectors are competing for around 24,447 students only which is number of admitted students in public and private HEIs in Oman in 2019 (Annual Report of Education in the Sultanate of Oman 2019).

The institutions are working hard to compete with other educational institutions for the best students, resources and staff (Wilkins, 2020) . Those institutions draw strategies and plans for improving their provided services, having business sustainability and continue the growth of the business. The institution can reach that by having satisfied and loyal students.

The institutions have to find a way to differentiate their services from other HEIs to increase students and market share. That can be done by finding the most influential factors which affect the student's satisfaction and loyalty. There are different channels with education institutions to increase students' satisfaction and loyalty.

Building the institution's brand awareness between students helps them to be recognized by students and recall the brand when it is required. Branding is play

important role to differentiate between HEIs (Thuy & Thao, 2017) . Moreover, having a strong institution brand image is influencing student's decisions and can help to attract them and increase business sustainability (Casanoves-Boix, 2017). Additional to that, provided service to students plays an important role in student's satisfaction and loyalty.

This study seeks to examine the institution's brand awareness, institution brand image, and student's perceived value and its influence on the student's satisfaction and loyalty.

1.2 Research Questions

To start up this study and according to the problem statement, the study has to attempt to answer the following main question:

- What are the factors that affect student's satisfaction and loyalty in Omani HEI?

According to the above main question, there is some sub research questions have been formulated by the following:

- **RQ1:** What is the relationship of brand awareness on student's satisfaction in Omani HEI?
- **RQ2:** What is the relationship of brand image on student's satisfaction in Omani HEI?
- **RQ3:** What is the relationship of perceived value on student's satisfaction in Omani HEI?
- **RQ4:** What is the relationship of student's satisfaction on student's loyalty in Omani HEI?
- **RQ5:** What is the effect of Student's gender on student's satisfaction and student's loyalty.

1.3 Research Objectives

Based on the previous discussion on the problem statement and the research questions, the main objective of this study is:

- To define the main influence factors on student's satisfaction and loyalty in Omani HEI?

According to the above main study objective, there is some sub research objectives have been formulated by the following:

- **RO 1:** To examine the relationship of brand awareness on student's satisfaction in Omani HEI
- **RO 2:** To examine the relationship of brand image on student's satisfaction in Omani HEI
- **RO 3:** To examine the relationship of perceived value on student's satisfaction in Omani HEI
- **RO 4:** To examine the relationship of student's satisfaction on student's loyalty in Omani HEI
- **RO 5:** To examine the effect of Student's gender on student's satisfaction and student's loyalty.

1.4 Significant of the Study

There is high growth in the education industry due to the increase in the students' number who is looking to complete their higher education. Furthermore, the Omani government is sponsoring a big number of students in local HEI (public and private institutions). All the above mentioned points are leading to increase the competition between the HEIs. For that, the students have different choices and alternatives for selecting the preferable HEI. So, the HEI needs to find ways to attract students and increase the level of student's satisfaction and loyalty.

The objective of this study is to find the influence factors which affect student's satisfaction and loyalty. This study focused on examining the relationships between the institution's brand awareness, institution's brand image and student's perceived value on student's satisfaction and loyalty in Oman HEI.

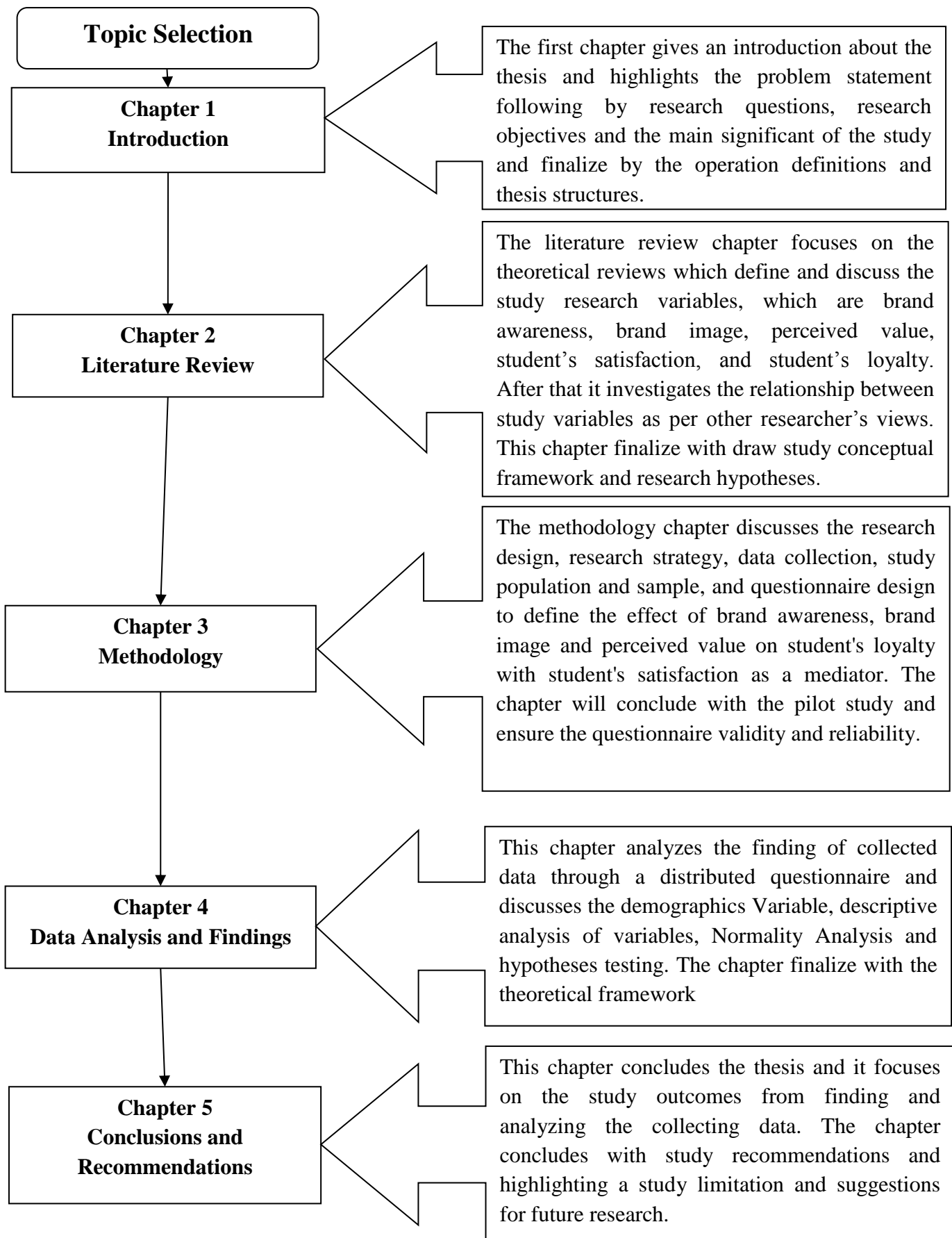
It is expected by the end of this study to understand the effected factors on the student's satisfaction and loyalty which are very useful for Oman's higher education institution to improve and sustain in the education market. Moreover, it helps HEI to set their strategies and plans to attract new students and grow the business. Additionally, the study is going to highlight the ways to have satisfied and loyal students. The findings are adding value for the researches, especially with the lack of availability in Oman education industry studies.

This study focused on studying Ash Sharqiyah Governorates institutions as a sample of other higher education institutions in Oman. The students in Ash Sharqiyah Governorates institutions are coming from different governorates in Oman. So, the study finding can be generalized to enhance the other Omani higher education institutions as well.

1.5 Operation Definitions

- **Brand awareness:** "Brand awareness refers to the strength of a brand's presence in the customer's mind"(Aaker, 2014). In this study, Brand awareness defines the HEI brand's presence in the student's mind.
- **Brand recognition** is the ability of the customer to recognize and distinguish the brand from other brands (Keller, 1993). This study will be defined as the ability of students to differentiate between their HEI and other HEI in Oman.
- **Brand recall:** is the consumer can recall a particular brand had an experience with it previously, so the customer can recall the brand from his memory (Keller, 1993), Brand recall mean in this study is the ability of the students to recall their HEI brand from their mind based on previous experience.
- **Perceived value:** customer perception of a particular product or service based on what customers give and the value he got (Zeithaml, 1988). In the study, the student's perception of their HEI based on what they got from their HEI instead of what they give.
- **Brand image:** it defined as a collection of descriptions and believed in the customer mined regarding a particular brand (Djumarno et al., 2018). In the study, it means that what is the image are students has it in his mind regarding his HEI.
- **Student's satisfaction:** Customer satisfaction is the customer evaluation for the service or product as per his needs and expectations (Oliver, 1980). In this study is the student's assessment of the provided service in his HEI if it is as per his expectations and needs.
- **Student's loyalty:** is the loyalty of students after spending time in the university and it is a combination of given positive reaction about the university and recommend it to others like friends, family members, and employees (Kunanusorn & Puttawong, 2015).
- **Ash Sharqiyah governorates:** geographic sector in Sultanate of Oman cover both north and south Sharqiyah governorates

1.6 Thesis structures



Chapter Two

Literature Review

Chapter Two

Literature Review

2. Introduction

The research problem, research objective and research questions have been formulated in the first chapter. This chapter is moving forward to theoretical and empirical reviews to defend and investigate the research variables, which are brand awareness, brand image, perceived value, student's satisfaction, and student's loyalty. Additional to that, to define the relationship between those variables in higher education institutions as per other researcher's views.

2.1 Brand Awareness

There is a massive competition between HEI in Oman, mainly when those institutions are focusing on the same geographic segment. That is leading to an increase in the competition between them, and each of them is trying to increase customer satisfaction and market share by different strategies like focus on branding and increase student's brand awareness. For that, brand awareness is essential for any institution. the brand awareness is the fundamental factors to show the quality of the product or service and the institution has to introduced to the public and customer intensively and massively to ensure that it is in their minds (Ilyas et al., 2020).

There is a different definition of brand awareness; Aaker (2014) defend it as "Brand awareness refers to the strength of a brand's presence in the customer's mind". Moreover, brand awareness is the real presence in students maid about the brand (Chen, 2019).

The brand awareness related to customer/ consumer fully aware of the product or service. It is the first step for customers towards information and attitude about the brand, which gives an overview of what is the product (Abbas, 2014). Brand awareness definition can be summarized as a well-known brand for the customer with the ability to identifying the brand from others brands clearly, and he can recall it when it required (Kunanusorn & Puttawong, 2015).

The role of brand awareness is to communicate with the customer's mind by sending the product information to it. It is related to the strength of customer awareness about the brand. The familiar or well-known brand has higher positive feedback than an unknown brand without taking the quality in consecration (MacInnis et al., 1999). By genuinely searching in other researches which studying brand awareness, we can found two different main factors are influencing brand awareness. The factors are brand recognition and brand recall.

Brand recognition is the ability for the customer to recognize and distinguish the brand from other brands and brand recall is the strength of the consumer to recall a particular brand had an experience with it previously, so the customer can recall the brand from his memory when required (Keller, 1993). Brand awareness could influence the customer's decision even if the brand were not his targeted brand category to buy or use. The brand awareness is helping the customer to create the brand image by build strength of brand associations (Ren & Kang, 2018). The consumer decision can be affected or influenced by increasing customer awareness about the product or service brand.

Additional to that, brand awareness playing an important role in effecting the university students behavior in higher education (Mulyono, 2016). One of the crucial points in brand awareness had added by Abbas (2014) is creating awareness for the brand between the masses is an expensive task. Still, the company can be compensated if it is done effectively and gain brand identity. Brand awareness can be differentiated in depth which talks about how a consumer can identify or recognize the brand easily and width mean the available information when the consumer purchases the product or service (Haque et al., 2018). Below is describing the two parts of brand awareness which are brand recognition and brand recall.

2.1.1 Brand Recognition

Brand recognition is part of brand awareness. It means that the customer can recognize the specific brand even if the place, time and context, are not a part of the consideration. Additional to that, brand recognition is to differentiate in selecting the familiar or unfamiliar brand (Aaker, 1996). Another definition of brand recognition is related to the ability of the customer to confirm the prior offer of the brand when it

gives as the world or anything related to the brand (Rizwan, 2008). Moreover, it is required from the customer to determine the brand as he saw it or hear about it (Keller, 1993). There is a different element for brand recognition which is a brand character, brand logo, brand name, and brand slogan. Those elements have to be identifiable brand character, attractive and recognizable logo, a catchy slogan, memorable and meaningful brand name (Haque et al., 2018). Brand recognition has a strong impact in the producing class; it is proved out the whole recognition of product category (Lahore, 2019).

2.1.2 Brand Recall

Brand recall is the other part of brand awareness. It means the ability of the consumer to recall the brand immediately and quickly if he saw that brand anywhere (Haque et al., 2018). Brand recall is the ability of a consumer to retrieve the particular brand from mind when given him any requirements or product category. In another world, the customer has to have the correct imagination about the brand from the mind (Keller, 1993). The brand recall is the customers have to think about the brand when it mentions product or service class. Brand recall is considered as positive when it is within the top-five brand in customer mind because the human cannot keep more brand in their mind (Aaker, 1996). Brand recall has an important role or more active and effective, especially for the product which has frequent use (Aaker, 1991). Additional to that, brand recall can be enhanced by the brand name or the use of the brand. To enhance the brand recall should create the brand or the product in the customer memory (Kunanusorn & Puttawong, 2015). Brand recall can be expanded into depth recall which is the percentage of consumers who know the brand and width, which is the cues that lead or guide to the brand recall (Rizwan, 2008).

2.2 Brand Image

The companies are trying to attract customers by using their products to build a good impression of their product in the customer's mind. That perception in the customer's mind about the brand which reflects by brand association is called brand image (Chadwick & McGowan, 1972). The Brand image defined as a collection of descriptions and beliefs in the customer's mind regarding a particular brand

(Djumarno et al., 2018). An additional definition for the brand image is a liability and an asset which connected to brand name. Those assets and liability can decrease or increase based on the product or service provided to the customer (Magid et al., 2006). According to Muhammad Rizwan (2008), the brand image is customer perception of the brand as reflected through brand association in the customer mind. The companies can have a better position in the market with a sustainable competitive advantage if it has a brand image (Sasmita & Suki, 2015). The brand image takes an essential place in the customer mind, which refers to customer knowledge and evaluation. For that, successful companies focus on brand image and increase customer awareness about the product or service (Hagos, 2017).

Moreover, brand image as a whole includes a promotion, information and advertisement for the brand for a period. That means the brand image is related to customer's experience in perceptions, believes and social norms. According to Park, Jaworski, and MacInnis (1986), there had developed three image concept brands which are; functional brand image, symbolic brand image, and experiential brand image. First of all, a useful brand image is used to provide the customer with external demand consumption or need. That means the university is providing the students with external consumption, which solves the problems related to his needs. The image perception of the university is the materials, building, facilities, and curriculum. Secondly, a symbolic brand image aimed to connect individuals with roles, self-image or particular groups. The university image provides for students the self-concept, social functions and builds group relations. The brand image perceptions are social reputation and characteristics of human resources. Finally, an experiential brand image is used to satisfy internal customer consumption or need. The experiential brand in university is to ensure inner satisfaction and enhance the effect of congestion. The image perception is related to education, learning and life experience.

2.3 Perceived Value

The landscape competition in the higher education industry is increased by increasing the number of students in Oman. One of the crucial actions for the institutions that need to be known is what customers are looking for in the market and how they can evaluate the relation in the service firms (Grönroos, 1984).

The perceived value defined as the overall customer evaluation about a particular product or service based on the perception that given comparing with what they get (Zeithaml, 1988). In other words, it is a trade-off between what has been given by the institution and what is received by the customer or students. Abdelfattah , Rahman and Osman (2015) has defined perceived value as the overall assessment of consumers which is based on the dimensions of utility theory. Moreover, it is important to have a service quality model to describe how the customer can perceive the quality of service and the component that affect to have a successful service quality model. According to Eggert & Ulaga (2002) definition is a trade-off between the group of advantages and sacrifices for a range of suppliers which perceived by customer or decision-makers with the client organization. The results are the alternatives options available have taken into consideration.

Perceived value in higher education industry is the student is evaluating based on the net value they receive it (benefit they get from the institution) and what students give to the institution (cost, fees and utilizing services) (Kunanusorn & Puttawong, 2015). Additional to that, the perceived value in HEI has an important influence in decision making, which can be by understanding the perception of the students who graduated or the current students in the institution about the service they received and based on their feedback they can improve it as possible.

The perceived consumer depends on the gaps associated with marketing design and delivery of service. So, minimize the gap between customer expectation and what he perceived to maximize the quality. According to Aaker's (1996) study, which proves that the main factor-driven financial performance is the perceived quality and the essential is what customer buying. By increasing the quality perception that affects the perception of the brand. The quality of the goods or services is not enough, but it should customers perceived the quality in the goods or services in any way (Becker & Palmér, 2009).

The brand can have a positive or negative image, that can have decided based on product or service perceived value (Mulyono, 2016). There are two dimensions to measure perceived value; perceived transaction value refers to perceived psychological satisfaction like the financial term or other advantages. The perceived acquisition

value, which is the net customer gain it with the product or service (Grewal et al., 1998).

2.4 Student's Satisfaction

In this study, student's satisfaction is the mediating variable between brand awareness, brand image, and perceived value and student's loyalty. All the business in the world set the primary target for their business which is satisfied with their customer. Student's satisfaction enhances and assists the institution in sustaining and improving their business. That means the businesses depend on customer judgment. For that, they have to treat the customer as a king of the market (Hagos, 2017).

According to Oliver (1980), customer satisfaction is customer evaluation for the particular service or product as per his needs and expectations. Satisfaction is a customer attitude about a service provider or customer's emotional reaction about the deferent between the received service and what is desired about the fulfilment of his need, desired or goals (Kunanusorn & Puttawong, 2015).

The satisfaction and dissatisfaction are the results of evaluation transaction or specific consumption experience as goodness or badness (Athiyaman, 1997). Moreover, consumer satisfaction is similar to consumer attitude but in the short-term. Customer satisfaction in perceived service or product depends on customer expectations. If the service performance did not reach customer expectation, that means the customers are dissatisfied. If the service performance matches customers' expectations, the customers are satisfied. If the service performance exceeds customers' expectations, the customers are highly satisfied or delighted (Kotler & Armstrong, 2006). Additional to that, the satisfied customer is encouraging others to be using that brand or product while the dissatisfied customer is going to switch to another brand and not advise others about that brand.

According to Puan Rachmadhani et al. (2018), there are academic and non-academic factors that affect consumer satisfaction in higher education. The authors have summarizes it in academics related to the importance of offering the teaching staff and academic programs. The non-academic is like facility which about infrastructure and supports the customer. Campus life refers to activity provided in the campus to support the customer, reputation refers to the image in the higher education and its influence,

industry linkage refers to the cooperation with other higher education, access refers to easy to contact or to reach and the comfortability in higher education. Students act as customers in the higher education industry; they can enrol in it or leave it. Student's satisfaction is one of the main issues for the HEIs; it is aimed to increase student's satisfaction to increase the rate of students retention and effective performance (Douglas et al., 2006).

2.5 Student's Loyalty

Student's loyalty is a dependent variable in this study. There are different definitions of customer loyalty. Customer loyalty defined with Abdelfattah , Rahman and Osman (2015) as "composite construct by combining behavioral and attitudinal factors into one composite construct" . In other studies is the attitude or behavior of the customer to buys or takes a particular brand service or product with the availability of others in the market (Huei, Tat, Sharifuddin, Rasli, Hassan, & Noor, 2010). Moreover, loyalty is customer repurchase intention with a lack of behavior-changing due to the influence of other factors (Oliver, 1999). Student's loyalty refers to the loyalty of students after spending time in the university, and it is a combination of given positive reactions about the university and recommend it to others like friends, family members, and employees.

Student's loyalty is giving short term and long term impact for the university (Kunanusorn & Puttawong, 2015). Customer loyalty defined as the strong relationship between repeat patronage and relative attitude for an individual (Cognitive, affective, and conative antecedents). That relationship is like a mediator of situational factors and social norms (Dick & Basu, 1994). There are different benefits to have loyalty customer which are; customers are purchasing in more frequent from that product or service, the customer spends more money for that product or service and the customer are encouraging other to purchase that product or service (Sulibhavi, 2017).

According to Oliver (1999), there are four stages of customer loyalty. Cognitive loyalty is the first phase which is loyalty to information. The second phase with more development level of loyalty is affective loyalty which takes about the customer mind cognition and affects. The third phase is Conative loyalty or behavioral intention. In this stage, the customer commits purchasing that brand which is a higher level of

customer loyalty. Finally, the fourth stage is to move to action loyalty which is transfers the intention to actions with overcoming obstacles and effect.

2.6 The relationship between brand awareness and student's satisfaction

This research is studying the relationship between brand awareness and student's satisfaction as a part of the study of the conceptual framework. There are different studies support the positive relationship between the two variables. According to Dilham, Sofiyah, & Muda's (2018) study, there are significant influences on brand awareness while there are customer relations and satisfaction variables. In another study, they found a positive relationship between brand awareness and consumer's satisfaction and loyalty (Haque et al., 2018). Moreover, there are positive relationships and influence between brand awareness and customer satisfaction (Tariq, 2014). Additional to that , Kusumah & Lee (2020) found that brand awareness has influencing customer satisfaction positively . One of Indian study found that, Concerning quality and price, there is an impact between brand awareness and customer satisfaction as per Poranki's (2015). According to Putri & Darmawan's (2019) which study in Jakarta regarding body shop products, they found a positive influence between brand awareness and customer satisfaction. Regarding HEI, there is a significant effect between brand awareness and customer satisfaction (Susetyo & Ayuni, 2016). This study is examining the relationship between student's satisfaction and brand awareness in Omani higher education with a focus on the Ash Sharqiyah governorates.

2.7 The relationship between brand image and student's satisfaction

This research is studying the relationship between brand image and the student's satisfaction. Many research assured about this relation. According to Alves's (2011) study, satisfaction is effected by brand image and the main consequence of it. As per Toledo, Martínez, & Barrio-García's (2017) research, they found the positive relation of brand image with student's satisfaction. Brand image is affecting student's satisfaction as per the study for higher education (C. F. Chen & Chen, 2014). To enhance customer satisfaction, the manager should improve the brand image for the company. That means

there is an influence between customer's satisfaction and brand image (Juhana et al., 2015).

Additionally, that, Malik, Ghafoor, and Hafiz (2012) confirm that an increase in customer satisfaction by improvement in brand image. That can happen with the correlation between the two variables. Brand image can attract more new customers and retain the current customer because it influences customer satisfaction (Lahap et al., 2016). There is a link between customer satisfaction and brand image with a positive relationship between them (Nazir et al., 2016). Moreover, Thanabordeekij & Syers (2020) confirm in their study in Thailand the positive influence of brand image on customer satisfaction and loyalty.

2.8 The relationship between perceived value and student's satisfaction

One of the essential goals in HEIs is delivering highly valuable service. The studies show the perceived value, and it is influencing student's satisfaction. The students in HEIs are satisfied if receiving a service matching their expectations and dissatisfied if received service less than their expectation. So, to increase the customer's satisfaction needs to increase the perceived value (Pedro et al., 2018). To have a high degree of robustness in measuring the perceived value construct, should incorporate the tradeoff between quality and price and comparing that with other alternatives (Alves, 2011). There is an indirect influence between the perceived value of student's satisfaction as per Kunanusorn & Puttawong (2015) who studies in higher education institutions. In another study confirming that there are an influence and positive relationship between students perceived value and student's satisfaction (Mulyono, 2016). Additional to that, the quality of students perceived value can determine student's satisfaction (Doña-Toledo et al., 2017). Moreover, there is a study had investigate the relationships between the perceived value and customer satisfaction in the transportation service, they found the perceived value have a significant effect on customers satisfaction (Ibrahim & Borhan, 2020). But there is a study mention that there is no significant relationship between perceived value and customer's loyalty (Huei et al., 2010).

2.9 The relationship between student's satisfaction and student's loyalty

Different studies discuss the relationship between the customer's satisfaction and customer's loyalty. The satisfied customer becomes a too loyal customer and playing the leading role in shearing the positive experience to other customers (Hagos, 2017). Student's satisfaction is the primary driver of student's loyalty (Kunanusorn & Puttawong, 2015). Moreover, there is a significant and positive impact on student's satisfaction and student's loyalty (Mulyono, 2016). According to Huei et al., (2010) study, they found a significant and positive relationship between customer's satisfaction and customer's loyalty. Also, there are significant positive relation and impact between customer's satisfaction and customer's loyalty (Neupane, 2015). The higher level of customer's satisfaction leads to a greater possibility to be a loyal customer because of customer loyalty driven by customer satisfaction (Tweneboah-Koduah & Farley, 2016). Moreover , Ibrahim & Borhan (2020) confirm that the satisfied customer leads to loyalty to provided service and it help to reduce the number of customer complaints.

The below table summarize the relationship between study variables as per the above literature review:

Table 2.1 Summary of Relationship between Studied Variables

Studied Relationship	Main Findings	Authors
Relation between brand awareness and students satisfaction	Brand awareness has significant positive impact on the student's satisfaction	<ul style="list-style-type: none"> - (Dilham et al., 2018) - (Haque et al., 2018) - (Tariq, 2014) - (Susetyo & Ayuni, 2016) - (Kusumah & Lee, 2020) - (Putri & Darmawan, 2019) - (Poranki, 2015)

<p>Relation between brand image and students satisfaction</p>	<p>Brand Image has significant positive impact on the student's satisfaction</p>	<ul style="list-style-type: none"> - (C. F. Chen & Chen, 2014) - (Juhana et al., 2015) - (Alves, 2011) - (Lahap et al., 2016) - (Doña-Toledo et al., 2017) - (Nazir et al., 2016) - (Malik et al., 2012) - (Thanabordeekij & Syers, 2020)
<p>Relation between perceived value and students satisfaction</p>	<p>perceived value has significant positive impact on the student's satisfaction</p>	<ul style="list-style-type: none"> - (Pedro et al., 2018) - (Kunanusorn & Puttawong, 2015) - (Alves, 2011) - (Mulyono, 2016) - (Doña-Toledo et al., 2017) - (Ibrahim & Borhan, 2020)
	<p>No significant relationship between perceived value and customer's loyalty</p>	<ul style="list-style-type: none"> - (Huei et al., 2010)
<p>Relation between student's satisfaction and student's loyalty</p>	<p>student's satisfaction has significant positive impact on the student's loyalty</p>	<ul style="list-style-type: none"> - (Hagos, 2017) - (Huei et al., 2010) - (Kunanusorn & Puttawong, 2015) - (Mulyono, 2016) - (Ibrahim & Borhan, 2020) - (Tweneboah-Koduah & Farley, 2016) - (Neupane, 2015)

2.10 Conceptual Framework

Based on the research questions, research objectives and literature review, the study discuss and investigate the relationship between brand awareness, brand image, and perceived value with student's loyalty in higher education in Oman by using student's satisfaction as mediator variable and gender as a moderator variable. The study is focusing on the Ash Sharqiyah governorates (south and north). Figure 1 shows the conceptual study framework.

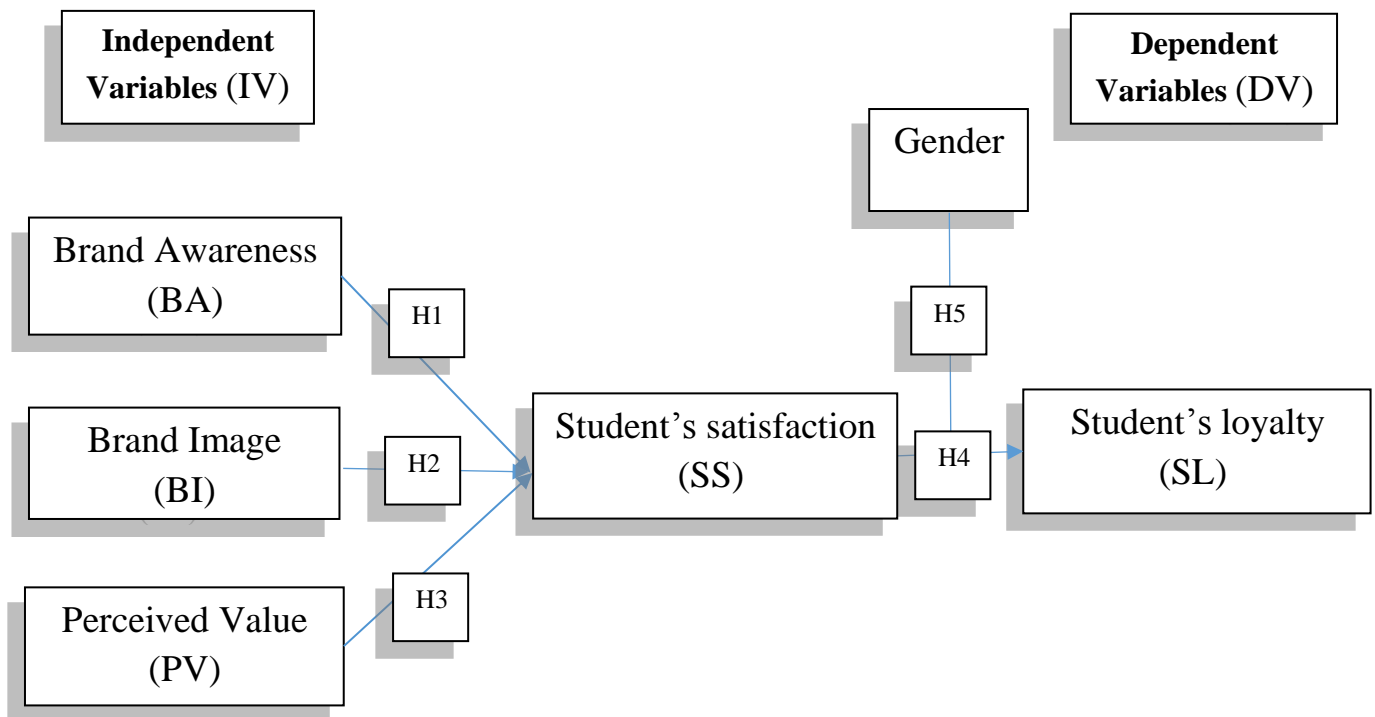


Figure 2.1 Conceptual framework

2.11 Research Hypotheses

According to study conceptual framework, the below are the research Hypotheses:

H1: There is a positive relationship between brand awareness and student's satisfaction.

H2: There is a positive relationship between brand image and the student's satisfaction.

H3: There is a positive relationship between perceived value and student's satisfaction.

H4: There is a positive relationship between a student's satisfaction and student's loyalty

H5: Students gender has a moderation effect on student's satisfaction and student's loyalty.

Chapter Three

Methodology

Chapter Three

Methodology

3. Introduction

In this study the methodological chapter is going to describe the research design, research strategy, data collection, study population and sample, and questionnaire design to discuss the effect of brand awareness, brand image and perceived value on student's loyalty with student's satisfaction as a mediator, in higher education institution in Oman, evidence from Ash-Sharqiyah governorates.

3.1 Research Design and Approach

In general, all studies are divided into two main types which are basic and applied research as per Sekaran and Bougie (2016). The basic research is generating knowledge to understand a certain issue and solve them. The applied research is a focus on a certain problem in the organization and finds the best solution for the management to solve it. This study is basic research because it focuses on HEIs in Oman, and it is generating knowledge about the factors that influence student's satisfaction and student's loyalty. Additional to that, it is helping the HEI's management to improve their services and increase student's satisfaction and loyalty.

There are different natures of studies which are exploratory, descriptive and explanatory (Sekaran & Bougie, 2016). This study is using exploratory and descriptive. The exploratory is to discover the main research question which used to explore the factors that affect student's satisfaction and loyalty. After that, descriptive nature is going to use to describe how the factors (brand awareness, brand image, and perceived value) affecting the student's satisfaction and loyalty. Additional to that the study is describing the relationship between the variables and the correlation between the independent variable and the student's satisfaction and loyalty.

Regarding the research approach, there are two types of research approaches which are deductive and inductive studies (Sekaran & Bougie, 2016). This paper is using the deductive approach, which means applying general theory to a specific case. Moreover,

this study was using the available theory in previous researchers. It implemented it in this study which is going to be applied in higher education institutions in Oman, evidence from Ash Sharqiyah governorates. This study was started by selecting the conceptual framework with building the study hypotheses (which mention early) to the theory. After that, collected data from selecting population either primary or secondary data to testing the hypotheses to confirm or reject the theory.

Finally, the research designs which talks about quantitative or qualitative studies. In general, quantitative study is studying a significant number of people or population, and it is numerical but qualitative research is considering a few numbers of people or population. It is non-numerical (Sekaran & Bougie, 2016). While the study coverage population is a significant number which includes the students in Ash Sharqiyah governorates HEI (south and north). So, the study is using the quantitative approach to collect data. The data are going to be collected through distributing questionnaires for all students of the Ash Sharqiyah governorates HEI (south and north).

3.2 Research Strategy

There are different research strategies, for example, the survey, observations, grounded theory, case study, experiments and mixed methods (Sekaran & Bougie, 2016). This study is using a mixed-methods strategy. There is more than one method involved in the study which are a case study and survey.

This study is a case study because it is studying the independent variable which is brand awareness, brand image, and perceived value variables and its effect on student's satisfaction and loyalty as a dependent variable in different HEIs within selected geographic areas which are south and north Ash Sharqiyah governorates in Oman and it can be implemented to other HEIs in Oman. Moreover, it is a multiple case study while the study examines more than one HEI in data collection. Additionally, the study is using a survey strategy to collect the data by distributing a questionnaire to the students in selected HEIs in Oman.

3.3 Data Collection

There are two sources in data collections which are the primary and secondary data (Sekaran & Bougie, 2016). This study is using both primary and secondary data sources. First of all, the secondary data which defend as "information gathered from sources already existing" (Sekaran & Bougie, 2016). Secondary data was used in the previous chapter in the literature review, which is focused on gathering information from other researches. The literature review is critical to investigate and build up the conceptual framework for the study. Additional to that used to structure and build the questionnaire for the collection of the data. As mention early, this study is a deductive study which depends on other inductive studies (studies create the theory) to build up and study hypothesis on their theory.

Secondly, the primary data which define as "information obtained first hand by the researcher on the variables of interest for the specific purpose of the study" (Sekaran & Bougie, 2016). In this study is focusing on HEIs in the south and north Ash Sharqiyah governorates, and while there is no enough data about those HEIs and lack of research, the primary data are using in a data collection. The primary data are going too collected through a questionnaire about HEIs from university students. It needs to build new data from the selected HEI's students to investigate and study the research objectives and answer the research questions. Moreover, the study is going to testing the formulated hypothesis and confirms or rejects the theory.

3.4 Study Population and Sample

This study is investigating the variables influence student's satisfaction and loyalty. The main variables which are covering by the study are brand awareness, brand image, and perceived value. The target population for this study is higher education students in Oman. There are around 127,466 students in HEIs in 2018/2019 as per statistic of Ministry of Higher Education, Research and Innovation. The study population is focusing on all students who study in the south and north Ash Sharqiyah governorates in universities and colleges. So, the population in this study is almost a significant number, and they are from different universities and colleges. In addition to that, it is challenging to get the full details or register for the population. For that, the study is

using a nonprobability sampling technique. The nonprobability sampling technique has certain advantages like the cost, time-effective, and it is easy in use. The nonprobability sampling technique has different types like; quota sampling, judgmental sampling convenience sampling. This study is using convenience sampling, which is nonrandom sampling, in other world is choosing the students who are easy to recruit to reach the targeted student's number.

3.5 Questioner Design

The study has five main variables, three independent variables which are brand awareness, brand image, and perceived value and one dependent variable, which is the student's loyalty. In addition to that, there is one mediator factor which is student's satisfaction and one moderator factor, which is gender to the proposed relationship between student's satisfaction and student's loyalty. The questionnaire has two main parts; the first part covers the demographic information, which is about the student's personal information like gender and their study information. The second part of the questionnaire is about other variables questions. The answers are using a 5-Point Likert Scale for all variables in the study. As per Pimentel (2010) the Likert Scale is commonly used for the questionnaires and more widely used for social science researches questionnaires. The 5-Point Likert Scale Measurements have five levels of the agreement, which are 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree (Vagias, 2006).

The measuring scale was defined for each factor as per the below:

3.5.1 Brand Awareness

Brand awareness is an independent variable in this study. It is "Brand awareness refers to the strength of a brand's presence in the customer's mind " as defined by Aaker (2014). Measured by four items (items shown in the below table 3.1) it was adopted from a combination of Soni (2015) and Yoo and Donthu (2001).

Table 3.1 Brand awareness items

Reference	Modified Question
Soni (2015)	1.1- I am more aware of my university brand than other HEI.
	1.2- I can easily recognize my university brand over other HEI.
	1.3- The characteristics of my university come to my mind quite easily
Yoo & Donthu (2001)	1.4- I can quickly instantly recall the symbol or logo of my university

3.5.2 Brand Image

The brand image is an independent variable in this study. The brand image defined as a collection of descriptions and believes in the customer mined regarding a particular brand (Djumarno et al., 2018). There are five items (items shown in the below table 3. 2) used to measure the brand image. It was adopted from a combination of Sasmita and Suki (2015), Doña-Toledo, Luque-Martínez, and Del Barrio-García (2017) and Nguyen and LeBlanc (2001).

Table 3.2: Brand Image items

Reference	Modified Question
Sasmita & Suki, (2015)	2.1- My university brand has a clear image.
Doña-Toledo et al. (2017)	2.2- I have a clear image of my university
Nguyen & LeBlanc (2001)	2.3- I have always had a good impression of my university
	2.4- In my opinion, my university has a good image in the minds of the student.
	2.5- I believe that my university has a better image than other HEI.

3.5.3 Perceived Value

Perceived value is the customer perception of a particular product or service based on what customers give and the value he got (Zeithaml, 1988). It's an independent variable. Measured by five items (items shown in the below table 3.3) it was adopted from a combination of Alves (2010), Doña-Toledo et al., (2017) and Lai (2004).

Table 3.3 : Perceived value items

Reference	Modified Question
Alves (2010)	3.1- The experience I have gained from my university will help me to get a good job.
	3.2- Taking into consideration the price I pay (fees, charges, etc.), I believe my university provides quality of service.
	3.3- Compared with other HEI, I consider that I receive a quality of

	service for the price that I pay.
Doña-Toledo et al. (2017)	3.4- On balance, my time at university was good
Lai (2004)	3.5- I feel I am getting a good education service at a reasonable price.

3.5.4 Student's Satisfaction

Student's satisfaction defined as customer satisfaction which is the customer evaluation for the service or product as per his needs and expectations (Oliver, 1980). It is a mediator factor (between the independent variable and student's loyalty) measured by five items (items shown in the below table 3. 4) it was adopted from a combination of Athiyaman (1997) and Soni (2015).

Table 3.4 Student's satisfaction items

Reference	Modified Question
Athiyaman (1997)	4.1- I am satisfied with my decision to study at my university.
	4.2- My choice to enroll in my university was a wise one
	4.3- I think I did the right thing when I decided to enroll at my university.
Soni (2015)	4.4- Believe that study in this university is usually a very satisfying experience
	4.5- This university does a good job of satisfying my needs

3.5.5 Student's Loyalty

Student's loyalty is the dependent variable in this study. It is defined as the loyalty of students after spending time in the university, and it is a combination of given positive reaction about the university and recommend it to others like friends, family members,

and employees (Kunanusorn & Puttawong, 2015). Measured by five items (items shown in the below table 3. 5) it was adopted from a combination of Nguyen and LeBlanc (2001) and Hagos (2017).

Table 3.5 : Student’s loyalty items

Reference	Modified Question
Nguyen & LeBlanc (2001)	5.1- If I had needed to complete my study, my university would be my first choice.
	5.2- I would encourage friends and relatives to study at my current university.
Hagos (2017)	5.3- I often tell positive things about my university to other people
	5.4- My university is my first choice
	5.5- I will study if my university launches a new program

3.6 Questionnaire Validity and Reliability

Based on the above-modified questions and the pilot sample of (21) respondents, the survey designed and modified to examine and culminate in the validity and reliability of the research questionnaire. There are deferent steps and tests need to be done to ensuring the availability of validity and reliability in the questionnaire. The validity is the degree of which variable measures and what the measurement should or supposed to be and if it has different aspects or approaches (Naem & Shorafa, n.d.).

To ensure the questionnaire validity, the following steps have been followed:

1. After preparing the questionnaire, it was reviewed and filtered by the supervisor and modified according to his comment.
2. A questionnaire distributed with a summary of the study to 12 knowledgeable employees from both admin and academic unites from A’Sharqiyah University to review and comment. That is helping to modify the questionnaire.

3. During distributing the questionnaire, the researcher has collected student's feedback and their comments to ensure the questionnaire are understandable and clear for them.

On the other hand, after ensuring the questionnaire validity and collect the data of the pilot study, the reliability test needs to be done. The reliability test can be done by calculating the Cronbach's alpha for each factor in the survey separately which is the most popular method to examine the reliability based on several items in each variable (Hinton et al., 2004). Cronbach's Alpha should be more than 0.6 and less than 1. The SPSS program used to run the reliability test. In the reliability test, it notes that the brand awareness variable questions are not reliable because the Cronbach's Alpha is 0.520, which is low (less than 0.6) and not accepted. For that, the questionnaire modifies and deletes one of the items to increase the Cronbach's Alpha to 0.854, which is accepted.

The below table 3.6 show the Cronbach's Alpha for each factor before and after amendment the variable items:

Table 3.6 : Cronbach's Alpha Variable

Variable	Number of items before the change	Cronbach's Alpha	Number of items after the change	Cronbach's Alpha
Brand awareness	5	0.520	4	0.854
Brand image	5	0.910	5	0.910
Perceived value	5	0.903	5	0.903
Student's satisfaction	5	0.910	5	0.910
Student's loyalty	5	0.869	5	0.869

3.7 Pilot Study

A pilot study has been made for about 21 students from the required population before distributing the survey for all samples. That is helping to have a trial run which is ensuring the questionnaire's validity and reliability. to get the students to feedback and ensure the clearance and understood of the survey by a student. Moreover, can ensuring the questionnaire are done smoothly and find the best way to collect data and distributing the survey.

Chapter Four

Finding and Discussion

Chapter Four

Finding and Discussion

4. Introduction

This chapter aims to discuss and analyze the finding of collected data through a distributed questionnaire. The SPSS programs are using to examine the required tests for the collected data to study the effect of brand awareness, perceived value and brand image on students' loyalty in Higher Education in Oman.

After modify and finalize the questionnaire and ensure that it is viald and reliable, it was distributed to the targeted students who are in HEI in Ash Sharqiyah Governorates (south and north) through an electronic survey by emails and social media channels to reach the huge number of students as can as possible. There were around 272 students who respond to the questionnaire from different educational institutions. There was no missing data because it collecting by using an electronic survey. Below are discussing the detail of the finding data.

4.1 Demographics Variables

The below are the descriptions of all personal demographics for the student's response in the distributed questionnaire, which are an education institution, gender, education level and academic year.

4.1.1 Education Institutions

There are five HEIs in the Ash Sharqiyah Governorates (south and north) that covered by the study which is A'Sharqiyah university, Oman college of health science, Ibra college of technology, college of applied sciences and Sur university college. Table 4.1 shows there is 52.9% of the sample (144 students) is from A'Sharqiyah University, which higher percentage because it has a big number of students and easy to access. College of applied sciences has 2.9% of the sample (8 students), the lower percentage

because their management required a long time to approve the distribution of the survey.

Table 4.1 : Education institution

Institution	Frequency	Percent	Cumulative Percent
A'Sharqiyah University	144	52.9	52.9
Oman College of Health Science	23	8.5	61.4
Ibra College of Technology	74	27.2	88.6
College of Applied Sciences	8	2.9	91.5
Sur University College	23	8.5	100.0
Total	272	100.0	

4.1.2 Gender

The below table 4.2 is showing the details of gender distribution in the student's response. The majority of the sample as per the finding in gender is the female student; they are around 59.9% (163 students) while the male students are 40.1% (109 students) only. This percentage was expected because the number of females in HEIs is more than the male students.

Table 4.2 : Gender

Gender	Frequency	Percent	Cumulative Percent
Female	163	59.9	59.9
Male	109	40.1	100.0
Total	272	100.0	

4.1.3 Education Level

Regarding the education level or degree of student's response in the questionnaire, we can notice that the students are from different levels started from diploma till master student. Those degrees are available in the selected HEIs in the questionnaire. The below table 4.3 shows the distribution of respond students in the level of education. There is some student's response to select other, which means the higher diploma, especially in Ibra College of Technology or the educational qualification in A'Sharqiyah University.

Table 4.3 : Education Level

Education Level	Frequency	Percent	Cumulative Percent
Master	18	6.6	6.6
Bachelor	156	57.4	64.0
Diploma	78	28.7	92.6
Other	20	7.4	100.0
Total	272	100.0	

4.1.4 Academic Year

The below table 4.4 has the details of the academic year of the student's response. The participated students are from different levels or different experiences in their educational institutions. There are around 48.2% of the students from the first two years, which is including the master students who have two years' program study and the education qualification who has the only one-year program. There are 12.5% of students who has select others, which mean they stay more than five years in the institution.

Table 4.4 : Academic Years

Academic Years	Frequency	Percent	Cumulative Percent
1	66	24.3	24.3
2	65	23.9	48.2
3	52	19.1	67.3
4	33	12.1	79.4
5	22	8.1	87.5
Other	34	12.5	100.0
Total	272	100.0	

4.2 Descriptive Analysis of Study Variable

There are five variables in this study which are brand awareness, brand image, perceived value, student's satisfaction, and student's loyalty. A 5 point Likert scale used to measure the answers of the five variables questions in the questionnaire. The Likert scale has an equal spacing of student's response level and treated as stronger interval-level data (Pimentel, 2010). The below table 4.5 show 5 point Likert scale intervals:

Table 4.5 : Likert scale interval

Level	Scale	Interval length	Lower limit	Upper limit
Strongly disagree	1	0.80	1	1.80
Disagree	2	0.80	1.80	2.60
Neither	3	0.80	2.60	3.40
Agree	4	0.80	3.40	4.20
Strongly agree	5	0.80	4.20	5

Below are describing each one of the study variables:

4.2.1 Brand Awareness

The below table 4.6 describes the brand awareness variable details. There were 272 students respond to all items. The range of answers is between a minimum of 1 (strongly disagree) and a maximum of 5 (strongly agree). The mean of brand awareness in general (with four items) is around 3.6 with 0.9 standard deviations. That means the majority of the responded students are agreed about the questions. Item # 4 (I can quickly recall the symbol or logo of my institution) has the highest mean, which is equal to 4. The lower is item # 3 (The characteristics of my institution come to my mind quite easily), which is equal to 3.2 and still in the agreed filed.

Table 4.6 : Brand awareness description

Code	Items	N	Min	Max	Mean	Std. Deviation
BA1	I am more aware of my institution brand than other HEIs	272	1	5	3.56	1.145
BA2	I can easily recognize my institution brand over other HEIs	272	1	5	3.71	1.124
BA3	The characteristics of my institution come to my mind quite easily	272	1	5	3.22	1.207
BA4	I can quickly recall the symbol or logo of my institution	272	1	5	4.03	1.204
BA	Brand Awareness	272	1.00	5.00	3.6268	.92923

4.2.2 Brand Image

The below table 4.7 describes the brand image variable details. There were 272 students respond to all items. The range of answers is between a minimum of 1 (strongly disagree) and a maximum of 5 (strongly agree). The mean of the brand image in general (with five items) is around 3.5 with 1.1 standard deviations. That means the majority of the respondents are agreed about the questions. The highest mean is equal to 3.8, which is in item # 1 (My institution brand has a clear image). On the other hand, the lower is item # 4 (In my opinion, my institution has image in the minds of the student), which is equal to 3.1. It is in a neutral filed, but nearest the agree field.

Table 4.7 : Brand image description

Code	Items	N	Min	Max	Mean	Std. Deviation
BI1	My institution brand has a clear image	272	1	5	3.82	1.081
BI2	I have a clear image of my institution	272	1	5	3.60	1.152
BI3	I have always had a good impression of my institution	272	1	5	3.35	1.233
BI4	In my opinion, my institution has a good image in the minds of the student	272	1	5	3.10	1.169
BI5	My institution brand has a differentiated image than other HEIs	272	1	5	3.45	1.122
BI	Brand Image	272	1.00	5.00	3.4625	.88083

4.2.3 Perceived Value

The below table 4.8 describes the perceived value variable details. There were 272 students respond to all items. The range of answers is between a minimum of 1 (strongly disagree) and a maximum of 5 (strongly agree). The mean of the perceived value in general (with five items) is around 3.35 with 1.1 standard deviations. That means the majority of the respondents are neutral about the questions, but it is nearest the agreed filed. The highest mean is equal to 3.5, which is in item # 4 (On balance, my time at the institution was good). On the other hand, the lower is item # 2 (Taking into consideration the price I pay (fees, charges, etc.), I believe my institution provides quality of service) which is equal to 2.8. It is in a neutral filed but nearest the disagree field.

Table 4.8: Perceived value description

Code	Items	N	Min	Max	Mean	Std. Deviation
PV1	The experience I have gained from my institution will help me to get a good job	272	1	5	3.31	1.166
PV2	Taking into consideration the price I pay (fees, charges, etc.), I believe my institution provides quality of service	272	1	5	2.81	1.263
PV3	My institution experience has satisfied my needs	272	1	5	3.07	1.131
PV4	On balance, my time at an institution was good	272	1	5	3.49	1.127
PV5	I feel I am getting a good education service at a reasonable price.	272	1	5	3.11	1.236
PV	Perceived Value	272	1.00	5.00	3.353	1.12826

4.2.4 Student's Satisfaction

The below table 4.9 describes the student's satisfaction variable details. There were 272 students respond to all items. The range of answers is between a minimum of 1 (strongly disagree) and a maximum of 5 (strongly agree). The mean of the student's satisfaction in general (with five items) is around 3.35, with a 1.12 standard deviation. That means the majority of the responded students are neutral about the questions, but it is nearest the agreed filed. Item # 1 (I am satisfied with my decision to study in my institution) is the highest mean which is equal to 3.5. The lower is item # 5 (This institution does a good job of satisfying my needs), which is equal to 3.2. It is in a neutral filed, but nearest the agree field.

Table 4.9 : Student's satisfaction description

Code	Items	N	Min	Max	Mean	Std. Deviation
SS1	I am satisfied with my decision to study in my institution	272	1	5	3.50	1.260
SS2	My choice to enroll in my institution was a wise one	272	1	5	3.40	1.267
SS3	I think I did the right thing when I decided to enroll in my institution	272	1	5	3.35	1.294
SS4	Believe that study in this institution is usually a very satisfying experience	272	1	5	3.36	1.222
SS5	This institution does a good job of satisfying my needs	272	1	5	3.17	1.212
SS	Student's satisfaction	272	1.00	5.00	3.3537	1.12826

4.2.5 Student's loyalty

The below table 4.10 describes the Student's loyalty variable details. There were 272 students respond to all items. The range of answers is between a minimum of 1 (strongly disagree) and a maximum of 5 (strongly agree). The mean of Student's loyalty in general (with five items) is around 3.1 with around 1.1 standard deviations. That means the majority of the respondents are neutral about the questions, but it is nearest the agreed filed. The highest mean is equal to 3.3, which are in item # 3 (I often tell positive things about my institution to other people). On the other hand, the lower is item # 4 (My institution is my first choice), which is equal to 3. It is in a neutral filed but nearest the agree field.

Table 4.10 : Student's loyalty description

Code	Items	N	Min	Max	Mean	Std. Deviation
SL1	I would recommend my current institution as the best HIE in the governorate	272	1	5	3.18	1.347
SL2	I would encourage friends and relatives to study at my current institution	272	1	5	3.13	1.295
SL3	I often tell positive things about my institution to other people	272	1	5	3.27	1.189
SL4	My institution is my first choice	272	1	5	2.99	1.342
SL5	I will study if my institution launches new program	272	1	5	3.10	1.299
SL	Student's loyalty	272	1.00	5.00	3.1324	1.09940

4.3 Normality Test

The normality test is one of the essential tests to analyze the data because it is an underlying assumption of different statistical procedures like t-test, Analysis of Variance and linear regression analysis. There are three different ways to examine the normality of data distribution which are numerical methods (skewness and kurtosis indices), graphical methods (histograms, boxplots, Q-Q-plots) and formal normality tests (Razali & Wah, 2011). This study is focusing on the exam the normality tests by two types of normality tests; formal normality tests (sig value) and graphical methods (Q-Q-plots and histograms).

The below table 4.11 shows the result of Sig. for all study variable which confirms that the collected data are in normal distribution because the sig = zero, that as per Kolmogorov-Smirnov method to test the data normality.

Table 4.11 : Tests of Normality

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Brand Awareness	0.126	272	0.000	0.934	272	0.000
Brand Image	0.075	272	0.001	0.969	272	0.000
Perceived Value	0.097	272	0.000	0.948	272	0.000
Student's satisfaction	0.097	272	0.000	0.948	272	0.000
Student's loyalty	0.090	272	0.000	0.964	272	0.000
a. Lilliefors Significance Correction						

Moreover, the below figure 4.1 confirms the other test of normality which is graphical methods (Q-Q-plots).

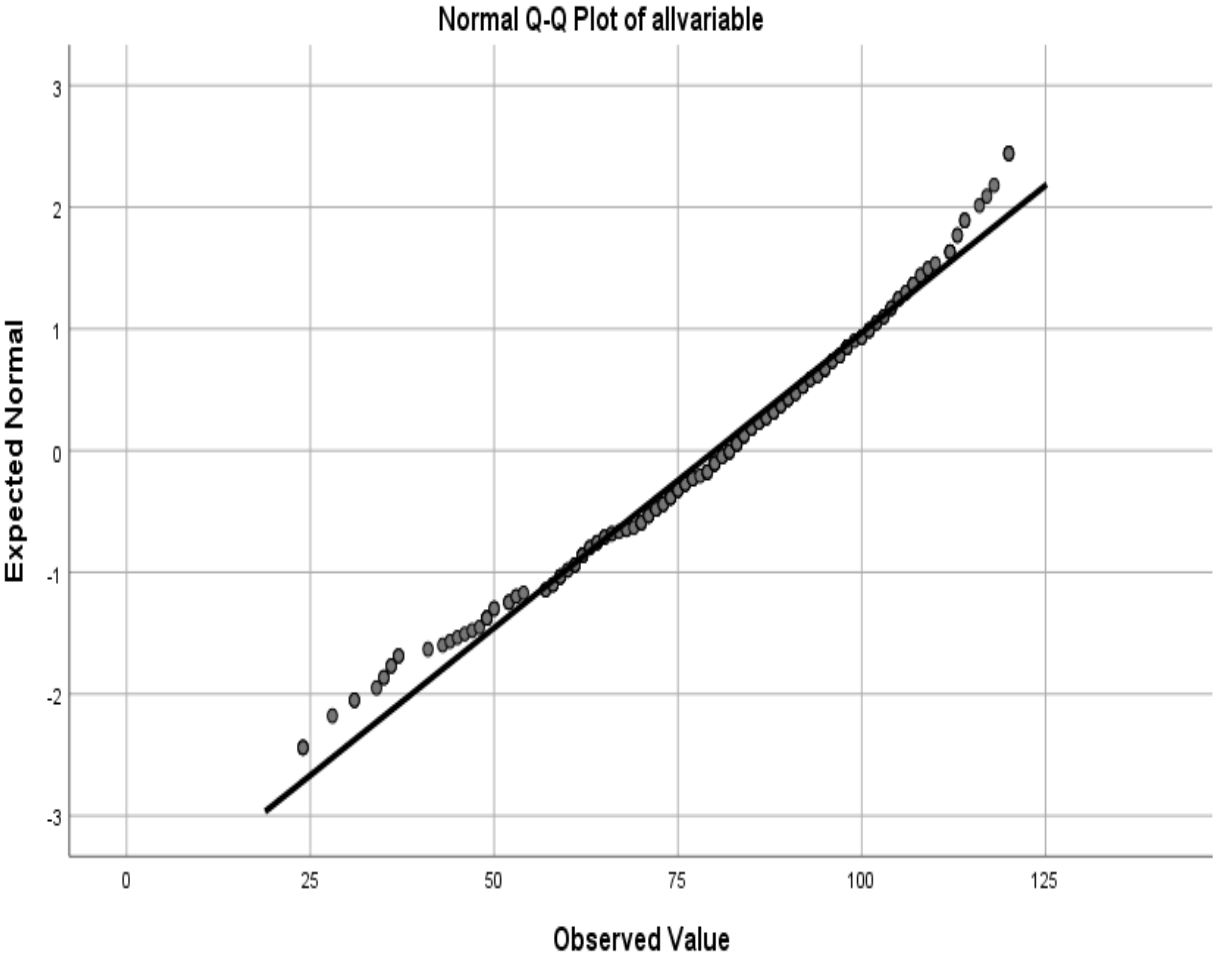


Figure 4.1 : Test of normality (Q-Q-plots)

Additional to that, the below figure 4.2 confirms the other test of normality which is graphical methods (Histogram).

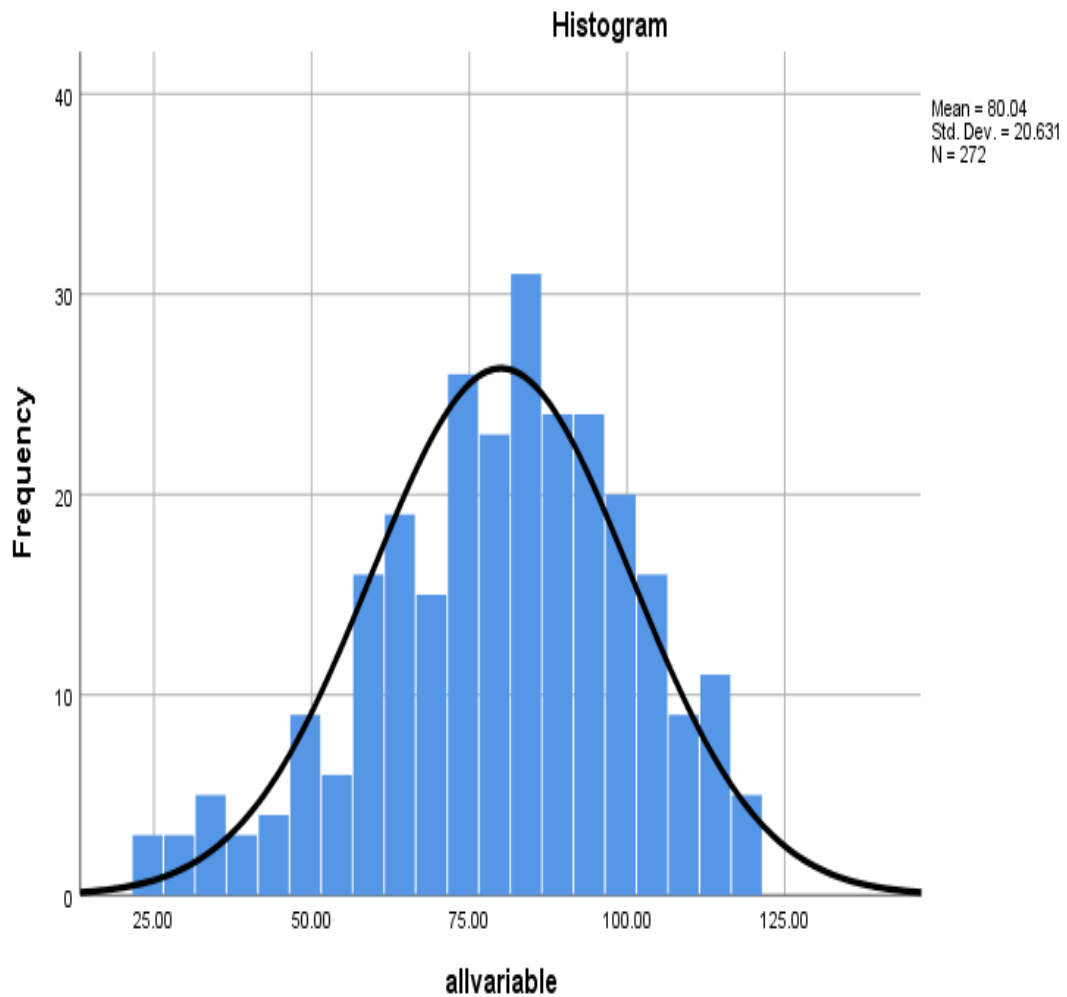


Figure 4.2 test of normality (histogram)

From above figures and table, we can confirm the normality of data distribution as per two normality test which are numerical methods (skewness and kurtosis indices) and graphical methods (histograms, boxplots, Q-Q-plots) and formal normality tests.

4.4 Hypothesis Testing

There are different ways to analyze and test the research hypotheses as SPSS program are using in analysis the research to find the relationship between variables. The proper tests for study the hypotheses in the conceptual framework are Pearson correlation coefficient and single and multiple linear regression correlation. Those statistical tests are used to convince the researcher to select one of the two options, which are the null hypothesis (H_0) or alternative hypothesis (H_a). The hypotheses (H_a) mean there is a relationship between independent and dependent variables either positive or negative relation ($\mu^1 \neq \mu^2$) and the null hypothesis (H_0) means there is no relationship found between the independent and dependent variables ($\mu^1 = \mu^2$). The acceptance or rejection of the hypothesis depends on the correlation significance level. If the correlation significance level is less than the sig. or P-value, the alternative hypothesis (H_a) is accepted and reject the null hypothesis (H_0) and the opposite are applicable if the correlation significance level is more than the sig. or P-value. (Landau & Everitt Chapman, 2004).

Pearson correlation coefficient and single linear regression correlations are using to examine the relationship or correlation between two variables which are independent and dependent. The Pearson correlation is using to measure the direction of the relation between the variables and how is the relationship strength. The direction will be known from the sign of the relationship while the strength will be known from the value of the correlation. In this thesis the Hinton et al. scale are used to decided relationship strength in the correlation. The below table 4.12 summarizes relationship strength in the correlation (Hinton et al., 2004).

Table 4.12: Hinton et al. Relationship strength

S/N	Correlation coefficient	Relation strength
1	Less than 2.9	Weak
2	From 0.3 to 0.49	Moderate
3	More than 0.5	Strong

Multiple regression correlation tests are using to examine the relation between two or more independent and dependent variables. The interest in multiple regression correlation tests is to differentiate between the importance of each variable and its influence in the relation (Hinton et al., 2004). Based on the above, below are going to test each of the study hypotheses to examine the relationship between the variables.

H1: There is a positive relationship between brand awareness and student's satisfaction

This hypothesis is to examine the relationship between brand awareness variable and student's satisfaction at HEIs in Oman. For testing, this relationship is using a Pearson correlation analysis and linear regressions test. The results show (see Table 4.13) that $N = 272$, $p = 0.000 < 0.01$ and $r = 0.459$ is between 0.3 to 0.49 which confirm a significant positive relation between brand awareness and student's satisfaction with medium correlation in strength. The relation confirms the increasing or decreasing levels of brand awareness variables are leading to increasing or decreasing levels of student's satisfaction at HEIs in Oman.

Table 4.13: Correlations (Brand Awareness & Student's Satisfaction)

		Brand Awareness	Student's Satisfaction
Brand Awareness	Pearson Correlation	1	.459**
	Sig. (2-tailed)		0.000
	N	272	272
Student's Satisfaction	Pearson Correlation	.459**	1
	Sig. (2-tailed)	0.000	
	N	272	272
**. Correlation is significant at the 0.01 level (2-tailed).			

For more confirmation for the relation between the brand awareness and student's satisfaction, the below figure interprets the R-square value (0.21 or 21 %) which explains the percentage of proportion variation in the dependent variable (student's satisfaction) with the independent variable (brand awareness). Additional to that, the sig. (p-value) is $0.000 < 0.01$, which means brand awareness is significantly related to student's satisfaction. Also, Beta shows that brand awareness is related to student's satisfaction positively.

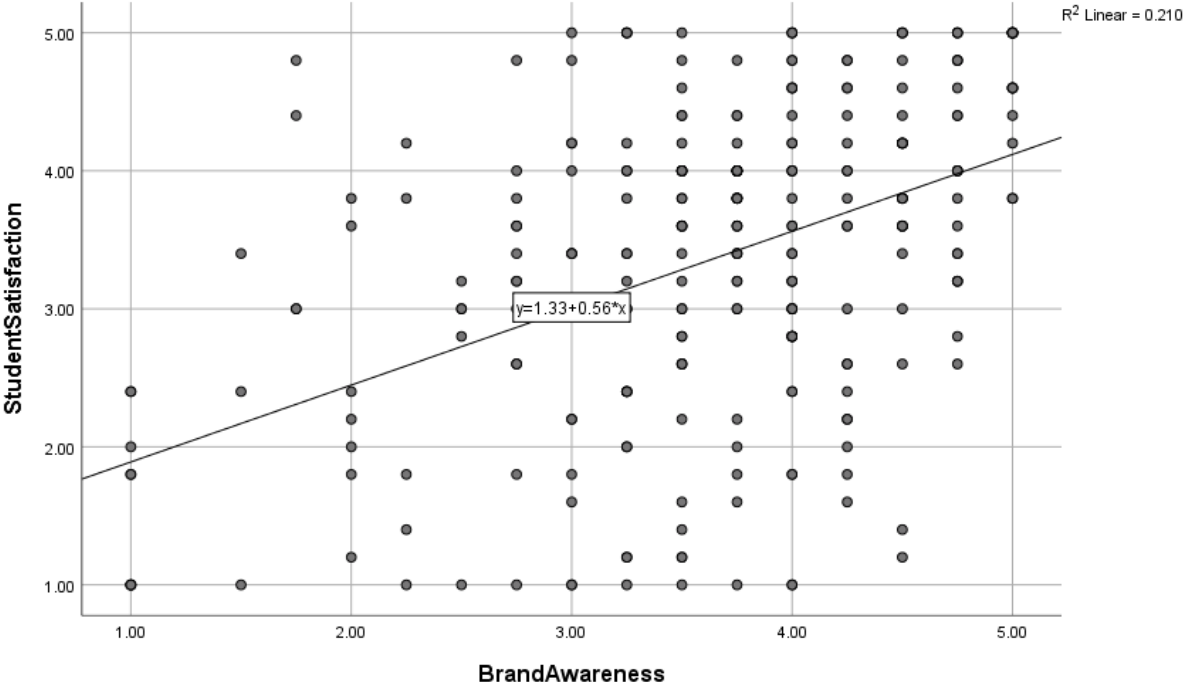


Figure 4.3: Linear regression (Brand Awareness & Student's Satisfaction)

Finding: Based on the above result, confirming the alternative hypothesis, there is a Significant Positive relation between Brand Awareness and Student's satisfaction with medium correlation in strength.

H2: There is a positive relationship between brand image and student's satisfaction

This hypothesis is to examine the relationship between brand image variables and student's satisfaction at HEIs in Oman. For testing, this relationship is using a Pearson correlation analysis and linear regressions test. The results show (see Table 4.14) that $N = 272$, $p = 0.000 < 0.01$ and $r = 0.674$ is above 0.50 which confirm a significant positive relation between brand image and student's satisfaction with strong correlation in strength. The relation confirms the increasing or decreasing levels of brand image variables are leading to increasing or decreasing levels of student's satisfaction at HEIs in Oman.

Table 4.14 Correlations (Brand Image & Student's satisfaction)

		Brand Image	Student's satisfaction
Brand Image	Pearson Correlation	1	.674**
	Sig. (2-tailed)		0.000
	N	272	272
Student's satisfaction	Pearson Correlation	.674**	1
	Sig. (2-tailed)	0.000	
	N	272	272
**. Correlation is significant at the 0.01 level (2-tailed).			

For more confirmation for the relation between the brand image and student's satisfaction, the below figure interprets the R-square value (0.455 or 45.5 %) which explains the percentage of proportion variation in the dependent variable (student's satisfaction) with the independent variable (brand image). Additional to that, the sig. (p-value) is $0.000 < 0.01$, which means brand Image is significantly related to student's satisfaction. Also, Beta shows that brand image is related to student's satisfaction positively.

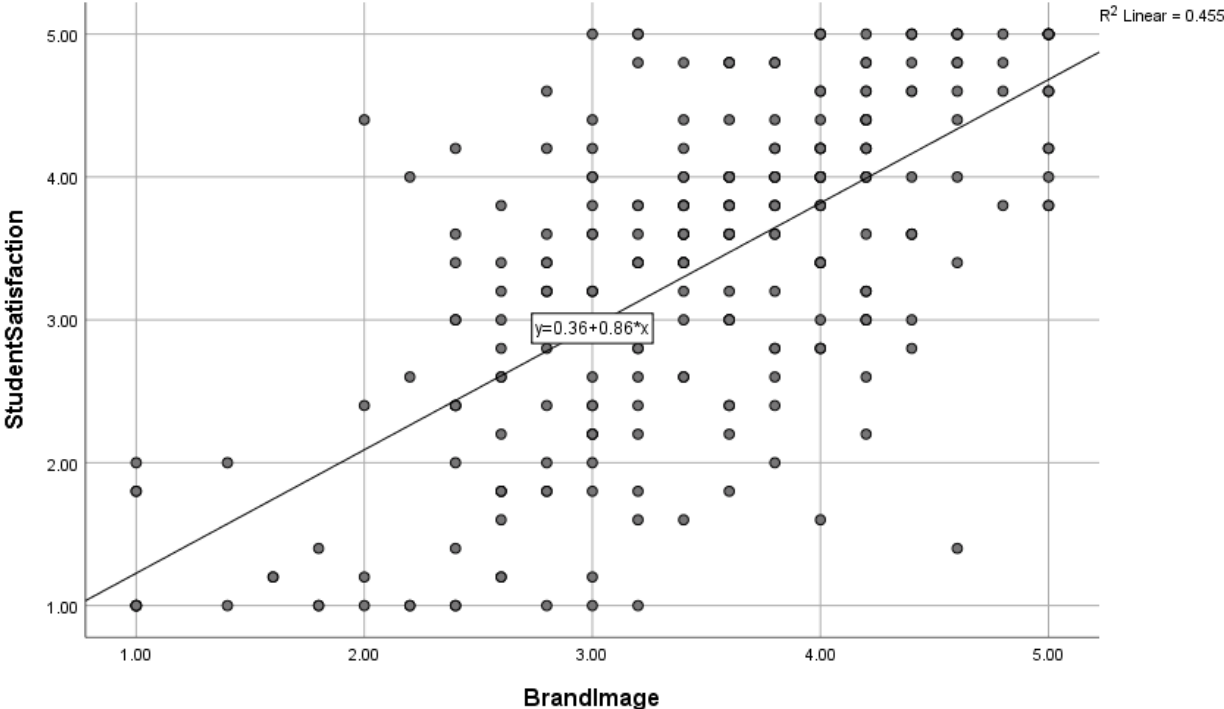


Figure 4.4 : Linear regression (Brand image & Student's satisfaction)

Finding: Based on the above result, confirming the alternative hypothesis, there is a significant positive relationship between brand image and student's satisfaction with a strong correlation in strength

H3: There is a positive relationship between perceived value and student's satisfaction

This hypothesis is to examine the relationship between perceived value variables and student's satisfaction at HEIs in Oman. For testing, this relationship is using a Pearson correlation analysis and linear regressions test. The results show (see Table 4.15) that $N = 272$, $p = 0.000 < 0.01$ and $r = 0.798$ is above 0.50 which confirm a significant positive relation between perceived value and student's satisfaction with strong correlation in strength. The relation confirms the increasing or decreasing levels of perceived value variables are leading to increasing or decreasing levels of student's satisfaction at HEIs in Oman.

Table 4.15: Correlations (Perceived Value & Student's satisfaction)

		Perceived Value	Student's Satisfaction
Perceived Value	Pearson Correlation	1	.798**
	Sig. (2-tailed)		0.000
	N	272	272
Student's Satisfaction	Pearson Correlation	.798**	1
	Sig. (2-tailed)	0.000	
	N	272	272
**. Correlation is significant at the 0.01 level (2-tailed).			

For more confirmation for the relation between the perceived value and student's satisfaction, the below figure interprets the R-square value (0.636 or 63.6 %) which explains the percentage of proportion variation in the dependent variable (student's satisfaction) with the independent variable (perceived value). Additional to that, the sig. (p-value) is $0.000 < 0.01$, which means the perceived value is significantly related to student's satisfaction. Also, Beta shows that perceived value is related to student's satisfaction positively.

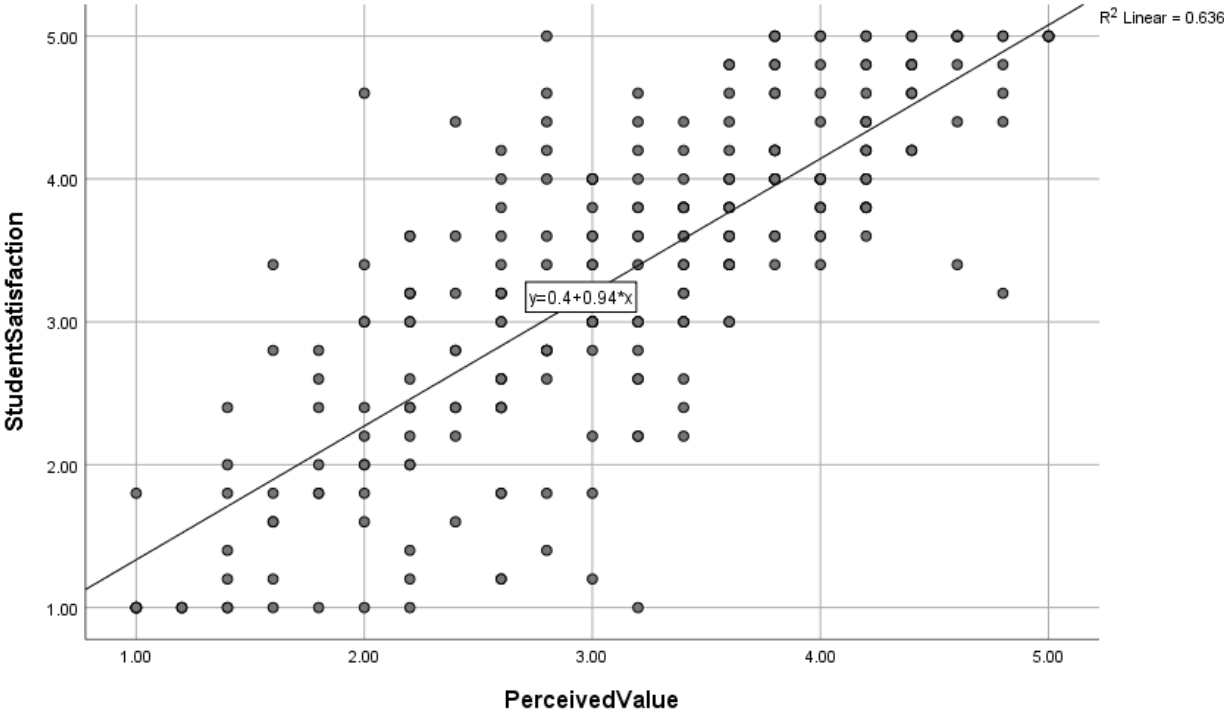


Figure 4.5 : Linear regression (Perceived value & Student's satisfaction)

Finding: Based on the above result, confirming the alternative hypothesis, there is a significant positive relationship between perceived value and student's satisfaction with a strong correlation in strength

H4: There is a positive relationship between a student's satisfaction and student's loyalty

This hypothesis is to examine the relationship between student's satisfaction variable and student's loyalty at HEIs in Oman. For testing, this relationship is using a Pearson correlation analysis and linear regressions test. The results show (see Table 4.16) that $N = 272$, $p = 0.000 < 0.01$ and $r = 0.865$ is above 0.50 which confirm a significant positive relation student's satisfaction value and student's loyalty with strong correlation in strength. The relation confirms the increasing or decreasing levels of student's satisfaction variables are leading to increasing or decreasing levels of student's loyalty at HEIs in Oman.

Table 4.16: Correlations (Student's Satisfaction & Student's loyalty)

		Student's Satisfaction	Student's loyalty
Student's Satisfaction	Pearson Correlation	1	.865**
	Sig. (2-tailed)		0.000
	N	272	272
Student's loyalty	Pearson Correlation	.865**	1
	Sig. (2-tailed)	0.000	
	N	272	272
**. Correlation is significant at the 0.01 level (2-tailed).			

For more confirmation for the relationship between student's satisfaction and student's loyalty, the below figure interprets the R-square value (0.749 or 74.9 %) which explains the percentage of proportion variation in the dependent variable (student's loyalty) with the independent variable (student's satisfaction). Additional to that, the sig. (p-value) is $0.000 < 0.01$, which means student's satisfaction is significantly related to student's loyalty. Also, Beta (0.865, which is equal to R) shows that student's satisfaction is related to student's loyalty positively.

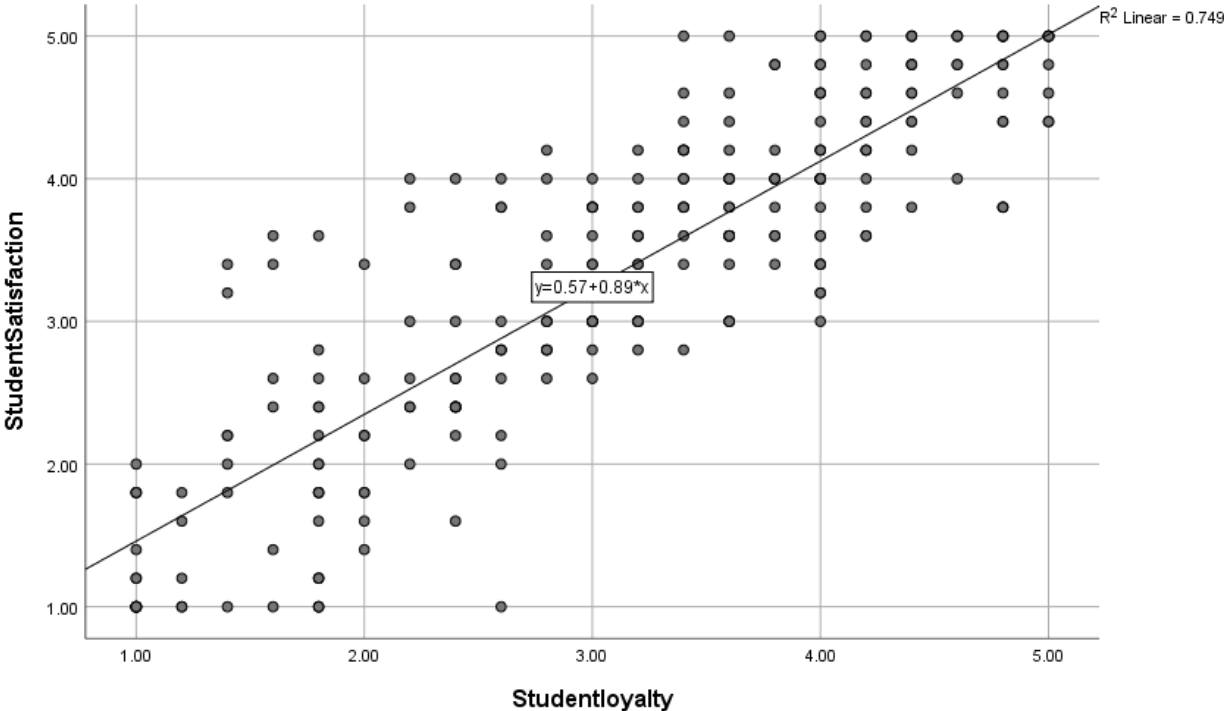


Figure 4.6 : Linear regression (Student's satisfaction & student's loyalty)

Finding: Based on the above result, confirming the alternative hypothesis, there is a significant positive relationship between student's satisfaction and student's loyalty with strong correlation in strength

Test the relationship between the three independents variable with Student's satisfaction

Multiple regressions used to examine the effect of different (independent) variables on a single (dependent) variable. Multiple regression tests are using to examine the effect of brand awareness, brand image, and perceived value as independent variables with student's satisfaction as dependent variables. The below tables show and describe the result of the Multiple regression test for the overall independent variables (brand awareness, brand image, and perceived value) with student's satisfaction.

First of all, below table 4.17 summarize the descriptive statistics and correlation relationship between the independent variables (brand awareness, brand image, and perceived value and the dependent variables Student's satisfaction which confirms there is a relationship between the variables as the sig. (P-value) = 0.000 < 0.01.

Table 4.17: Descriptive Statistics & Correlations

Variables	N	Mean	Pearson Correlation with Student's Satisfaction	P-value (Sig.)
Student's Satisfaction	272	3.3537	1.000	
Brand Awareness	272	3.6268	0.459	0.000
Brand Image	272	3.4625	0.674	0.000
Perceived Value	272	3.1574	0.798	0.000

Secondly, the below table 4.18 is showing the multiple regression test details. From the model summary, overall, there are around 66.7% (R Square) of variance in student's satisfaction. From ANOVA^a and by using the F test, $F = 178.870$, $P = 0.00$ and it is less than 0.01, which is revealed to be statistically significant. Coefficients are inspecting each of the individual independent variables and their impact on student's satisfaction. For brand awareness $Beta = 0.037$, $p = 0.422 > 0.001$, brand image $Beta = 0.216$, $p = 0.000 < 0.001$ which is significant predictor on student's satisfaction and perceived value $Beta = 0.633$, $p = 0.000 < .001$ which is also significant predictor on student's satisfaction. That means a higher level of brand image and perceived value is leading to a higher level of student's satisfaction.

Table 4.18: Multiple regression test details

Descriptive Statistics	Model Summary		ANOVA ^a		Coefficients ^a		
	R	R Square	F(3,268)	Sig.	Beta	t	Sig.
(Constant)	0.817 ^a	0.667	178.870	0.000 ^b		-0.602	0.547
Brand Awareness					0.037	0.805	0.422
Brand Image					0.216	3.855	0.000
Perceived Value					0.633	13.010	0.000
a. Dependent Variable: Student's satisfaction							
b. Predictors: (Constant), Perceived Value, Brand Awareness, Brand Image							

Finding: There is a strong positive relation between the independent variables all together (brand awareness, brand image, and perceived value) with student's satisfaction. Brand image and perceived value have more effect on student's satisfaction.

H5: Students gender has a moderation effect on student’s satisfaction and student’s loyalty

This hypothesis is to examine the relationship between student’s satisfaction and student’s loyalty variables at HEIs in Oman with the effect of gender factor as a moderator in the relationship between the two variables. For testing, this relationship is using a Macro process in linear regressions test in SPSS which is showing the relationship between student’s satisfaction with student’s loyalty, gender with student’s loyalty and interaction between student’s satisfaction and gender. The results (see Table 4.19) confirm that there is a relationship between the variable as the sig. (P-value) = 0.000 < 0.01 with overall, there is around 75 % (R Square) of variance in student’s loyalty. Additional to that, F = 267.53, P = 0.00 and it is less than 0.01, which means it is revealed to be statistically significant. To check the effect of the individual variable on student’s loyalty, the Coefficient result is using as per the below table 4.17. Student’s satisfaction has Beta = 0.84, p = 0.000 < 0.01 which is significant predictor on student’s loyalty, Gender has Beta = 0.06, p = 0.35 > 0.01 and the Interaction between Student’s satisfaction and Gender has Beta = 0.02, p = 0.73 > 0.01. That means a higher level of Student’s satisfaction value is leading to a higher level of student’s loyalty and other factors are not significant.

Table 4.19: Macro process test details for moderator

Descriptive Statistics	Model Summary		ANOVA ^a		Coefficients ^a		
	R	R Square	F(3,268)	Sig.	Beta	t	Sig.
(Constant)	0.87 ^a	0.75	267.53	0.000 ^b	3.13	93.18	0.000
Student’s satisfaction (SS)					0.84	28.19	0.000
Gender (G)					0.06	0.94	0.35
Interaction SS x G					0.02	0.35	0.73
a. Dependent Variable: Student’s loyalty							
b. Predictors: (Constant), Student’s satisfaction, Gender and interaction between SS & G							

The below figure is showing the relationship between student's satisfaction and student's loyalty variable with the effect of gender factor, which is a moderator between the two variables.

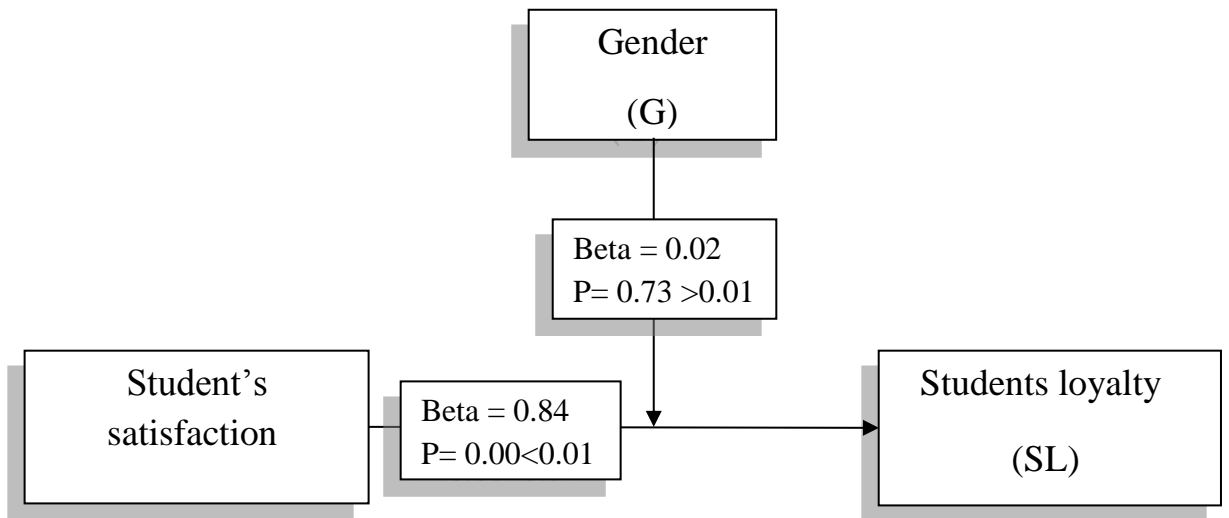


Figure 4.7: Moderate effect

Finding: There is no effect of Students gender on student's satisfaction and student's loyalty which means rejecting the alternative hypothesis and accepts the null hypothesis.

Finally, after defining the relationship between the study variable as an individual relationship, we need to examine the effect of the mediator, which is student's satisfaction in the whole study. That test can be done in SPSS through the macro process in linear regression correlations. The test is examining the direct relationship between the independent variable (brand awareness, brand image, and perceived value) with the dependent variable (student's loyalty) and the student's satisfaction as a mediator between them.

First of all, below 4.20 shows the result of the first part, which is the relation between the independent variable (brand awareness, brand image, and perceived value) and student's satisfaction. The result confirms that there is a relationship between the variable as the sig. (P-value) = 0.000 < 0.01 with overall there is around 57.3 % (R Square) of variance in student's satisfaction. Additional to that, F = 362.8, P = 0.00 and it is less than 0.01, which means it is revealed to be statistically significant. From the Coefficient, the independent variable has Beta = 1.086, p = 0.00 < 0.01 which is significant predictor on student's satisfaction.

Table 4.20 : Student's satisfaction outcome in mediator test

Descriptive Statistics	Model Summary			ANOVA ^a		Coefficients ^a		
	R	R Square	P-value	F(1,270)	Sig.	Beta	T	Sig.
(Constant)	0.757	0.573	0.00	362.8	0.00 ^b	-0.354	-1.775	0.077
Independent variable						1.086	19.047	0.00
a. Dependent Variable: Student's satisfaction								
b. Predictors: (Constant), Independent variable (Brand awareness, Perceived value, and Brand image)								

Secondly, the below table 4.21 shows the test result of the second part, which is the relation between the independent variable (brand awareness, brand image, and perceived value) and student's loyalty. The result confirms that there is a relationship between the variable as the sig. (P-value) = 0.000 < 0.01 with overall there is around 55 % (R Square) of variance in student's satisfaction. Additional to that, F = 362.8, P = 0.00 and it is less than 0.01, which means it is revealed to be statistically significant. From the Coefficient, the independent variable has Beta = 1.036, p = 0.00 < 0.01 which is significant predictor on student's loyalty.

Table 4.21 : Student's loyalty outcome in mediator test

Descriptive Statistics	Model Summary			ANOVA ^a		Coefficients ^a		
	R	R Square	P-value	F(1,270)	Sig.	Beta	T	Sig.
(Constant)	0.742	0.550	0.00	329.799	0.00 ^b	0.406	-2.032	0.043
Independent variable						1.036	18.160	0.000
a. Dependent Variable: Student's loyalty								
b. Predictors: (Constant), Independent variable (Brand awareness, Perceived value, and Brand image)								

Thirdly, the below table 4.22 shows the result of the third part which is the relation between the independent variable (brand awareness, brand image, and perceived value) and student's satisfaction with student's loyalty. The result confirms that there is a relationship between the variable as the sig. (P-value) = 0.000 < 0.01 with overall, there is around 76.6 % (R Square) of variance in student's loyalty. Additional to that, F = 440.7, P = 0.00 and it is less than 0.01, which means it is revealed to be statistically significant. From the Coefficient, the independent variable has Beta = 0.283, p = 0.00 < 0.01 which is significant predictor on student's loyalty. The student's satisfaction has Beta = 0.694, p = 0.00 < 0.01 which is significant predictor on student's loyalty. So, both of the variables are predictors of student's loyalty.

Table 4.22: Student's loyalty outcome in mediator test

Descriptive Statistics	Model Summary			ANOVA ^a		Coefficients ^a		
	R	R Square	P-value	F(2,269)	Sig.	Beta	T	Sig.
(Constant)	0.875	0.766	0.00	440.7	0.00 ^b	-0.160	-1.103	0.271
Independents variable						0.283	4.483	0.00
Student's satisfaction						0.694	15.776	0.00
a. Dependent Variable: Student's loyalty								
b. Predictors: (Constant), Independents variable and Student's satisfaction,								

Finally, the below table 4.23 shows the details of the effect (direct and indirect) in the relationship between the independent variables (brand awareness, perceived value, and brand image), student's satisfaction and student's loyalty to examine the effect of the mediator in the conceptual study framework. The indirect effect is tested by using bootstrap standard errors and confidence intervals. If zero falls between the lower and upper bound of the confidence interval (95%), the mediator is not having any effect. If zero falls outside of the interval, it is a positive relationship, and it is affecting the relationship (Prado et al., 2014). From the above tables and the significant correlation in the above studies relationships, the below table 4.21 shows the Indirect effect = 0.753 for 95% confidence interval [LLCI = 0.647 & ULCI=0.865] which is more than zero and it does not fall between them so, there is a significant positive effect of a mediator in the relationship, and the student's satisfaction is the mediator between the independent variable (brand awareness, perceived value, and brand image) and dependent variable (student's loyalty). Additional to that, the below table 29 shows the

significant relationship ($P\text{-value} = 0.000 < 0.001$) between the independent variable (brand awareness, perceived value, and brand image) and dependent variable (student's loyalty). The effect of a relation is 0.283 while the indirect effect of the relationship is 0.754, so there is a partially significant effect with the mediator in the relationship.

Table 4.23: Correlation effect on Student's satisfaction and Student's loyalty

	Effect	BootSE	BootLLCI	BootULCI	P-value
Total effect	1.036	0.057	0.924	1.148	0.00
Direct effect	0.283	0.063	0.159	0.407	0.00
Indirect effect	0.754	0.058	0.647	0.865	-

The below figure 4.8 is summaries and simplifies the above-studied relationships and detailed tables in studying the effect of the student's satisfaction (mediator) on the relationship between Brand awareness, Perceived value and Brand image (independent variable) and student's loyalty (dependent variable).

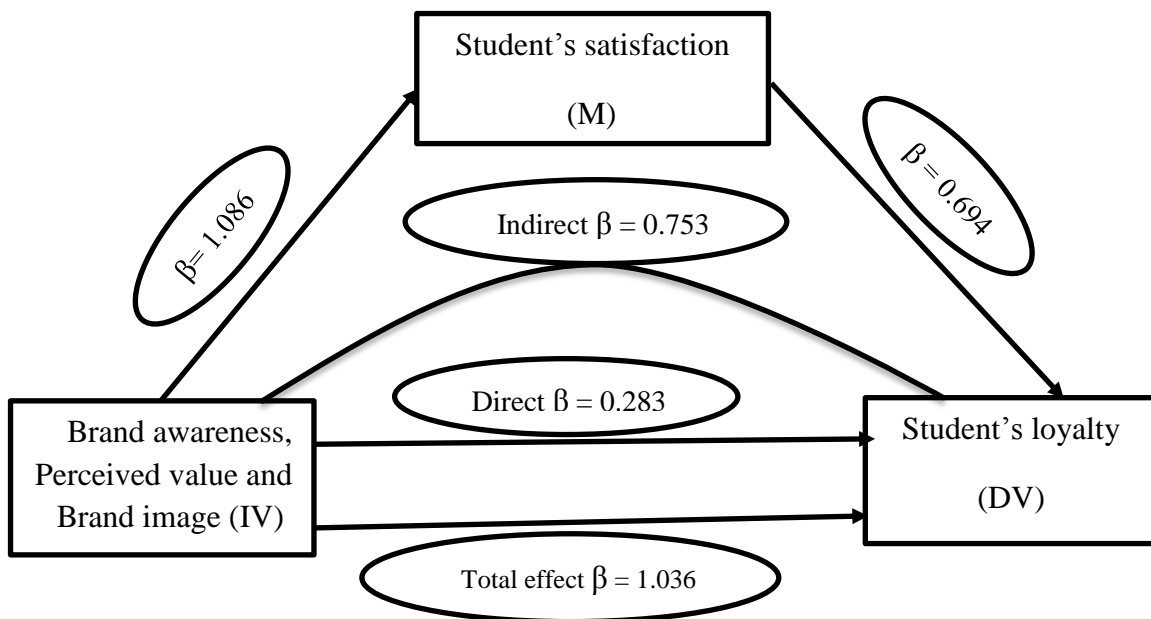


Figure 4.8 : Mediator effect

Finding: The relationship between the independent variables (Brand awareness, perceived value, and Brand image) and dependent variable (student's loyalty) is positive, and the student's satisfaction is the mediator with partially significant effect between the independent (Brand awareness, Perceived value, and Brand image) and dependent variable (student's loyalty).

The below table 4.24 summarise the study hypotheses :

Table 4.24 : Study hypothesis summary

Research Hypotheses	Result	Remark
H1: There is a positive relationship between brand awareness and student's satisfaction.	There is a Significant Positive relation between Brand Awareness and Student's satisfaction with medium correlation in strength	Confirm the hypothesis H1 and reject null hypothesis H0
H2: There is a positive relationship between brand image and the student's satisfaction.	There is a significant positive relationship between brand image and student's satisfaction with a strong correlation in strength	Confirm the hypothesis H2 and reject null hypothesis H0
H3: There is a positive relationship between perceived value and student's satisfaction.	There is a significant positive relationship between perceived value and student's satisfaction with a strong correlation in strength	Confirm the hypothesis H3 and reject null hypothesis H0
H4: There is a positive relationship between a student's satisfaction and student's loyalty	There is a significant positive relationship between student's satisfaction and student's loyalty with strong correlation in strength	Confirm the hypothesis H4 and reject null hypothesis H0
H5: Student's gender has a moderation effect on student's satisfaction and student's loyalty.	There is no effect on Student's gender on student's satisfaction and student's loyalty.	Reject the hypothesis H5 and accept the null hypothesis H0

4.5 Theoretical Framework

After examining the study hypotheses and as per the above summary, the theoretical framework is going to be as per below figure:

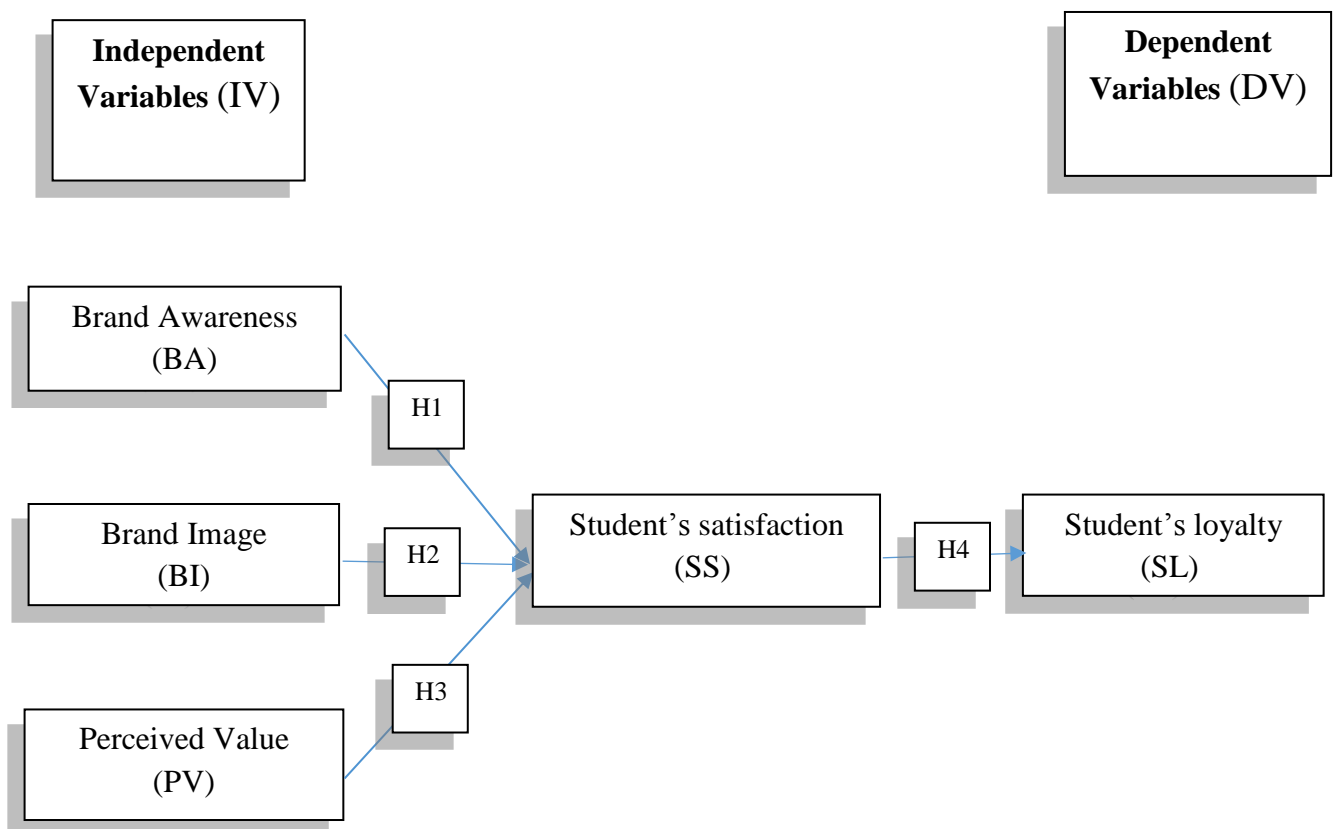


Figure 4.9 : Theoretical Framework

Chapter five

Conclusion and Recommendation

Chapter five

Conclusion and Recommendation

5. Introduction

This chapter gives the conclusions of the thesis. The main objective of this chapter focuses primarily on the study outcomes which are covering by the main findings obtained from the literature review and analyzing the collecting data. In addition, study recommendations are going to discuss as a managerial and theoretical implication. Finally, the study is highlighting a study limitation and some suggestions for future research.

5.1 Conclusion and Discussion

This study was done to investigate the relationship between brand awareness, brand image, and perceived value (independent variables) and its influence on student's loyalty (dependent variable) when the student's satisfaction variable plays as moderation between them. There were 272 respondents from different HEI. The questionnaire survey was used to collect data distributed through social media, channels, and emails to the HIE students in Ash Sharqiyah Governorates (south and north), which is the study sample.

Based on the analysis of the collected data through the SPSS program, the finding confirms that there is a relationship between the brand awareness, brand image, and perceived value (independent variables) on the student's loyalty (dependent variable) when student's satisfaction plays a moderation role between them. That means the higher level of student's brand awareness, student's brand image, and student's perceived value is leading to a high level of student's satisfaction and loyalty, and vice versa. The finding of the study indicates that there is a different effect among the three independent variables brand awareness, brand image, and perceived value.

Based on study questions, objectives, hypotheses, analysis result, and interpretation, the study can be concluded as:

Firstly, the result confirms that there is a significant positive relationship between brand awareness and student's satisfaction with medium correlation in strength. This finding was supported by previous studies like Haque et al., (2018) who found a positive relationship between brand awareness, consumer satisfaction, and loyalty. In addition, Dilham et al. (2018) confirms the significant influences on brand awareness while there are customer relations and satisfaction variables. Also, Putri and Darmawan (2019) found a positive impact on brand awareness and customer satisfaction. On the other hand, comparing the effect of brand awareness with other variables (brand image and perceived value), has less impact on the student's satisfaction.

Secondly, the finding confirms the significant positive relationship between brand image and student satisfaction with a strong correlation in strength. The positive relationship between brand image and student satisfaction was supported by other researchers. Doña-Toledo et al., (2017) find out in their/ his study the positive relationship of brand image with student satisfaction which is similar to our result. Moreover, Nazir et al. (2016) found a link with a positive relationship between brand image and student's satisfaction. Another finding in higher education researches done by Chen (2016) supports the effecting between brand image is student's satisfaction. Brand image has a medium effect on student satisfaction compared to the other variables (brand awareness and perceived value).

Thirdly, the perceived value variable has a significant positive relationship with student satisfaction. The relationship has a strong correlation in strength. Additional to that, the perceived value variable has the highest effect on student satisfaction compared to other variables (brand awareness and brand image). The finding result has supported by other researches which gives a similar outcome. Pedro et al. (2018) find out the increase in perceived value variables lead to an increase in student satisfaction which supported our result. Additionally, Doña-Toledo et al. (2017) also confirms that the quality of students perceived value can determine student satisfaction which shows that there is a positive relationship between them. Another study found that the influence and positive relation between students' perceived value and student satisfaction which support our finding (Mulyono, 2016).

Fourthly, the result shows that there is a significant positive relationship between student satisfaction and student loyalty with a strong correlation in strength between

them. This finding was supported by other researches. According to Mulyono (2016) study, there is a significant and positive impact on student satisfaction and student loyalty. Another supporting study confirms the student satisfaction is the primary driver of student's loyalty (Kunanusorn & Puttawong, 2015). Moreover, Huei et al., (2010) also found a significant and positive relationship between customer satisfaction and loyalty. Furthermore, the result confirms that there is no effect of student gender as a moderator between the relationship of student satisfaction and student loyalty variables.

Finally, the finding confirms that the student satisfaction variable is playing the mediation role on the relationship between the independent variables which are brand awareness, perceived value, and brand image and the dependent variable (student's loyalty). The student satisfaction (mediator) has a significant positive relationship with partial effect between the independent (Brand awareness, Perceived value, and Brand image) and dependent variable (student's loyalty). The above result confirms that the study model transferred from a theoretical framework to an empirical framework.

5.2 Recommendations

Based on the study findings and the above conclusions, the following points are highlighted as study recommendations so the higher education industry can enhance and improve student satisfaction and loyalty.

- HEI largely depends on student satisfaction and loyalty for that they need to maintain this relationship with the student. This research is guiding the HEI managers to understand the factors that are affecting student satisfaction and loyalty to be able to maintain the current students, while the loyal students are not thinking to switch to other HEI and they are helping to attract new students to join the institution.
- The finding is helpful for the HEI strategic plan managers to formulate strategies to enhance the institution brand awareness, brand image, and student perceived value which leads to increase the level of student satisfaction and loyalty.
- The finding encourages the marketing managers in HEI to put more effort to build the institution brand and ensure the institution's brand awareness with the

students which help them to be able to recognize the brand and to recall it easily when required. Furthermore, it helps the students to build a special image in their minds for the institution brand to make it different from other HEI brands.

- As the result of the study, it is highly advisable to focus on the positive relationship between the institution brand awareness, institution brand image, and student perceived value on the student satisfaction and loyalty to sustain and enhance the institution competitive advantage and increase the market share.
- It is advisable for HEI's management to focus on employee's training especially the first line employee or who has direct contact with the students to build a good image of the institution brand in students' minds and to get high perceived value to enhance student satisfaction and loyalty as per the study result.
- Build communication channels between HEI and the students either who are currently studying at the institute or graduate students to collect their feedback and suggestions which helps institutions management to improve their provided services to get satisfied and loyal students.
- HEI managers need to benchmark with other HEIs to ensure that students are getting an equal service or more than what fees they are paying in their institution and enhancing it to increase their perceived value.

5.3 Study Implications

The aim of this research to understand the influence factors in student's satisfaction and loyalty. This study focused on examining the relationships between the institution's brand awareness, institution's brand image and student's perceived value on student's satisfaction and loyalty in Oman HEI.

In order to encourage student's satisfaction and loyalty, this study is adding value to HEIs by highlighting the effected factors on the student's satisfaction and loyalty which are very useful for Oman's higher education institution to improve and sustain in the education market. As whole, the outcome of this research will assist managers for better understanding of the ways to have satisfied and loyal students.

Additional to that, the research is adding value for the researches, especially with the lack of research availability in Oman education industry studies.

5.4 Study Limitation

This research was prepared according to the procedures followed in scientific research, it might have some limitations as it was conducted in a limited time which took 12 weeks with limited resources. One of the limitations is that the study has a small sample that is only 272 students were selected by using a convenience sampling technique in the non-probability sampling method and it might not give an equal chance to each student in the community. Furthermore, a large sample can provide more accurate findings as well as the ability to generalize the result. Moreover, the study concentrated on the geographical areas, which are Ash- Sharqiyah governorates (south and north). It is preferred to include the graduated students in the sample because they have higher experience and they can feel the result of their time in the institution but the study sample focused on the students who are studying in the institution during the research period. Finally, the findings of this study depend largely on the honesty of student respondents to provide answers to the questionnaire that covered brand awareness, brand image, perceived value, student satisfaction and student loyalty besides questions on demographic characteristics.

5.5 Future Research

The result of the study which is the positive relationship between brand awareness, perceived value, and brand image and student satisfaction and loyalty is opening the way for other researchers to build on the study result and have deep investigations. The following are suggested areas for other researches in the future:

- Future researches studies should cover the result of this study, by increasing the sample size, and the geographical area by including HEIs in Oman, and involving the graduate students in the study population.
- The researchers can build in the studied framework by examining the relationship with different populations to explore the views of other stakeholders (the people who have an interest in the institution like employees

and vendors or service providers). Additionally, they can examine the relationship by differentiating the effect between the private and public HEI in Oman. Moreover, the study suggests extending future studies in other industries by applying the relationship to other business industries than the higher education industry.

- This thesis can be used as one of the references for further research to develop new research by adding other variables. One of the suggested variables is to consider the repurchase intention variable as additional to the current framework, which is expected to add great value for the new result.

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Appendices

Appendix (A) Study questionnaire:



**The Effect of Brand Awareness,
Brand Image and Perceived
Value on Student's Loyalty in
Higher Education in Oman:
Evidence from Ash- Sharqiyah
Governorates**

**تأثير الوعي بالعلامة التجارية
وصورة العلامة التجارية والقيمة
المتصورة على ولاء الطلاب في
التعليم العالي في سلطنة عمان:
البيانات من محافظات الشرقية**

Dear student

The purpose of this questionnaire is to study the relationship between brand awareness, brand image, and perceived value with Students Loyalty in Higher Education Institutions in Oman: Evidence from Ash-Sharqiyah. Your response is important to us and it will be used only for scientific research purposes. We are highly appreciating your effort in filling the questionnaire. Kindly take few moments to answer the questionnaire with objectively and sincerely.

Thank you very much.

عزيزي الطالب

الغرض من هذا الاستبيان هو دراسة العلاقة بين الوعي بالعلامة التجارية ، وصورة العلامة التجارية ، والقيمة المتصورة مع الولاء الطلابي في مؤسسات التعليم العالي في سلطنة عمان: البيانات من المنطقة الشرقية. إجابتك مهمة بالنسبة لنا وسيتم استخدامها فقط لأغراض البحث العلمي. نحن نقدر جهودكم في تعبئة هذه الاستبيان. يرجى قضاء بضع لحظات للإجابة على الاستبيان بكل موضوعية وإخلاص.

شكرا جزيلاً

➤ **Personal Demographics** البيانات الشخصية :

- Your Education Institution مؤسستك التعليمية :

A'Sharqiyah University - جامعة الشرقية

Ibra College of Technology - الكلية التقنية بإبراء

Sur University College - كلية صور الجامعية

Oman College of Health Science, (Ibra) - كلية عمان للعلوم الصحية (إبراء)

College of Applied Sciences (Sur) - كلية العلوم التطبيقية (صور)

- Gender الجنس:

Male - ذكر

Female - أنثى

- Education المستوى التعليمي:

Master ماجستير

Bachelor بكالوريوس

Diploma دبلوم

Other

- Academic Years السنة الأكاديمية:

1 2 3 4 5 Other

Please indicate your valuable views on a scale of 1 – 5				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items	Components				
	1	2	3	4	5
1. Brand Awareness الوعي بالعلامة التجارية					
1.1- I am more aware of my university brand than other HEIs. أنا على معرفة بالعلامة التجارية لجامعتي أكثر من مؤسسات التعليم العالي الأخرى					
1.2- I can easily recognize my university brand over other HEIs. يمكنني بسهولة التعرف على العلامة التجارية لجامعتي أكثر من مؤسسات التعليم العالي الأخرى.					
1.3- The characteristics of my university come to my mind quite easily خصائص وميزات جامعتي تتبادر إلى ذهني بسهولة تامة					
1.4- I can quickly recall the symbol or logo of my institution يمكنني أن استذكر رمز أو شعار مؤسستي بسرعة					
2. Brand Image صورة العلامة التجارية					
2.1- My institution brand has a clear image. تمتلك العلامة التجارية لمؤسستي صورة واضحة					
2.2- I have a clear image of my institution لدي صورة واضحة عن مؤسستي					
2.3- I have always had a good impression of my institution لدي انطباع جيد دائما عن مؤسستي					
2.4- In my opinion, my institution has a good image in the minds of the student. في رأيي ، مؤسستي لديها صورة جيدة في أذهان الطلاب					
2.5- MY institution brand has a differentiated image than other HEIs. العلامة التجارية لمؤسستي لها صورة مختلفة عن مؤسسات التعليم العالي الأخرى					
3. Perceived Value القيمة المتصورة					
3.1- The experience I have gained from my institution will help me to get a good job. الخبرات التي اكتسبتها في مؤسستي ستساعدني في الحصول على وظيفة					
3.2- Taking into consideration the price I pay (fees, charges, etc.), I believe my institution provides quality of service. مع الأخذ في الاعتبار السعر الذي أنفقه (الرسوم ، المصاريف ، إلخ) ، أعتقد أن مؤسستي وفرت لي خدمة بجودة عالية.					
3.3- My institution experience has satisfied my needs تجربتي في المؤسسة توفى احتياجاتي ورغباتي					

3.4-	On balance, my time at institution was good بشكل عام ، كان وقتي في المؤسسة جيداً و ممتعاً					
3.5-	I feel I am getting a good education service for a reasonable price. أشعر أنني أتلقى خدمة تعليمية جيدة بسعر مناسب					
4. Student's Satisfaction الرضاء الطلابي						
4.1-	I am satisfied with my decision to study in my institution. أنا راضٍ عن قراري بالدراسة في مؤسستي					
4.2-	My choice to enroll in my institution was a wise one كان اختياري في التسجيل في مؤسستي حكيماً					
4.3-	I think I did the right thing when I decided to enroll in my institution. أعتقد أنني فعلت الشيء الصحيح عندما قررت التسجيل في مؤسستي .					
4.4-	Believe that study in this institution is usually a very satisfying experience أعتقد أن الدراسة في هذه المؤسسة هي تجربة مرضية للغاية					
4.5-	This institution does a good job of satisfying my needs هذه المؤسسة تقوم بعمل جيد لتلبية احتياجاتي					
5. Student's Loyalty الولاء الطلابي						
5.1-	I would recommend my current institution as the best HIE in the governorate. أوصي ان مؤسستي أفضل مؤسسة تعليم عالي في المحافظة.					
5.2-	I would encourage friends and relatives to study at my current institution. أشجع الأصدقاء والأقارب على الدراسة في مؤسستي .					
5.3-	I often tell positive things about my institution to other people كثيراً ما أقول أشياء إيجابية عن مؤسستي لأشخاص آخرين					
5.4-	My institution is my first choice مؤسستي هي خيارى الأول					
5.5-	I will study if my institution launches new program سأدرس إذا أعلنت مؤسستي برنامجاً جديداً					
6.	Kindly write your comment if you have يرجى كتابة الملاحظات إذا كان لديك					
<p>لکم جزیل الشکر علی تعاونکم - Thank You for your Cooperation</p> <p>للتواصل مع الباحث لإي ملاحظات في الاستبيان To contact with researcher for any comment in questionnaire mail : 1706237@asu.edu.om</p>						