



**Does Utilitarian and Hedonic value mediate the  
link between University Brand Equity  
and Students' Satisfaction?  
“An Applied Study on the Egyptian Universities”  
submitted by**

**Prof. Amgad Hamed Omara**

**Professor of Business Administration &  
Human Resources Management  
Former Dean of the Faculty of  
Commerce - Menoufia University**

**Reham Gamal EL Din Mohamed**

**Assistant Lecturer in B.A. Dept  
Faculty of commerce  
Menoufia University**

**Raya International Journal of Business Sciences**  
**Peer-reviewed scientific journal**

**VOLUME (4), ISSUE (12), JANUARY 2025**

**<https://www.rijcs.org/>**

**Publisher**

**Raya Higher Institute of Management and Foreign Trade in New Damietta  
Established by Resolution of the Minister of Higher Education No. 4890  
dated October 22, 2018 in the Arab Republic universities of Egypt**

**Does Utilitarian and Hedonic value mediate the  
link between University Brand Equity  
and Students' Satisfaction?  
"An Applied Study on the Egyptian Universities"**  
submitted by

**Prof. Amgad Hamed Omara**

Professor of Business Administration &  
Human Resources Management  
Former Dean of the Faculty of  
Commerce - Menoufia University

**Reham Gamal EL Din Mohamed**

Assistant Lecturer in B.A. Dept  
Faculty of commerce  
Menoufia University

## **ABSTRACT**

This research has been tackle, within a systematic framework, the subject of university brand equity effect on student satisfaction: utilitarian and hedonic values as mediating variables.

It generally aims to explore the significant effect of university brand equity on students' satisfaction in governmental universities universities and examining the mediating effect of utilitarian and hedonic values, through a field study, to prove the right or wrong of a number of hypotheses on the mediating role of utilitarian and hedonic values in the relationship between university brand equity and student satisfaction. It is expected that the research will end with a number of

results, in light of which a number of recommendations are planned that provide practical solutions in this field.

The study used a quantitative approach to collect data it depends on a sample of (384) undergraduate students to collect data by designing a questionnaire and using the data to test hypotheses. The research targets a sample of Egyptian students in the governmental universities (Cairo - Alexandria - Menoufia). These selected universities are among top universities in Egypt 2024 according to QS and Shanghai ranking and to some extent are representative of all other governmental universities.

The findings illustrate the existence of a direct relationship between university brand equity and student satisfaction. Also, results showed that utilitarian and hedonic values mediate partially the relationship between university brand equity and student satisfaction in the governmental universities.

**Keywords:** University brand equity, Students satisfaction, Brand equity, Higher education, utilitarian and hedonic values.

**Introduction:**

Higher education is one of the most important services offered in any economy Higher education institutions (HEIs) have a very significant impact on the development of future generations through their education and training, which is relevant for future business profiles, too and choosing the right path in it, is one of the most difficult decisions a student will make in his life, but the most important students is choosing to attend university they will be there for 4 years (plus or minus)

to complete their education (Arizzi, 2020). Any choice can have a long-lasting impact for the rest of a person's life. Going to university not only opens the door to educational and professional opportunities but also to personal growth as well (Mourad et al., 2020). In Egypt, education is certainly appreciated, as students and their families make a significant investment of time, energy, and finance in their quest to receive an education and help them become successful in their careers. The aim of any university worldwide is to maximize student's satisfaction with their experience during their academic life to retain current students and attract prospect students. Students' opinions about all aspects of academic life are now sought by educational institutions worldwide in the form of a satisfaction feedback questionnaire (Douglas et al., 2006).

Nowadays, the provision of introducing educational programs in Egypt, represented in (e.g. public, private, foreign and national universities) has led to a firestorm and an increasingly competitive environment in the HE market (Mourad et al., 2011). Effective performance in institutions of higher education requires a critical understanding of the perceptions of the key stakeholders such as students, employees, employers, alumni, donors, and the general governmental universities (Pesch, Calhoun, Schneider, & Bristow, 2008).

Student satisfaction is a crucial research area in the competitive environment of university settings. It is necessary for institutions to recognize and take steps to improve the aspects that have a major impact on student satisfaction.

Brand Equity in Higher Education is one of the most significant services offered in any economy (Panda et al., 2019). One of the most important marketing concepts is UBE which represent student's perception of the core and supporting dimensions of university brand equity (UBE).where core UBE dimensions represent the fundamental value-creation factors of the learning experience in which a university is meant to deliver. While supporting dimensions of (UBE) represent supportive value-creation factors of the learning experience.

One of the key strategic directions for universities to stand out in a competitive landscape is to create a unique brand equity, which will eventually contribute to students' satisfaction and universities competitive advantage (Mourad et al., 2020).

By reviewing literature on the matter, we can see that the formation process for satisfaction is not very consensual whether it is in services in general or especially in higher education. The conclusions from various studies about customer satisfaction in services found different antecedents in the formation of satisfaction. In higher education this reality is very similar, with the aggravation that within this sector studies concerning satisfaction are in truth still very scarce. Thus this study intends to test a conceptual model of the university brand equity effect on students' satisfaction.

### **Theoretical background:**

#### **(1)University brand equity**

Brand equity is a critical marketing term in both company practice and academic research. This is due to the fact that successful brands can provide marketers with a

competitive advantage. It also plays an important role in the service industry since strong brands promote trust in intangible services (Kim *et al.*, 2008).

The development and role of Brand Equity (BE) in the service context is way important than tangible products, especially due to the difficulty to evaluate its quality prior to utilization (Kaoud *et al.*, 2023).

Brand equity's primary dimensions, according to earlier research, are "brand awareness" and "brand image"(Alam& Saeed, , 2016) Where "Brand awareness" is the outcome of communication, promotion efforts, marketing initiatives, and word-of mouth, and "brand image" is frequently acknowledged as a crucial factor in determining brand equity (Mourad *et al.*, 2020).

According to literature brand equity as a marketing concept is a multi-dimensional concept that may be measured from a variety of viewpoints, including the ones listed below .Customer-based brand equity (CBBE), financial standpoints, employer standpoints, and corporate standpoints.

From a financial standpoint, brand equity stresses the brand as a name that symbolizes an asset that is valuable to the business due to its ability to generate future earnings/cash flow (Kim *et al.*, 2003).

From the standpoint of a consumer, brand equity represents benefits such as improved product performance, stronger risk reduction, lower information costs, and a positive image of the product. Consumer-based brand equity reveals the brand's added value to the consumer. (Farquhar, 1989) and can be defined as "the overall utility that the consumer associates with the use and consumption of the

brand; including associations expressing both functional and symbolic utilities" (Va'zquez et al., 2002, p. 28).

Finally, employee-based brand equity (EBBE) is a brand equity dimension that focuses on employees' perceptions of the organization's brand "uniqueness of company brand associations, brand consistency, brand creditability and brand clarity" (Supornpraditchai et al., 2007, p. 1728).

According to the researcher's knowledge, research in the field of brand equity can be divided into two major directions. Whereas some scholars used the (Aaker, 1991) model, others used the (Keller, 1993) model. Both models have addressed the concept of brand equity and its various dimensions.

In the higher education sector, Pinar et al. (2014) developed the first scale to assess students' perceptions of the core and supporting dimensions of university brand equity (UBE). They view UBE as an umbrella concept which involves five interrelated core dimensions and four supporting dimensions. The core UBE dimensions are the faculty-student interaction quality, university reputation, awareness, loyalty and emotional environment. On the other hand, the supporting brand equity dimensions involve library, student living (i.e., residence hall), career development services and physical facilities. The dimensional structure of the core UBE is theoretically rooted within Aaker's (1991) conceptual framework of brand equity. In this sense, the faculty-student interaction quality reflects the extent to which students perceive the university's faculty to be accessible, caring, and responsive to their hedonic and utilitarian needs.

There is no precise definition of UBE in the literature; therefore, in the researcher's perspective, university brand equity within the research context represents students' perception regarding core-value factors and supplementary-value factors which constitutes educational services and affects their learning experience

***Dimensions of university brand equity:***

***Perceived quality:*** Faculty quality, according to Pinar et al, 2014 scale, refers to faculty readiness to serve students by answering their questions, understanding their worries and responding to their complaints fast as possible, faculty knowledge-ability about students' requirements, and vast reaction to students' claims. It plays an important role in student retention and commitment to their academic departments (Cho and Auger, 2013).

***Emotional environment:*** The emotional environment refers to the friendly environment of a university, which can influence the student' perceived university image (Duarte et al, 2010; Gray et al., 2003; Gutman & Miaoulis, 2003). University campuses are communities made up of people with different cultural backgrounds and this impacts on the overall learning experience of students. As a result of the long term socialization students in some cases are able to form long term relationships with staff members and with their friends. Thus universities must ensure good socialization by creating appropriate services (Bitner, 1992). To sum warm and friendly environment in campus will influence current and potential students in the selection of institutions of higher learning in their post-graduate studies.



**University reputation:** It refers to the academic image of the university and the employability of its students in the relevant job markets. Also, graduate ability to have successful careers, earning higher incomes, receive good job offers, the employability soon after graduation finally having no problem to be accepted (pinar et al, 2014).

**Library service:** According to pinar et al, 2014, The university has quality library resources (e.g. online databases, journals, books, etc.), The university provides student tutoring services, The library offers a comfortable study environment, The library personnel are helpful, The library personnel are polite in responding to student questions, The library personnel are knowledgeable.

**Physical facilities:** According to (Palmer, 2001), physical facilities refer to all the tangible items an institution makes available to students including buildings, furniture, and other infrastructure. The intangibility nature of a service such as education makes it important to offer good infrastructure like buildings and sports facilities among others to attract potential students (Jobber, 2004).

## (2) Utilitarian value versus hedonic value

Consumer behaviour theory stated that, consumption can take place for hedonic or utilitarian reasons (Hirschman and Holbrook, 1982; Lim and Ang, 2008). Babin et al. (1994) proposed that consumption activities may produce both hedonic and utilitarian outcomes. Hirschman and Holbrook (1982) described consumers as either "problem solvers" or consumers seeking "fun, fantasy, arousal, sensory stimulation, and enjoyment." This dichotomy has been represented in consumer

behavior studies by the themes of consumption behavior “as work” (Babin et al., 1994; Fischer and Arnold, 1990; Sherry et al., 1993) versus the more enjoyable aspects of consumption behavior “as fun” (Babin et al., 1994; Lageat et al., 2003).

According to previous researches Consumer value classifications are represented as the dichotomization of utilitarian and hedonic values (Babin et al., 1994; Bridges and Florsheim, 2008; Chandon et al., 2000; Childers et al., 2001; Eroglu et al., 2005; Gursoy et al., 2006; Homer, 2008; Voss et al., 2003)

Hedonic consumption has been considered pleasure-oriented consumption that is primarily motivated by the desire for sensual pleasure, fantasy, and fun (e.g. vacationing in Las Vegas) (Hirschman and Holbrook, 1982), while utilitarian consumption is described as goal-oriented consumption that is mainly driven by the desire to fill a basic need or to accomplish a functional task (e.g. the consumption of laundry detergent to wash clothes). Hedonic value is more subjective and personal than its utilitarian counterpart because it stems from a need for fun and playfulness rather than from a need to engage in task completion.

In the past the debate on the dimensionality of the two constructs has been quite controversial in the literature. But, nowadays, most literature agrees that hedonism and utilitarianism are two distinct but intertwined aspects, so that both should be taken into account to allow a more complete picture and understanding of the consumers’ behaviour orientation (Scarpi et al. 2014; Amatulli et al. 2019).

### ***(3) Students Satisfaction:***

Higher education (HE) institutions are more conscious of their surroundings in the midst of the market's ongoing changes. In order to be competitive in the higher education sector, they have to continuously monitor and assess the satisfaction of their primary customers, the students, as well as their impressions of the quality of the services they receive (Rodić Lukić & Lukić, 2020). In the context of a consumer experience, an earlier theory-based definition specified that satisfaction is viewed as a psychological state back to the comparison between expectations and performance (Oliver & DeSarbo, 1988). Satisfaction evaluation is basically a cognitive process in which individuals compare their prior expectations of product/service outcomes with perceived product/service performance (Zeithmal et al., 1993; Mano & Oliver, 1993). Students' subjective evaluation of their individual learning results and the overall educational experience is frequently referred to as satisfaction (Rodić Lukić and Lukić, 2020).

Satisfaction has been defined as the perception of pleasurable fulfillment of a service (Oliver, 1999). Operationally, the construct is similar to an attitude as it can be assessed as the sum of the satisfactions with various attributes of a product or service (Churchill & Surprenant, 1982). Whereas attitude however is a pre-decision construct, satisfaction is a post decision experience construct.

Due to the intangibility and inseparability of higher education services make it difficult to separate production from consumption as is the case with most services because of that, *students will remain involved in the service production for the*

*duration of the learning process.* In other words students will remain a key party in the learning process.

### Research gap

Author/year/ country	Aim	Sample	Methodology	Main outcome
Dakrory et al., (2013) Egypt	To identify the role of dimensions of brand equity in achieving customer satisfaction	Study has three populations (Members staff, undergraduate students in Faculties of Commerce and Administrative Sciences only, business organizations)	quantitative survey	The study found that there is a significant positive effect of dimensions of brand equity on satisfaction, also confirm that there is no significant effect of brand awareness, and brand image and brand feelings as dimensions of brand equity on customer satisfaction.
Santini et al. (2017)	To identify key antecedent and consequent constructs of satisfaction in higher education.	Meta- analysis of 83 studies, (1986–2016)	Systematic review of literature	Six antecedent dimensions were statistically and positively related to satisfaction: Perceived value of educational services, Resources provided to the student, Service quality perception, Marketing orientation, Identity of the higher education

Author/year/ country	Aim	Sample	Methodology	Main outcome
				institution, University environment). Consequent satisfaction dimensions (outcome) were: Attitude toward the higher education institution, Intention to recommend, Involvement, Loyalty, Trust, Word-of-mouth.
Arizzi et al. (2020)	Illustrate the impact of utilitarian and hedonic value as drivers of student satisfaction.	College of business at two different universities – one a small private university in the Midwest, the second a large governmental universities university in the South.	quantitative survey	Both utilitarian and hedonic values are significantly related to satisfaction, with the path from hedonic value to satisfaction much stronger than that of utilitarian value. the study also found a very strong link between satisfaction and both retention and recommendations

Author/year/ country	Aim	Sample	Methodology	Main outcome
Kaoud et al (2023) Egypt	This paper aims to study the impact of university brand equity using firm generated (EWOM) on the level of students 'satisfaction.	Data were collected from a Sample of <b>295</b> students At Nile University in Cairo, Egypt, from its four schools as follow (business administration, computer science, engineering, and biotechnology).	exploratory survey methodology	Findings show high correlation between variables, Investing in university brand equity and giving high attention to (EWOM) through firm generated content affects students' satisfaction and acts as a differentiator and powerful competitive advantage.
Mourad et al., (2020) Egypt	This study investigates an adopted brand equity conceptual model in both a developed market and an emerging higher education	Data were collected from a sample of 330 in Egypt and 199 in USA.	The study employed mixed method in different context (Egypt, USA)	Findings indicated that the determinants of brand equity reported in the literature vary depending on the higher education industry maturity and cultural contexts

Author/year/ country	Aim	Sample	Methodology	Main outcome
	market to develop a comparative analysis based on cultural dimensions			
Hawass (2016) Egypt	The main purpose of the study is to check the validity of the core university brand equity scale (Pinar et al., 2014) in the context of the Egyptian higher education.	Sample of 877 undergraduate students at three business schools at three governmental universities in Egypt.	Quantitative survey	The study confirms the validity of the five first-order factor structure of core UBE scale in the context of the Egyptian governmental universities higher education system. It also suggests that a second-order factor model is of less value in investigating the UBE construct.

Source: Compiled by researchers

*After reviewing various previous studies that explored the area of branding, students' satisfaction, hedonism, and utilitarian value in higher education The researcher came to the fact that: -*

- To the best of researchers' knowledge, there are scarce in studies that focused on the effect of Brand equity on students' satisfaction within Egyptian higher education.
- Brand equity of products is a well-researched topic in the literature, but there is a shortage in studying brand equity in services, especially in the Egyptian higher education.
- The scarcity of Arab studies that discussed university brand equity in general and its effect on a student's satisfaction in particular, to the best of researchers' knowledge.
- Despite the importance of the findings of previous studies regarding university brand equity, these studies were conducted in foreign environments, and these results do not agree with the reality of the Arab environment, which reflects the importance of discussed this topic.

### **Exploratory study:**

The researcher has conducted an earlier exploratory study with a number of respondents in the selected universities. This preliminary study was conducted to better understand the problem studied and its dimensions.

#### **(1) Individual interview: -**

The researcher has conducted individual in-depth interview with 30 of undergraduate students in governmental universities universities in the period from 1/1/2021 to 30/1/2021, to identify their perception towards university brand



equity and their level of satisfaction towards educational services, and their perceived hedonic and utilitarian values.

The researcher was keen on covering the main topics as follows:

**A. Concept of University brand equity** Among the questions that had been asked to the undergraduate students: -

- Does Administrative staff provide high service quality?
- Do you feel that your contacts with lecturers have a positive influence on your academic performance?
- Does the library offer a comfortable study environment?
- Does the University conduct periodic maintenance of academic Facilities?

**B. Concept of Utilitarian value.** Among the questions that had been asked to the students: -

- Do you believe that your university experience has given you enough skills to succeed professionally?
- Do you feel that your certificate will enable you to get a good job and higher income after graduation?

**C. Concept of hedonic value.** Among the questions that had been asked to: undergraduate students -

- Overall, your time in campus has been enjoyable?
- Does your participation in different college activities make your studying enjoyable?

**D. Concept of Satisfaction.** Among the questions that had been asked to undergraduate students: -

- In general your university experience was better than you were expected?
- To what extent you are satisfied with the academic curriculum, the way exams are conducted in your college, exam schedules and Correction methods of questions?

*After reviewing primary data collected from the individual in-depth non directive interviews, the researcher has reached some preliminary indicators which reflect evidence on the research problem. These initial indicators involve:*

- 90% of students in governmental universities perceive a low level of educational services attributes provided in governmental universities. While 10 % of students in governmental universities perceive medium level of educational services attributes provided to them.
- 30% of students in governmental universities believe that their certificate will enable them to get a good job and higher income after graduation. While 70 % believe that they will get a good job based on interpersonal relationships and luck.
- 40% of students perceive that their time in campus has been enjoyable and their participation in different college activities make their studying

enjoyable. While 60% of students perceive that their time in campus has not been enjoyable.

- 80% of students in governmental universities were dissatisfied with the academic curriculum, the way exams are conducted in their college, exam schedules and Correction methods of questions. While 20% were satisfied.

***Research problem:***

Governmental Egyptians universities experiencing many challenges represented in decreases in quality of educational service and intensive competition especially after establishing national universities.

Statement of research problem as follow:

***“The low level of student’s satisfaction enrolled in governmental universities with educational services provided to them”***

***The research problem can be summarized through the following questions:***

1. Is there any statistically significant effect of **university brand equity** on **students’ satisfaction** *in governmental universities?*
2. Is there any statistically significant effect of **University brand equity** on **Utilitarian value** *in governmental universities?*
3. Is there any statistically significant effect of **Utilitarian value** on student **satisfaction** *in governmental universities?*
4. **Does utilitarian value** mediate the relationship between **university brand equity** and **students’ satisfaction** *in governmental universities?*

5. Is there any statistically significant effect of **University brand equity** on **Hedonic value** *in governmental universities?*
6. Is there any statistically significant effect of **Hedonic value** on **student satisfaction** *in governmental universities?*
7. *Does Hedonic value* mediate the relationship between **university brand equity** and **students' satisfaction** *in governmental universities?*

#### **Research purpose and Objectives:**

*Main goal was to explore the significant effect of university brand equity on students' satisfaction in governmental universities.*

1. *Explore* the significant effect of **university brand equity** on **students' satisfaction** *in governmental universities.*
2. **Examine** the significant effect of **University brand equity** on **Utilitarian value** *in governmental universities*
3. **Determine** the significant effect of **Utilitarian value** on **student satisfaction** *in governmental universities.*
4. *To identify whether* utilitarian value mediate the relationship between **university brand equity** and **students' satisfaction** *in governmental universities.*
5. **Examine** the significant effect of **University brand equity** on **Hedonic value** *in governmental universities.*
6. **Explore** the significant effect of **Hedonic value** on **student satisfaction** *in governmental universities.*

7. *To identify whether* hedonic value mediate relationship between **university brand equity** and **students' satisfaction** *in governmental universities.*

***Research Hypotheses and Model:***

*To answer the research questions and achieve the objectives of this research, the following hypotheses were to propose in the form of null form or non-directional hypotheses.*

**H01:** There is no statistically significant effect of **university brand equity** on **students' satisfaction** *in governmental universities.*

**H02:** There is no statistically significant effect of **University brand equity** on **Utilitarian value** *in governmental universities.*

**H03:** There is no statistically significant effect of **Utilitarian value** on student **satisfaction** *in governmental universities.*

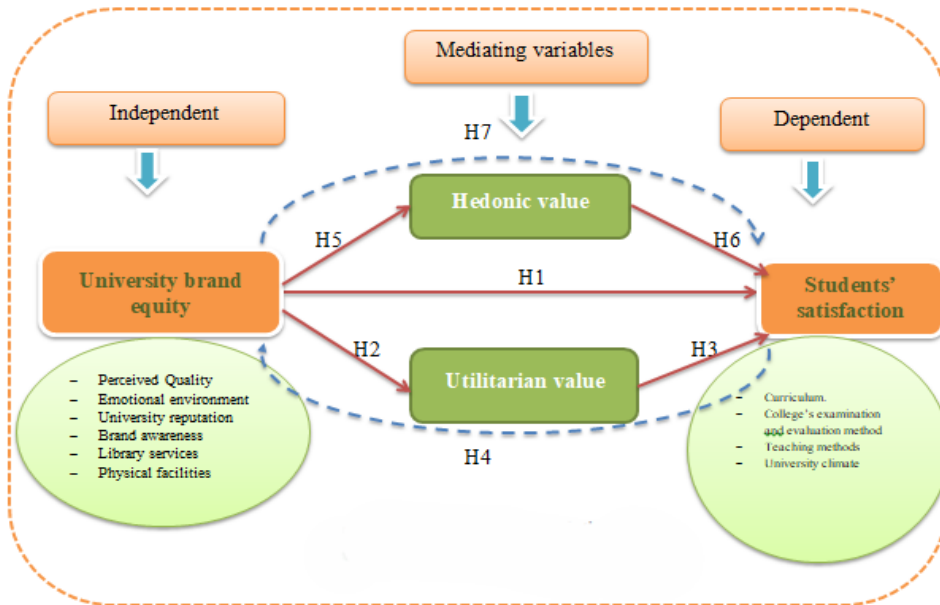
**H04:** There is no statistically significant **mediating effect** of **Utilitarian value** on the relationship between **university brand equity** and **students' satisfaction** *in governmental universities.*

**H05:** There is no statistically significant effect of **University brand equity** on **Hedonic value** *in governmental universities.*

**H06:** There is no statistically significant effect of **Hedonic value** on student **satisfaction** *in governmental universities.*

**H07:** There is no statistically significant *mediating effect* of Hedonic value on the relationship between **university brand equity** and **students' satisfaction** in *governmental universities*.

**Research conceptual model:**



Source: made by researchers

**Research contributions**

***Theoretical contribution:***

- *This research will add to the existing body of knowledge by enriching understanding of branding within higher education as well as students' perception of academic satisfaction.*

- *The current research contributes to the educational services marketing within the HE context.*

**Field contribution:**

- *The findings of the research would help University management to understand student's perception regarding educational experience and helping them in design branding strategies to enhance and raise students' satisfaction.*
- *The study will increase universities awareness of vital role to students satisfaction as an instrument used for developing rankings on a global level.*
- *General recommendations will add to the governmental universities universities specifically universities contribute to the improvement of universities' performance and to cope up with competitive firestorm.*

**Research Methodology:**

**Research philosophy** (Positivism-Interpretivism), *research philosophy is positivism*. **Research approaches** (Deductive-Inductive), the researcher used deductive approach as the study starts with a theory and leads to a new hypothesis. This hypothesis is put to the test by confronting it with observations that either lead to a confirmation or a rejection of the hypothesis. **Methodological choice** (Quantitative-Qualitative).The present research adopts the quantitative research method as this research is considered descriptive in nature and the researcher wants to get the benefits of applying the quantitative research method and the research seek to depend to collect and analyze numerical data to test different

effects between variables. **Research time horizon** (Cross section-longitudinal), *the research time horizon is cross sectional one,*

#### Research variables and measurement scales:

Research variables	Sub-var.	Measurement scale
<i>University brand equity</i>	(perceived quality - Emotional environment - brand awareness- university reputation-Library services- physical facilities)	(Pinar, 2014)
<i>Student' satisfaction</i>	Satisfaction with the curriculum, college's examination and evaluation method, Satisfaction with teaching methods, University climate)	(Okasha, S 2021)
<i>Utilitarian and Hedonic values</i>	6 items for each mediator	(Arizzi,et al., 2020)

Source: prepared by researchers.

#### Research population

The study population consists of Egyptian undergraduate students who are currently studying the program of bachelor in the selected governmental universities under investigations (*Cairo-Alexandria-Menofia*). These selected universities are among top universities in Egypt 2024 according to QS world ranking, shanghai ranking and to some extent are representative of all other governmental universities institutions.



### **Research Sample:**

Due to the huge sampling frame, difficulty to connect with students as well as the relatively low response rate and obtaining complete lists of students enrolled in selected universities is not permitted; therefore, a non-probability, more specifically snowball sampling was utilized.

- **Data collection method:**

To collect data, the researcher relies on a five-point-Likert scale to develop the questionnaire, where it includes 75 questions are divided into three parts. The first part consists of 41 questions and it is related to University brand equity dimensions (perceived quality, emotional environment, university reputation, brand awareness, library service, and physical facilities), the second part includes 12 questions and it is related to Utilitarian and hedonic values. Third part includes 22 questions related Students satisfaction dimensions (Satisfaction with the curriculum, college's examination and evaluation method, Satisfaction with teaching methods, University climate)

### **Dissertation boundaries:**

➤ *Academic limitation:*

- The study will tackle only CBBE perspective and neglecting other perspectives like financial perspective, employer point of view and university point of view.

- The research will examine the effect of University brand equity on students' satisfaction while other factors will be excluded that can contribute to Student satisfaction.

➤ ***Field limitation:***

- The study will tackle only CBBE perspective and neglecting other perspectives like financial perspective, employer point of view and university point of view.
- Given that Egyptian country has its distinct culture, traditions, and social norms which vary considerably from those of other regions, the findings of this study are not generalizable to all universities globally.
- The sample was limited to undergraduate students, while post graduate and graduate have been excluded .Therefore, it would be valuable to replicate the present study with a larger and more representative sample about higher education community.
- Also, foreign students in governmental universities were excluded as they represent a small percentage of society.
- This research is investigating governmental universities to make inferences and conclude about Egyptian higher education. Nevertheless, examining other institutes Like (Academies, Higher Private institutes, above -Int. Tech institutes) would significantly produce different results.

➤ **Time Limitations:**

- Measuring student satisfaction at a particular moment in time is one of the major limitations of the current study due to its temporary and variable nature.

**Data Analysis and Hypotheses testing:**

This section was divided into main three parts analyzing the data that has been collected from undergraduate students in universities under investigation and reporting the results of this field study in order to answer the research questions.

**Descriptive statistics of research variables:**

Variables	Public	
	Mean	SD
Perceived quality	2.191	0.943
Emotional environment	2.309	0.811
University reputation	2.342	0.857
Brand awareness	2.174	0.805
Library services	2.229	0.892
Physical facilities	2.193	0.766
<i>University brand equity</i>	2.2693	.72664
Utilitarian	2.072	0.826
Hedonic	2.264	0.967
Satisfaction with the curriculum	2.119	0.879
examination and evaluation method	2.266	0.914

Variables	Public	
	Mean	SD
Teaching methods	2.178	1.003
University climate	2.370	0.935
<i>Student Satisfaction</i>	2.1395	.81419

**Source: Statistical results**

- From the previous table it can be noted that, most of the mean scores of the responses to the variables' measurement constructs are evolving around the midpoint of the response scale; specifically, between 2 and 2.5. However, variances of responses are almost 0.8 or more. Therefore, it can be concluded that responses to these constructs vary significantly.
- Means of responses for Governmental universities are slightly lower for all constructs. It means that undergraduate students in governmental universities lower concerning their perception of research variables and that research problem.

**Reliability and validity:**

Evaluation of Internal consistency reliability: The reliability is an indicator that can be evaluated by Cronbach's alpha, which defines as a criterion for internal consistency reliability that provides an estimation of the reliability for each sub-dimension of the questionnaire based on the inter-correlations of the sub-

dimensions of the study variables. The statistically acceptable limit for Cronbach's alpha should not be less than 0.60.

**Table (1-1): The results of the internal consistency reliability of research constructs**

Variables	No of items of sub-dimensions	Cronbach's Alpha
<b>Independent variable</b> University brand equity	41	.967
x1	12	.920
X2	7	.851
X3	4	.793
X4	5	.893
X5	4	.840
X6	9	.884
<b>Dependent variable: Students satisfaction</b>	22	.951
Y1	6	.860
Y2	8	.878
Y3	4	.865
Y4	4	.835
<b>Mediator: Utilitarian value</b>	6	.896
<b>Mediator: Hedonic value</b>	6	.900

**Source: statistical result.**

The previous table shows that the Alpha Cronbach's coefficient is greater than 60% for all the variables and for all the dimension of the study and therefore can be

depended on it to measure the study's variables of the questionnaire. This confirms that the questionnaire measures what it was built for and that all items of the study are clear to the respondents (undergraduate students) and there is no ambiguity and if the researcher applies the questionnaire a second time to the same sample will give almost the same results.

**Validity:**

Refers to how accurately a method measures what it is intended to measure (Taherdoost, 2016). To test the validity of the measurement instrument, an Exploratory as well as Confirmatory factor analysis was conducted using Amos and SPSS program.

**❖ Exploratory Factor Analysis:**

- Kaiser-Meyer-Olkin Measure of Sampling Adequacy – This measure varies between 0 and 1, and values closer to 1 are better. A value of .5 is a suggested minimum.
- Bartlett's Test of Sphericity – These tests the null hypothesis that the correlation matrix is an identity matrix. An identity matrix is matrix in which all of the diagonal elements are 1 and all off diagonal elements are 0. The null hypothesis should be rejected.
- Taken together, these tests provide a minimum standard which should be passed before a factor analysis (or a principal component analysis) should be conducted.

*Table (1-2) KMO and Bartlett's Test results of research constructs*

<i>Research variables</i>	<i>KMO measure</i>	<i>Bartlett's Test</i>	
		<i>Chi-Square</i>	<i>Sig</i>
<i>University brand equity</i>	.946	10359.846	0.000
<i>Hedonic value</i>	.840	1128.647	0.000
<i>Utilitarian value</i>	.870	1175.489	0.000
<i>Students satisfaction</i>	.920	5245.489	0.000

**Source: Statistical results**

After deleting the variables with less than 0.4 loading factor, Criteria is met as follows: Kaiser-Meyer-Olkin Measure of Sampling Adequacy is more than 0.5. Because the Bartlett's Test of Sphericity sig is .000, the null hypothesis is rejected. Also, all matrix components loaded coefficients are more than 0.4

**Confirmatory Factor Analysis (VIA AMOS)**

Many measures of overall model fit have been developed. Each one indicates whether the modeled relationships among the latent and observed variables replicate the relationships among the observed variables in the data:

**Table (1-3) Overall Goodness of fit indicators for research variables**

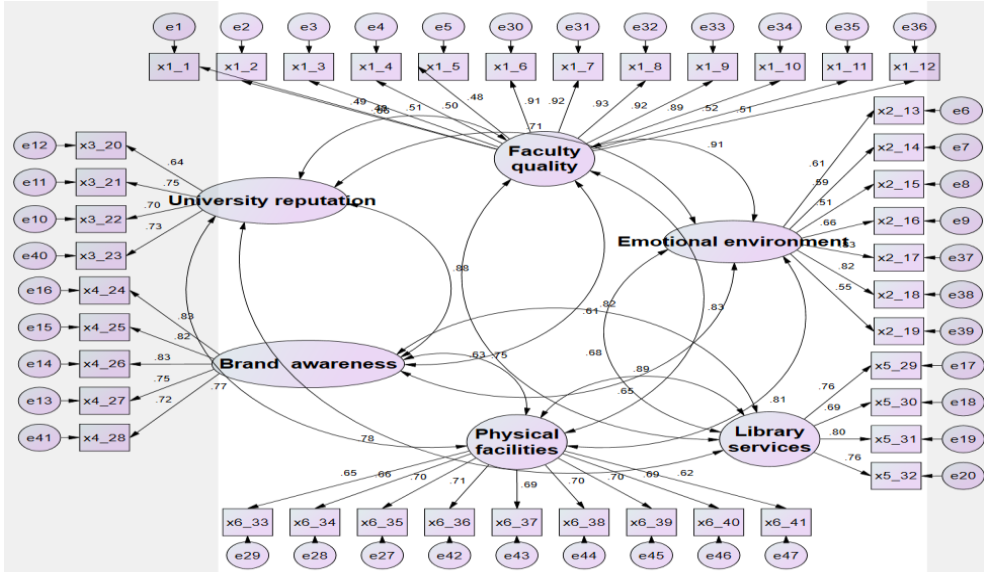
Indexes	Indep.	M1	M2	Dep.
X2/Degree of Freedom	3.942	4.790	4.026	3.028
Goodness of Fit Index (GFI)	.943	0.923	0.946	.979
Normed Fit Index (NFI)	.922	0.950	0.931	.904
Comparative Fit Index (CFI)	.976	0.910	0.986	.909
Relative Fit Index (RFI)	.902	0.938	0.911	.906
Incremental Fit Index (IFI)	.977	0.943	0.987	.915
Tuker-Lewis Index (TLI)	.959	0.941	0.969	.912
Root Mean Square Residual (RMR)	.016	0.026	0.034	.011
Root Mean Square Error of Approximation (RMSEA)	.15	0.025	0.027	.014

***Source: Statistical results***

According to these rules of thumb, the results of the confirmatory factor analysis are considered acceptable and the model fit for measuring variables of interest is good.



Figure (1-1) *Confirmatory Factor Analysis CFA for the University brand equity construct*



Source: Statistical results

Figure (3-1) *Confirmatory Factor Analysis CFA for student's satisfaction*

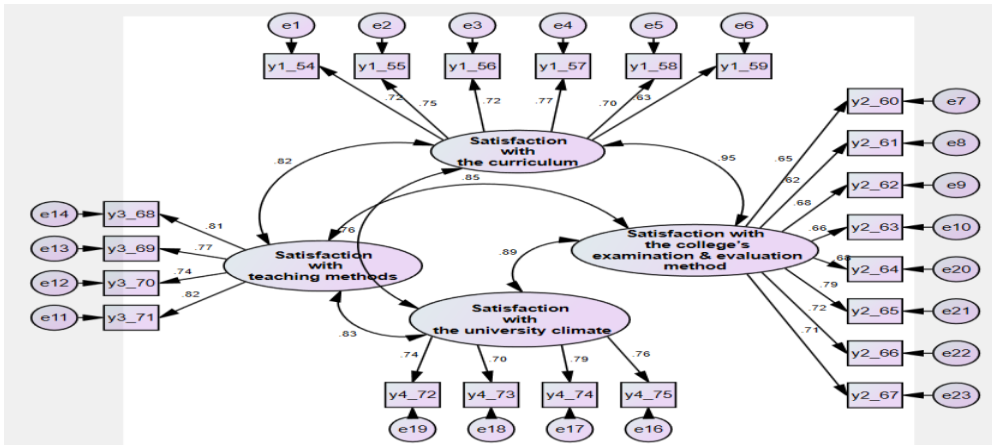
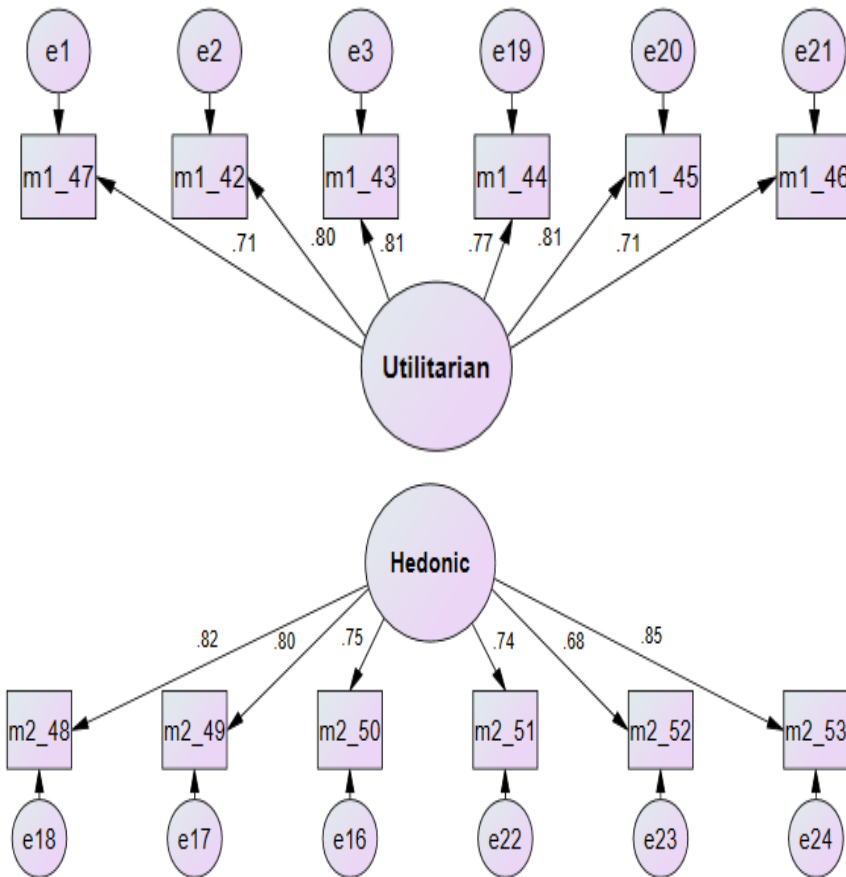


Figure (2-1) *Confirmatory Factor Analysis CFA for the Mediator variables*

*Source: Statistical results*

Many measures of overall model fit have been developed. Each one indicates whether the modeled relationships among the latent and observed variables replicate the relationships among the observed variables in the data:

Accordinging these rules of thumb, the results of the confirmatory factor analysis are considered acceptable and the model fit for measuring variables of interest is good

**Hypothesis testing:**

Correlation is used to test the hypotheses of the relationships between the variables of the research. Sobel test, Structural equation modeling (path analysis, Factor analysis) is used to test the hypotheses of the mediation.

**Correlations Matrix between research variables governmental universities**

	x2	x3	x4	x5	x6	x	m1	m2	y1	y2	y3	y4	y
x1	.814**	.655**	.646**	.646**	.808**	.877**	.778**	.820**	.752**	.776**	.697**	.749**	.831**
x2	1	.645**	.612**	.613**	.718**	.846**	.711**	.731**	.718**	.724**	.704**	.669**	.788**
x3		1	.734**	.638**	.652**	.840**	.566**	.578**	.513**	.561**	.463**	.524**	.575**
x4			1	.723**	.686**	.860**	.569**	.540**	.517**	.497**	.455**	.454**	.537**
x5				1	.776**	.854**	.610**	.573**	.519**	.525**	.508**	.546**	.588**
x6					1	.892**	.778**	.734**	.683**	.735**	.634**	.662**	.757**
x						1	.770**	.763**	.710**	.731**	.663**	.691**	.781**
m1							1	.798**	.706**	.736**	.745**	.771**	.830**
m2								1	.772**	.759**	.729**	.798**	.856**
y1									1	.821**	.711**	.646**	.884**
y2										1	.732**	.763**	.921**
y3											1	.711**	.891**
y4												1	.876**

Source: Statistical result

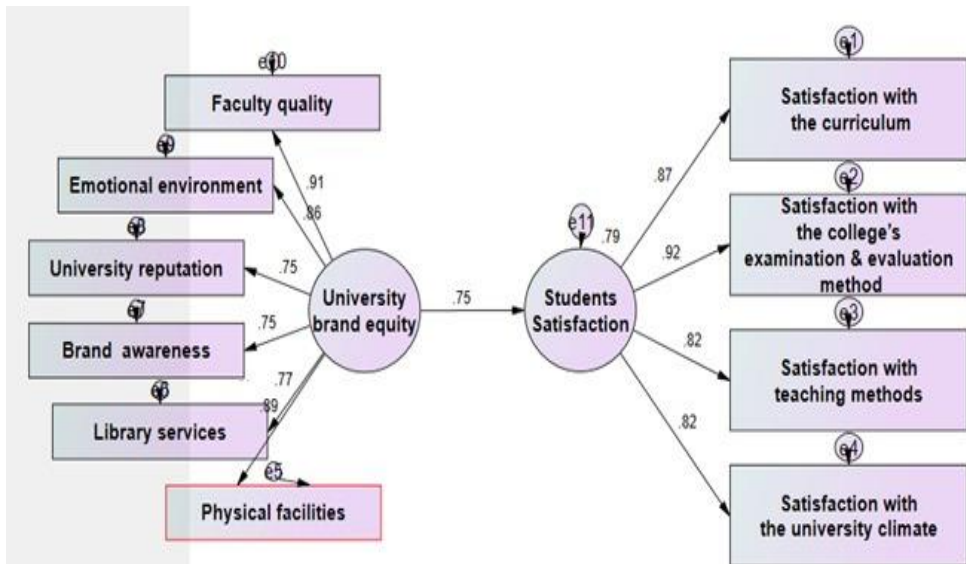
- As the previous tables show there are significant relationships between all the variables of the study. Thus, it can be concluded that:

- There is statistically significant relationship between **University brand equity** and **(Utilitarian value / hedonic value)** taking separately at confidence level 99% *in governmental universities*
- There is statistically significant relationship between **(Utilitarian value/Hedonic value)** taking separately and **student satisfaction** at confidence level 99% *in governmental universities*
- There is statistically significant relationship between **university brand equity** and **students' satisfaction** at confidence level 99% *in governmental universities*

- **Structure equation model (SEM)**

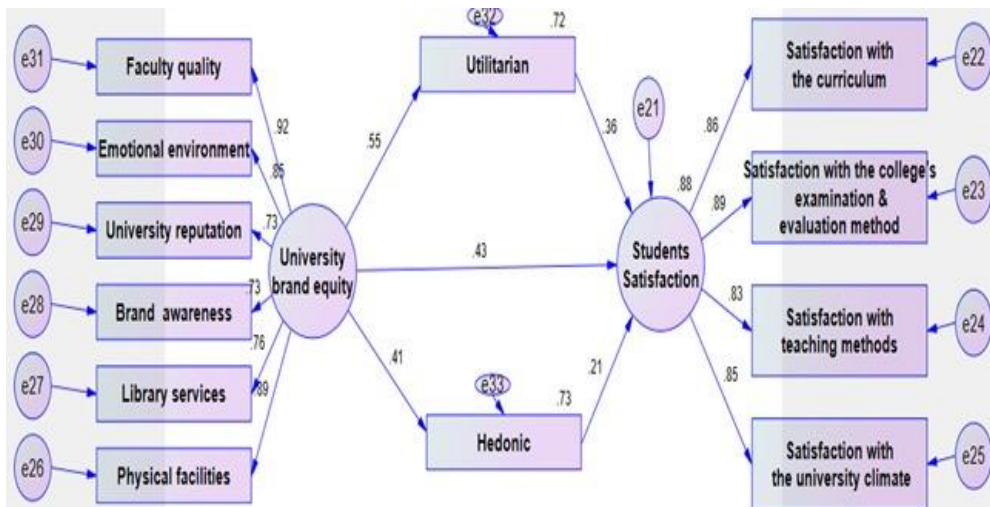
Structural equation modeling is a multivariate statistical analysis technique that is used to analyze structural relationships. This technique is the combination of factor analysis and path analysis. And it is used to analyze the structural relationship between measured variables and latent constructs.

**Model: (1) direct effect**



Source: Statistical results

**Model : (2) Indirect effect**



Source: Statistical results

**Table (1-4) Regression Weights direct and indirect effect**

MODEL	dep	indep	b	S.E.	C.R.	P	beta	R2	
I	yy	xx	0.771	0.054	14.278	***	0.753	0.791	
MODEL			b	S.E.	C.R.	P	beta		
II	m1	xx	0.541	0.052	10.40	***	0.55	0.880	
	m2	xx	0.442	0.056	7.89	***	0.413		
	yy	xx	0.468	0.079	5.945	***	0.426		
	yy	m1	0.278	0.043	6.485	***	0.359		
	yy	m2	0.174	0.044	3.968	***	0.213		
		Standardized Total Effects				Standardized Direct Effects			indirect
		xx	m2	m1	xx	m2	m1	xx	
	m1	0.551			0.551				
	m2	0.413			0.413				
	yy	0.774	0.359	0.213	0.426	0.359	0.213	0.348	

**Source: Statistical results**

- As indicated in the previous table, p-value is less than 0.05 for all the paths from the independent variable (University brand equity) to the mediator variables (Utilitarian/Hedonic), which implies a significant indirect effect of these variables, on the dependent variable (Student satisfaction). As well, the path of the relationship between the mediators Utilitarian, Hedonic values and (Student satisfaction) is also significant with a coefficient of 0.213, 0.359 respectively

- This table show how much of the standardized total effect of the independent variable *University brand equity* and the dependent variable *Student satisfaction* is direct effect and how much of it is an indirect effect; mediated by a third variable. For example 0.348 out of 0.774 affect coefficient of University brand equity on Student satisfaction is an indirect effect and 0.426 is a direct effect.

- ( $R^2$ ) equals (.791) and this indicates that the independent variable (*University brand equity*) explain (79 %) of any change in dependent variable *Student satisfaction*. While, after mediation entry on the relationship ( $R^2$ ) equals (.880) and this indicates that the independent variable (*University brand equity*) explain (88 %) of any change in dependent variable *Student satisfaction*.

- **Sobel Test:**

*Table (1-5) Normal theory tests for specific indirect effects (Sobel test)*

Mediator	Hedonic	Utilitarian
<i>Effect</i>	.3176	.4180
<i>SE</i>	.0499	.0486
<i>Z</i>	6.3690	8.5974
<i>P</i>	.0000	.0000

**Source: Statistical results**

Depends on the z value, If the value is greater than 1.96, we conclude that the model is an intermediate variable model, meaning that the indirect effect is real and vice versa.

Results of the regression analysis after including the mediating effect of Utilitarian and hedonic value on the relationship between the Independent Variable *University brand equity* and Dependent variable *Students' satisfaction*. Show that the indirect effect is significant at a p-value of .0000.

**Table (1-6): Summary of Hypotheses-testing Results**

Hypotheses	Results
<b>H01:</b> There is no statistically significant effect of <b>university brand equity</b> on <b>students' satisfaction</b> in governmental universities	<b>Reject</b>
<b>H02:</b> There is no statistically significant effect of <b>University brand equity</b> on <b>Utilitarian value</b> in <i>governmental universities</i>	<b>Reject</b>
<b>H03:</b> There is no statistically significant effect of <b>Utilitarian value</b> on <b>Students satisfaction</b> in <i>governmental universities</i>	
<b>H04:</b> There is no statistically significant mediating effect of <b>Utilitarian value</b> on the relationship between <b>university brand equity and students' satisfaction</b> in governmental universities	<b>Reject</b>
<b>H05:</b> There is no statistically significant effect of <b>University brand equity</b> on <b>Hedonic value</b> <i>governmental universities</i>	<b>Reject</b>
<b>H06:</b> There is no statistically significant effect of <b>Hedonic value</b> on <b>Students satisfaction</b> in <i>governmental universities</i>	<b>Reject</b>
<b>H07:</b> There is no statistically significant mediating effect of <b>Hedonic value</b> on the relationship between <b>university brand equity and students' satisfaction</b> in governmental universities	<b>Reject</b>

Source: prepared by researchers



## Key Findings and Discussion:

Based on results of the statistical analysis, *all the research alternative hypotheses were accepted*. The field study revealed a number of key findings. In this part a brief of those findings is demonstrated as follows.

1. *There is no statistically significant effect of University brand equity on (Utilitarian value / hedonic value) taking separately in governmental universities*

The result of testing the first hypothesis revealed that effect of **University brand equity** on **(Utilitarian value / hedonic value)** taking separately is significant

- This result is consistent with finding of *(Helmefalk & Eklund, 2018)* they found that there is a positive significant relationship between learning styles and hedonic and utilitarian values of classrooms in higher education. It is found that the learning style component has a positive impact on both hedonic and utilitarian values held by students. The findings demonstrate the importance of considering both hedonic and utilitarian values when designing classrooms to satisfy student expectations, and this may subsequently have an impact on learning outcomes. Findings suggest that Physical facilities (etc., classrooms) could be constructed in relation to hedonic and utilitarian attributes. It would improve the learning environment leading to student satisfaction.

***2. There is no statistically significant effect of (Utilitarian value/Hedonic value) taking separately on student satisfaction in governmental universities.***

The result of testing the Second hypothesis revealed that effect of **(Utilitarian value / hedonic value)** taking separately on Students satisfaction is significant

- This result is supported by (Arizzi et al., 2020) the study found the relationship between utilitarian value from education and student satisfaction is positive and significant ( $\beta = 0.18, p < .01$ ). This supports our hypothesis. Also the relationship between hedonic value and student satisfaction is also positive and significant ( $\beta = 0.75, p < .001$ ). Comparing the effects of hedonic and utilitarian values on satisfaction, the impact of hedonic value ( $\beta = 0.75, t = 10.65; p < .001$ ) is far greater than that of utilitarian value ( $\beta = 0.18, t = 3.27; p < .01$ ) and this support the research result.
- Also, study of (Ledden et al., 2007) confirm that perceived value is a significant determinant of satisfaction, that is, the results provide strong support for the claim that value gained through the educational experience is a significant determinant of satisfaction.

- In consistent with these results (Hartman & Schmidt, 1995; Webb & Jagun, 1997) found out that perceived value does influence student satisfaction.
  - Standardized coefficients ( $B=.449$ ;  $p < 0.000$ ) show that Utilitarian value is the most influential factor on satisfaction, followed by hedonic ( $B= .360$ ;  $P < 0.000$ ).
1. *There is no statistically significant effect of university brand equity on students' satisfaction in governmental universities*

The result of testing the Third hypothesis revealed that effect of **university brand equity on students' satisfaction** is significant

- *This result is supported by (Kaoud et al ., 2023) which asserted that university brand equity has a significant impact on student satisfaction and, results also showed a high correlation between perceived quality followed by brand awareness on students' satisfaction, It was deduced that Perceived Quality has a higher effect on female student satisfaction. Also this result is supported by (Dakrory et al., 2023) the study found a significant positive relationship between brand equity and customer satisfaction.*
- *Also results consistent with (Wong& Chapman, 2023) findings they suggest that student satisfaction were associated with three different*

emotional interactions: student–student formal, student–student informal and student-instructor.

- (*Hanssen, & Solvoll, 2015*) findings confirms that the importance of university facilities and reputation for student satisfaction.
- Research result also consistent with (*Yaping et al., 2023*) points out that student's satisfaction is positively related to university brand equity.
- (*Rojas et al., 2009*) proposed that satisfaction of students from the institute would not only depend on the main educational service provided by the institute but would also depend on other factors such as the physical facilities provided by the institute and interactions of the students with the academic, administrative and support staff.
- The relative importance of university brand equity dimensions in each sector can be determined according to how much each one of these dimensions explains the change in student's satisfaction. According to the following results:

- $Y(\text{public}) = \text{constant} + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6$

Student satisfaction (public) = .083 + .452 Perceived quality + .316 Emotional environment + .271 physical facilities + .004 University reputations + .100 brand awareness + .011 Library service.

3. *There is no statistically significant mediating effect of (Utilitarian value/Hedonic value) taking separately on the relationship between university brand equity and students' satisfaction in governmental universities*

- According to literature there is view study that examine direct effects between university brand equity and satisfaction like (*Kaoud et al., 2023*), by (*Dakrory et al., 2023*) in Egyptian higher education .Also there view studies that tackle direct effect between Utilitarian, hedonic values and satisfaction like (*Arizzi et al., 2020*). This means that Utilitarian, hedonic values could mediate the relationship between UBE and student satisfaction.
- Results of testing this hypothesis show that the mediation effect of (Utilitarian value/Hedonic value) on the relationship between university brand equity and students' satisfaction.
- **The result of Mediation effect was partial**, as indirect effect was 35% in governmental universities was less than 80% (Hair et al., 2016).

#### **Recommendations:**

Based on the research results, the following recommendations are introduced to increase satisfaction of undergraduate students:

- Universities must adopt customer orientation in their vision, as it refers to a marketing strategy that puts the customer as a priority above everything else.
- Paying attention to establishing open communication channels for effective communication with students and hearing student complaints and comments.
- Encourage students to express their opinions in order to develop the educational process, listen to their complaints, and work to solve them as much as possible.
- It is necessary to use a service quality measure to measure student satisfaction with the quality of services provided and expected on a periodic basis to determine the extent of Improving and developing the level of services provided by the college.
- Establishing career development center to help undergraduate Students to form a reasonable career plan.
- Holding more partnerships and employment forums to increase the opportunities for graduates of governmental universities universities in job opportunities.
- Strengthening the relationship between university education and labor market sectors to ensure that educational curricula are linked to the requirements of the labor market locally and internationally

- Working to increase student rest areas in appropriate numbers and spaces with student numbers.
- Make sure that teaching methods is more fun and effective.
- Encourage creativity in learning style lead to achieve hedonic value during consumption of educational services.
- Creating interactive activities to motivate students and increase understanding of academic content
- Analyzing the internal environment, which includes a group of internal factors affecting the college and university, these factors may clearly affect and represent a strength that can be strengthened, or affects badly on the performance of the college and university and represent a weakness that can be strengthened to serve the college and finally reflected in student satisfaction.
- Make sure that the number and ratio of teaching staff and supporting staff is appropriate for the number of students.
- Taking into account that the administrative system is appropriate to the size and nature of the college's activities.
- Encourage coordination among students and each other's and information sharing with classmates

### Opportunities for further researchers:

- Comparison between Egyptian undergraduate students and foreign students from other countries and cultures may be valuable to ascertain the research findings.
- Compare Students' Satisfaction During and After Higher Education Service Consumption.
- More comparative studies between private and governmental universities are highly recommended.
- Studying antecedents and consequences of Academic satisfaction in both governmental universities and private sectors.
- Examining university brand equity from different perspectives like employer point of view and university higher administrative point of view.
- Experience of core and supplementary aspects of the university equity.
- Most hedonic and utilitarian values studies has been developed in many fields rather than higher education settings (e.g. retail , tourism, hospitality and travel).As a result more researches is a prerequisite to enhance the understanding and application of utilitarian and hedonic values within the context of higher education.



### المراجع العربية:

- عكاشة زكي أحمد، ش & شرمهان. (٢٠٢١). الخصائص السيكومترية لمقياس الرضا الأكاديمي لدى طلاب الجامعة. *مجلة الجمعية التربوية للدراسات الاجتماعية*. 18(132), 182-212.
- الدكتور، منى إبراهيم (٢٠١٣) "دور أبعاد قيمة العلامة في تحقيق رضا العميل : بالتطبيق على كليات التجارة و العلوم الإدارية في مصر", *المجلة المصرية للدراسات التجارية*، مج ٣٧، ع ٤٤، جامعة المنصورة - كلية التجارة.

### • References:

- Aaker, D.A. (1991), *Managing Brand Equity*, Free Press, New York, NY.
- Alam, W., & Saeed, T. (2016). Impact of Brand Knowledge on Brand Equity of Universities in Khyber Pakhtunkhwa. *Abasyn University Journal of Social Sciences*, 9(1).
- Amatulli, C., De Angelis, M., & Donato, C. (2019). An investigation on the effectiveness of hedonic versus utilitarian message appeals in luxury product communication. *Psychology & Marketing*. <https://doi.org/10.1002/mar.21320>
- Arizzi, G., Breitenreiter, J., Khalsa, R., Iyer, R., Babin, L. A., & Griffin, M. (2020). Modeling business student satisfaction: Utilitarian value and hedonic value as drivers of satisfaction. *Marketing Education Review*, 30(4), 196-207.
- Babin, B. J., Darden, W. R., & Griffin, M. (1994). Work and/or fun: measuring hedonic and utilitarian shopping value. *Journal of consumer research*, 20(4), 644-656.

- Bitner, M. J. (1992). Servicescapes: The impact of physical surroundings on customers and employees. *Journal of marketing*, 56(2), 57-71.
- Bridges, E., & Florsheim, R. (2008). Hedonic and utilitarian shopping goals: The online experience. *Journal of Business research*, 61(4), 309-314.
- Chandon, P., Wansink, B., & Laurent, G. (2000). A benefit congruency framework of sales promotion effectiveness. *Journal of Marketing*, 64(4), 65–81.
- Childers, T. L., Carr, C. L., Peck, J., & Carson, S. (2001). Hedonic and utilitarian motivations for online retail shopping behavior. *Journal of retailing*, 77(4), 511-535.
- Cho, M., & Auger, G. A. (2013). Exploring determinants of relationship quality between students and their academic department: Perceived relationship investment, student empowerment, and student–faculty interaction. *Journalism & Mass Communication Educator*, 68(3), 255-268.
- Churchill Jr, G. A., & Surprenant, C. (1982). An investigation into the determinants of customer satisfaction. *Journal of marketing research*, 19(4), 491-504.
- Douglas, J., Douglas, A., & Barnes, B. (2006). Measuring student satisfaction at a UK university. *Quality Assurance in Education*, 14 (3), 251-267.

- Duarte, P. O., Alves, H. B., & Raposo, M. B. (2010). Understanding university image: a structural equation model approach. *International review on governmental universities and nonprofit marketing*, 7, 21-36
- Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197 –209.
- Eroglu, S. A., Machleit, K., & Barr, T. F. (2005). Perceived retail crowding and shopping satisfaction: The role of shopping values. *Journal of Business Research*, 58(8), 1146–1153.
- FakhrEldin, H. (2023). *The effect of brand equity on students' choice to study in a private university. A study across private universities in Egypt. Submitted by: Karim Ashmawy Under Supervision of* (Doctoral dissertation, The British University in Egypt).
- Fischer, E., & Arnold, S. J. (1990). More than a labor of love: Gender roles and Christmas gift shopping. *Journal of consumer research*, 17(3), 333-345.
- Gray, B. J., Shyan Fam, K., & Llanes, V. A. (2003). Branding universities in Asian markets. *Journal of product & brand management*, 12(2), 108-120.
- Gursoy, D., Spangenberg, E. R., & Rutherford, D. G. (2006). The hedonic and utilitarian dimensions of attendees' attitudes toward festivals. *Journal of Hospitality & Tourism Research*, 30(3), 279-294.

- Gutman, J., & Miaoulis, G. (2003). Communicating a quality position in service delivery: an application in higher education. *Managing Service Quality: An International Journal*, 13(2), 105-111.
- Hanssen, T. E. S., & Solvoll, G. (2015). The importance of university facilities for student satisfaction at a Norwegian University. *Facilities*, 33(13/14), 744-759.
- Hartman, D. E., & Schmidt, S. L. (1995). Understanding student/alumni satisfaction from a consumer's perspective: The effects of institutional performance and program outcomes. *Research in Higher Education*, 36, 197-217.
- Hawass, H. H. (2016). The factor structure of core university brand equity. *Middle East Journal of Management*, 3(3), 207-217.
- Helme Falk, M., & Eklund, A. A. (2018). Fun and function? The impact of experiential learning styles on hedonic and utilitarian values in classrooms. *Journal of Interdisciplinary Studies in Education*, 7(1), 1-18.
- Hirschman, E. C., & Holbrook, M. B. (1982). Hedonic consumption: emerging concepts, methods and propositions. *Journal of marketing*, 46(3), 92-101.
- Homer, P. M. (2008). Perceived quality and image: When all is not "rosy". *Journal of Business Research*, 61(7), 715-723.
- Jobber, D. (2004) *Principles and Practice of Marketing (4th Ed.)*, London: McGraw-Hill Higher Education.

- Kaoud, M., El Dine, N. A. A., & ElBolok, M. (2023). The Psychological Impact of University Brand Equity Using Firm Generated EWOM on Students' Satisfaction: The Moderating Effect of Gender. *Journal for ReAttach Therapy and Developmental Diversities*, 6(7s), 47-60.
- Kaoud, M., El Dine, N. A. A., & ElBolok, M. (2023). The Psychological Impact of University Brand Equity Using Firm Generated EWOM on Students' Satisfaction: The Moderating Effect of Gender. *Journal for ReAttach Therapy and Developmental Diversities*, 6(7s), 47-60.
- Keller, K. L. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *Journal of marketing*, 57(1), 1-22.
- Kim, H. B., Gon Kim, W., & An, J. A. (2003). The effect of consumer-based brand equity on firms' financial performance. *Journal of consumer marketing*, 20(4), 335-351.
- Kim, K. H., Kim, K. S., Kim, D. Y., Kim, J. H., & Kang, S. H. (2008). Brand equity in hospital marketing. *Journal of business research*, 61(1), 75-82.
- Lageat, T., Czellar, S., & Laurent, G. (2003). Engineering hedonic attributes to generate perceptions of luxury: Consumer perception of an everyday sound. *Marketing Letters*, 14, 97-109.
- Ledden, L., Kalafatis, S. P., & Samouel, P. (2007). The relationship between personal values and perceived value of education. *Journal of Business Research*, 60(9), 965-974.

- Lim, E. A. C., & Ang, S. H. (2008). Hedonic vs. utilitarian consumption: A cross-cultural perspective based on cultural conditioning. *Journal of business research*, 61(3), 225-232.
- Mano, H., & Oliver, R. L. (1993). Assessing the dimensionality and structure of the consumption experience: evaluation, feeling, and satisfaction. *Journal of Consumer research*, 20(3), 451-466.
- Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning*, 29(4), 403-420.
- Mourad, M., Meshreki, H., & Sarofim, S. (2020). Brand equity in higher education: comparative analysis. *Studies in Higher Education*, 45(1), 209-231.
- OLIVER, R. L. & DESARBO, W. S. (1989) Processing of the satisfaction response in consumption: a suggested framework and research proposition, *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, 2, pp. 1–16.
- Oliver, R. L. (1999). Whence consumer loyalty?. *Journal of marketing*, 63(4\_suppl1), 33-44.
- Palmer, A. (2001). *Principles of Services Marketing*. (3rd ed.). London: McGraw-Hill, (Chapter 1).
- Panda, S., Pandey, S. C., Bennett, A., & Tian, X. (2019). University brand image as competitive advantage: a two-country study. *International Journal of Educational Management*, 33(2), 234-251.

- Pesch, M., Calhoun, R., Schneider, K., & Bristow, D. (2008). THE STUDENT ORIENTATION OF A COLLEGE OF BUSINESS: AN EMPIRICAL LOOK FROM THE STUDENTS' PERSPECTIVE. *Marketing Management Journal*, 18(1).
- Pinar, M., Trapp, P., Girard, T., & E. Boyt, T. (2014). University brand equity: an empirical investigation of its dimensions. *International Journal of Educational Management*, 28(6), 616-634.
- Rodić Lukić, V., & Lukić, N. (2020). Assessment of student satisfaction model: evidence of Western Balkans. *Total Quality Management & Business Excellence*, 31(13-14), 1506-1518.
- Rojas-Méndez, J. I., Vasquez-Parraga, A. Z., Kara, A. L. I., & Cerda-Urrutia, A. (2009). Determinants of student loyalty in higher education: A tested relationship approach in Latin America. *Latin American Business Review*, 10(1), 21-39.
- Santini, F. D. O., Ladeira, W. J., Sampaio, C. H., & da Silva Costa, G. (2017). Student satisfaction in higher education: A meta-analytic study. *Journal of Marketing for Higher Education*, 27(1), 1-18.
- Scarpi, D., Pizzi, G., & Visentin, M. (2014). Shopping for fun or shopping to buy: Is it different online and offline? *Journal of Retailing and Consumer Services*, 21(3), 258–267.
- Sherry Jr, J. F., McGrath, M. A., & Levy, S. J. (1993). The dark side of the gift. *Journal of Business Research*, 28(3), 225-244.
- Supornpraditchai, T., Miller, K., Lings, I. N., & Jonmundsson, J. B. (2007). Employee-based brand equity: antecedents and consequences. In Australian and New Zealand marketing academy conference. Otago University.

- Taherdoost, H. Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management (IJARM)*, 2016, 5. hal-02546799.
- Vázquez, R., Del Rio, A. B., & Iglesias, V. (2002). Consumer-based brand equity: development and validation of a measurement instrument. *Journal of Marketing management*, 18(1-2), 27-48.
- Voss, K.E., Spangenberg, E.R. and Grohmann, B. (2003). Measuring the hedonic and utilitarian dimensions of consumer attitude. *Journal of Marketing Research*, 40(3), 310-20.
- Webb, D., & Jagun, A. (1997). Customer care, customer satisfaction, value, loyalty and complaining behavior: validation in a UK university setting. *Journal of consumer satisfaction, dissatisfaction and complaining behavior*, 10, 139-151.
- Wong, W. H., & Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher education*, 85(5), 957-978.
- Yaping, X., Huong, N. T. T., Nam, N. H., Quyet, P. D., Khanh, C. T., & Anh, D. T. H. (2023). University brand: A systematic literature review. *Heliyon*, 9(6).
- ZEITHMAL, V. A, BERRY, L. L. & PARASURAMAN A. (1993) The nature and determination of customer expectation of service, *Journal of Academy of Marketing Science*, 21(1), pp. 1–12.